

English Language & Literature

Year 12: Remembering Places

| Assessment Opportunities: | Literacy/Reading opportunities: | CEIAG Links: |
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| <p>HT01 WK4: How does Bryson present French drivers in the extract provided? [AO1.3.4] /40</p> <p>HT01 WK6: Compare how each text structures the narrative of memory. Explore the differences in genre and mode. [AO1.3.4] /40</p> <p>HT02 WK4: Compare how each text explores Paris as a place to visit. [AO1.3.4] /40</p> <p>HT03 WK2: Compare how Paris is presented as somewhere to create memories. [AO1.3.4] /40</p> <p>HT04 WK4: Compare how Paris is presented as a city, rich in history [AO1.3.4] /40.</p> <p>HT05 WK2: Compare how food is presented in Paris [AO1.3.4] /40.</p> <p>HT06 WK5: Y12 MOCKS – Full Paper 1 [A, B + C] /100</p> | <p>Whole module focuses on an anthology of sources and material, ranging in medium. All content of the course provides opportunities to read both the focal source and wider around its context and meaning.</p> <p>A-level wider reading list is provided to students at the start of summer before the course.</p> <p style="text-align: center;">Remembering Places: Paris Anthology</p> | <p>CEIAG Links:</p> <ul style="list-style-type: none"> - English teacher - Education - Travel - Creative writing - Non-fiction, transactional writer - Editor |

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

KS5 English Language & Literature Assessment Objectives

| KS4 connection: | | A-Level AO: | Explanation: |
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| Lang AO: | Lit AO: | | |
| 1 | 1 | AO1 | Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression. |
| 2 | 2 | AO2 | Analyse ways in which meanings are shaped in texts. |
| 3 | 3 | AO3 | Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received . |
| 4 | | AO4 | Explore connections across texts , informed by linguistic and literary concepts and methods. |
| 5 | | AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways. |
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| Big Picture | Activities | Resources | Assessment | AO Focus |
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| 1 | <p>Introduction. A-Level overview and breakdown. Assessment Objective breakdown</p> | <ul style="list-style-type: none"> - A-Level Booklet | | <p>AO3 predominantly Introduction to AO1</p> |
| 2 | <p>Focus on Language Level introduction.</p> | <ul style="list-style-type: none"> - AO resources | | <p>AO1 lexis and semantics</p> |
| 3 | <p>Paris 1 Stories are Waiting (p 11) – explore visual images accompanying transcript/script (on video and as stills) and link to ideas about Paris. Paris represented at full of possibilities. <u>Key ideas:</u> modal verb ‘maybe’ / 2nd person / multi-media / inter-discursivity / deixis / spoken text / accent / stereotypes / purpose / audience / genre / place.</p> <p>Paris City Guide (Lonely Planet) (p 29) – play video accompanying transcript/script. <u>Key ideas:</u> discourse structure linked to genre / multi-media / accent and prosodics / 3rd persons formal / active and passive / deixis / pre-modification / lexical feature nouns / superlatives / purpose and audience / multi-modal.</p> <p>Establish similarities and differences between these two texts focusing on GAP.</p> <p>Self-Study - Introducing Paris – research to understand context e.g. culture, famous citizens, foods, landmarks, The French Revolution, stereotypes, The 1968 Paris Riots, Fashion, philosophy, artists and musicians, cemeteries, tourism, places mentioned in the anthology e.g. Cafe Rodonde and St-Jacques.</p> | <ul style="list-style-type: none"> - Paris Anthology p11/p29 | | <p>AO4 comparison introduction</p> |
| 4 | <p>Representation – selection and subjectivity / point of view / Lexis and Semantics Language Level</p> <p>Visiting Paris (Mike and Sophia) (p 46) – use fan & pick questions to explore text.</p> | <ul style="list-style-type: none"> - Paris Anthology p146/p14 | <p>How does Bryson present French drivers in the extract provided?</p> | <p>AO1 lexis and semantics AO3 [Assessment] AO4 comparison, representation and perspective</p> |

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| | <p><u>Key ideas:</u> spontaneous spoken transcript, personal first- hand experience / subjective / stereotypes / point of view / lexical field Proper Nouns</p> <p>Neither Here nor There: Travels in Europe (p 14)– use gallery walk questions to explore the text further.</p> <p><u>Key ideas:</u> representation (of French drivers and French waiters) / point of view / stereotypes / imagery / tone – vulgar and colloquial language / semantic fields / hyperbole / humour / narrative structure / genre – travelogue</p> <p>Conduct guided reading of extract focusing on French drivers. Students to complete the assessment task focusing on AO1 and AO3. Use exemplar levelled responses in feedback phase to illustrate different marks awarded for each AO.</p> | | | |
| 5 | <p>Representation – selection and subjectivity / point of view</p> <p>The Most Beautiful Walk in the World: A Pedestrian in Paris (p 25) Use Representation to explore the concept of representation in both a macro and micro level. Use questions worksheet on text to guide reading and exploration of key ideas. <u>Key ideas:</u> representation (of tourists compared to locals) / lexical and semantic fields and connotations / pronouns / ‘othering.’</p> <p>Ernest Hemingway on Paris - American Bohemians in Paris (p 103) Explore text in 3 parts using questions worksheet to guide reading. <u>Key ideas:</u> semantic shift – scum / compound noun phrases / metaphor and simile / representation of Americans / representation of place – Cafe Rotonde / metaphor and journey</p> <p>Establish links between the two texts in terms of presentation of people.</p> | - Paris Anthology p25/p103 | | <p>AO1 lexis and semantics AO3 context and production + context of reception AO4 comparing representation + perspective.</p> |

