

Week	Topic/content/Focus	Texts	Skills/Assessment/Outcomes
1 14 Sept	<p>Course Description: Overview of Parts and Assessment Components</p> <p>Understanding Power: Role-Play</p> <p>Understanding a Text: FOA practice</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>The great Game of Power  <a href="http://www.thinkib.net/englishalanglit/page/15435/the-great-game-of-power">http://www.thinkib.net/englishalanglit/page/15435/the-great-game-of-power</a></p> <p>Merchants of Cool PBS  <a href="http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/">http://www.pbs.org/wgbh/pages/frontline/shows/cool/view/</a>  <a href="http://www.thinkib.net/englishalanglit/page/15279/cool-hunting-introducing-further-oral-activities-and-understanding">http://www.thinkib.net/englishalanglit/page/15279/cool-hunting-introducing-further-oral-activities-and-understanding</a>            (photocopy with questions)</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Understanding the power of language as a symbolic system and a representation of 'reality' through a metaphor of power and how this can be conceptualised differently.</p> <p>Reflecting on how different individual conceptualisation can correspond to the way in which different cultures have different cognitive models based on language (Sapir Whorf)</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
2 21 Sept	<p>Introduction to Language and Gender</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Switcheroo</p> <p>Powerful women</p> <p>MissRepresentation Veoh??</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Understanding the influence of social and cultural beliefs and ideas in the way we perceive and expect a certain group to appear or behave</p> <p>Students develop awareness of the linguistic and stylistic features in a range of text types, commenting meaningfully on these texts, whilst understanding that meaning is constructed, not fixed</p> <p>Students understand the role of language in constructing gender identities</p> <p>Students understand the role of media in constructing gender identities</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text)</p>

			<p>for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
<p>3 28 sept</p>	<p>Introduction to Language and Gender</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Cartoons for Change</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p> <p>Written Task and FOAs</p>	<p>Understanding the impact of gender representation on expectations about gender roles and stereotypes</p> <p>Analysing visual features (how to talk about a cartoon)</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
<p>4 5 Oct</p>	<p>Paper 1 Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Baby Girls: Commentary Writing</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Students practice Paper 1 Analysis techniques</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
<p>5 12 Oct</p>	<p>Language and Knowledge Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Sapir-Whorf Theory on Language Activity(p.4 L&amp;G book)</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Considering the way in which language influences thought, rather than language existing as a consequence of reality</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary</p>

			<p>texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
6 19 Oct	<p>The power of Description: Language and Representation</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Virgin Radio Ad</p> <p>Text 1.2 ‘Happy business broadband’ (T1.2 L&amp;G book)</p> <p>HW: T1.6L&amp;G Natural History Dialogue</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Denotation/Connotation/metaphorical language as ways to infer/imply and communicate meaning</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
7 26 Oct	<p>The power of Description: Language and Representation</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Activities pp. 24 – 25 Lang&amp;Gender</p> <p><i>Animal Farm</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Using language differently depending on gender</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
8 2 Nov	<p>Identifying Target Audience</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>The Language of Ads</p> <p><a href="http://www.thinkib.net/englishalanglit/page/14913/target-audience">http://www.thinkib.net/englishalanglit/page/14913/target-audience</a></p> <p>PAPER 1?</p> <p><a href="http://www.menshealth.co.uk/style/boost-your-complexion">http://www.menshealth.co.uk/style/boost-your-complexion</a></p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Practising with Paper 1 and Written Task while focusing on the way meaning is constructed depending on target audience and context</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary</p>

			<p>texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
8 9 Nov	<p>Gender Representational Practices</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Children’s Catalogue Images T2.2 p. 30-31 L&amp;G book</p> <p>Aramis Ad Text 2.3 P. 34 L&amp;G book</p> <p>Barbie (<a href="http://www.barbie.com/en-gb">http://www.barbie.com/en-gb</a> )</p> <p>GoldieBlox (<a href="http://www.goldieblox.com/">http://www.goldieblox.com/</a> )</p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Understanding the role of the media in reinforcing stereotypes from an early age and analysing the different use of language and other visual techniques which contribute to constructing ideas of gender</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
9 16 Nov	<p>Categories and Marked Language through time</p> <p>The Language of persuasion</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Lancome ad (photocopies)</p> <p>Knitting Text (photocopy)</p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p> <p>WT2? Sample Roncan</p> <p>VOTE DIFFERENT Apple 1984 vs Goldieblox for WT2</p>	<p>Understanding how language contributes to the creation of categories by marking ‘normality’ and ‘deviation from the norm’ – prototypes and stereotypes</p> <p>Understanding the power of the media and the language they use to persuade audiences</p> <p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
10 23 nov	<p>Language and categories/Stereotypes and textual bias</p>	<p>Single mothers</p> <p><i>Much Ado about Nothing – revision</i></p>	<p>Understanding the power of language in creating representations of ‘normality’ versus ‘deviations from normality’</p> <p>Explore literary works in detail (explicit</p>

