

ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW
A Level English Language (from 2015)

Component 4: Crafting Texts

Overall Objectives	<p>ASSIGNMENT 1 – CREATING TEXTS</p> <p>A05 – Demonstrate expertise and creativity in the use of English to communicate in different ways</p> <p>ASSIGNMENT 2 – COMMENTARY</p> <p>A01 – Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>A02– demonstrate critical understanding of concepts and issues relevant to language use</p> <p>A03 – analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>A04 - Demonstrate expertise and creativity in the use of English to communicate in different ways</p>
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PLTS/6R's	<p>Independent Enquirers Reflective Learners Self Managers Effective Participants Creative Thinkers</p>
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SUGGESTED TASKS	ASSESSMENTS
<ul style="list-style-type: none"> - teacher introduction to variety of appropriate genres - sample analysis of range of style models - student independent research into chosen genre - Students independent research into range of style models within the genre - Tutorial sessions to support student production of texts and 	<ol style="list-style-type: none"> 1. Draft of Assignment 1 – both pieces 2. Redrafting and editing of Assignment 1 3. Draft and Redraft of Assignment 2 <p>Complete Coursework folder – 20% of final assessment</p>

<p>redrafting of texts</p> <ul style="list-style-type: none"> - Teacher introduction into features of commentaries - Modeling systematic analysis of own texts and linking own text to style models and research - Tutorial sessions to support student production of commentary 	
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<p>Resources</p>	<p>Student coursework guide Sample materials from online standardization course (sample folders, with marks and exam board commentaries) Teacher's 'Getting Started' guide</p> <p>Range of current style models and resources will need to be gathered to support introduction to genre Students will need to gather own data as part of independent research into own genre choices</p>
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KNOWLEDGE	SKILLS
<p>Know</p> <ul style="list-style-type: none"> - key features of chosen genre <p>Use knowledge of relevant frameworks and levels from across the course to analyse style models and own texts</p>	<p>Research Skills</p> <ul style="list-style-type: none"> • Identify relevant and appropriate materials for genre • Read independently building up own knowledge and understanding of genre • Build up understanding of features of genre and variations within the genre • Research plausible tasks and texts within the genre • Analyse closely relevant language frameworks and levels in genre style models • Research additional theories that may be relevant to chosen genre, audience or function (eg relevant child language theories relating to production of children's fiction)

	<p>Writing Skills</p> <ul style="list-style-type: none">• Plan and structure texts effectively to match audience and function within the word count• Show assured understanding and control of genre conventions and mode• Control and vary choices of lexis, syntax, and discourse to appropriately match audience and function• Display a skillful selection of techniques for effect• Apply knowledge of genre features gained from research• Edit own work, recognizing errors and areas for improvement• Create effective 'voices• Craft engaging and sophisticated responses <p>Commentary Skills</p> <ul style="list-style-type: none">• Reflect on own learning and evaluate choices made in own writing• Able to apply and evaluate a wide range of relevant concepts and issues from own research into genre conventions• Able to infer, explain and evaluate the impact of context on own writing• Able to make and evaluate connections between research, style models and own writing• Apply relevant language frameworks and levels to own writing, using relevant and appropriate use of terminology• Able to support comments with precise examples from both style models and own writing• Able to evaluate language use in own writing• Be able to structure analysis effectively with clear and effective transitions
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