	<p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p><i>The Rime of the Ancient Mariner (HL only)</i></p> <p>WT and FOAs</p> <p>Deadline for WT (first draft) about part 4</p>	<p>and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
11 30 Nov	<p>Working with Texts</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Written Tasks and FOAs</p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p>	<p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
7 Dec	<p>Working with Texts</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Written Tasks and FOAs</p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p> <p><i>Work on WT – peer review</i></p>	<p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text for a particular stance, considering point of view in different literary genres)</p> <p>Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
8 14 Dec	<p>Working with Texts</p> <p>Part Four: Literature – critical study</p> <p>Detailed analysis: IOC practice</p>	<p>Written Tasks and FOAs</p> <p><i>Much Ado about Nothing – revision</i></p> <p><i>The Rime of the Ancient Mariner (HL only)</i></p> <p><i>Second draft of WT – part 4 assigned over Christmas</i></p>	<p>Explore literary works in detail (explicit and implicit meanings in a text, identifying and situating a text or an extract in the context of a larger work, responding to the key features of texts such as language, characterization and structure)</p> <p>Analyse elements such as theme and the ethical stance or moral values of literary texts (identifying the evidence in the text</p>

			<p>for a particular stance, considering point of view in different literary genres)          Understand and make appropriate use of literary terms (imagery, persona, tone, metaphor, ...)</p>
January 11	<p>Language and the Individual</p> <p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p>Bilingualism and Identity Poems          "Mother Tongue" Ami Tan          'Always Living in Spanish' Marjorie Agosin          The way I am (???)</p> <p>WT DEADLINE          PAPER 1 PRACTICE</p> <p><i>Nadine Gordimer – stories</i>  <i>Faulkner – stories (HL only)</i>          IOCs</p>	<p>Understanding how language is used to construct one's identity and how bilingualism affects individual identities. Considering how individuals define themselves according to the practices of a community</p> <p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
January 18	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Nadine Gordimer – stories</i>  <i>Faulkner – stories (HL only)</i>          IOCs</p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
January 25	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Nadine Gordimer – stories</i>  <i>Faulkner – stories (HL only)</i>          IOCs</p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the</p>

			<p>role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
February 1	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Nadine Gordimer – stories</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
February 8	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Nadine Gordimer – stories</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
February 15	Part 3: texts and	<i>Nadine Gordimer – stories</i>	Considering the changing historical,

	contexts  Paper 2	<i>Faulkner – stories (HL only)</i>	cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)
February 22	NO SCHOOL		
February 29	Paper 1 Practice  Part 3: texts and contexts  Paper 2	Big 5 Blair & Rita Hayworth Poster  <i>Nadine Gordimer – stories</i> <i>Faulkner – stories (HL only)</i>	Working with past papers and discussing analysis techniques. Consideration of visual texts Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)



<p>March 7</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Nadine Gordimer – stories</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
<p>March 14</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Persepolis - revision</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>

<p>March 21</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Persepolis - revision</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
<p>March 28</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Persepolis - revision</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>

<p>April 4</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Persepolis - revision</i> <i>Faulkner – stories (HL only)</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
<p>April 11</p>	<p>Part 3: texts and contexts</p> <p>Paper 2</p>	<p><i>Part Three – Revision</i></p>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs) Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure) Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>

April 18	Part 3: texts and contexts  Paper 2	<i>Part Three – Revision</i>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>
April 25	Part 3: texts and contexts  Paper 2	<i>Part Three – Revision</i>	<p>Considering the changing historical, cultural and social contexts in which particular texts are written and received (political pressure and censorship, dominant and minority social groups, the role of the individual in society, the impact of prevailing values and beliefs)</p> <p>Formal elements, genre and structure: influence on meaning, influenced by context (narrative technique, characterization, elements of style and structure)</p> <p>Attitudes and values expressed by literary texts and their impact on readers (different readings of the same text, context of reception, values in contention within a text)</p>

MISS REPRESENTATION DOCUMENTARY...