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| <p>6</p> | <p>1/3 Paris assessment Memories and Journeys – exploring the presentation of the physical and the psychological/metaphorical journey (the Double-journey)</p> <p>Understanding Chic (p 69) – draw on ideas from previous lesson and Memories and Metaphors. Use Deixis to explore spatial and temporal positioning in text and how this is used to structure the narrative (the physical and the psychological journey). Explore ideas linked to genre of memoir and genre conventions employed. <u>Key Ideas:</u> spatial and temporal deixis, memoir, verb processes for reflection / journey and double-journey / time-thickened / positioning or perspective / representation of French people / culture shock</p> <p>Memories of places in Paris (Isabelle and Sophia) (p 74) – use Space and Place. Explore genre – spoken recount – and how this is similar and different to the memoir of ‘Understanding Chic.’ Use Narrative and Storytelling to explore differences between recount and more literary narrative forms. <u>Key ideas:</u> recount / deixis / time-thickened / senses / place and space.</p> <p>Self-Study: Photocopy pack on Language Levels: PRAGMATICS. Review terminology in GLOSSARY of terms (esp. covered to date).</p> | <p>- Paris Anthology p69/p74</p> | <p>Compare how each text structures the narrative of memory. Explore the differences in genre and mode.</p> | <p>AO3 context of production and reception AO3 point of view AO3 genre AO3 mode AO4 similarities and differences in context, genre and mode</p> |
| <p>7</p> | <p>Paris Reflection Using additional sources, as well as those used in the assessment, reflect on indicative content and improve original comparison. Use areas of improvement and focus to reapply skills to an additional comparative question, similar in focus to their assessed piece. Make further use of AO1 study to date.</p> | <p>- Paris Anthology p69/p74</p> | | <p>AO1 lexis and semantics AO3 context of production and reception AO3 point of view AO3 genre AO3 mode AO4 similarities and differences in context, genre and mode</p> |

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| <p>1</p> | <p>Identify useful quotations to illustrate key concepts and produce perceptive and analytical responses that focus on the representation of people, place and events.</p> <p>In advance of the modelling lesson for 'AO4 perceptive, explore Around the World in 80 Dates (p 42) considering genre, memories, journeys and the way different groups of people who visit Jim Morrison's grave are presented.</p> <p>Use texts Understanding Chic (p 69) and Around the World in 80 Dates (p 42) – use AO4 Perceptive for 'Understanding Chic' as the exemplar text and requires students to use an extract from 'Around the World in 80 Dates' to explore presentation of people and place with a view to selecting effective quotations that allow for perceptive analysis and for comparison across texts.</p> | <p>- Paris Anthology p42/p69</p> | | <p>AO4 - write comparative paragraph illustrating links between two texts, aiming for the top skill descriptor level 'perceptive'</p> |
| <p>2</p> | <p>Double Journeys and Quest Narratives – recounts and more reflective narrative structures</p> <p>Breathless: An American Girl in Paris (p. 35) – an autobiographical account of her move to Paris in 1960s, explored in two sections – 'Waiting for Godard' and 'Roommates'. Use Quest Narratives. Consider role of gender, love, and relationships</p> <p>Ernest Hemingway on Paris - American Bohemians in Paris (p 103) – significance of title 'bohemians' and quest of American rich and artists living in Paris at the turn of the century.</p> <p>Foreign Correspondent in Paris in the Sixties (p. 110) – autobiographical account of a time in Paris – see links with Breathless... of a similar time period. Love and Relationships.</p> <p><u>Key ideas</u> – culture shock / being American / French values / gender / place from a time perspective / quest narrative / love & relationships</p> | <p>- Paris Anthology p35/p103/p110</p> | | <p>AO3 – genre and narrative structures</p> <p>AO4 – culture and society</p> |
| <p>3</p> | <p>Multi-modal and multi-media texts</p> <p>French Milk (p. 60) – explore genre conventions of graphic novel/visual narrative format and discourse structures and the subjectivity of representation through hand-drawn sketches. Consider affordances and constraints of the medium.</p> | <p>- Paris Anthology p60/p95</p> | | <p>AO3 – genre and narrative structures</p> <p>AO4 – culture and society</p> |

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| | <p>The Not for Parents series (pp. 95-102) – explore use of graphology and audience (children).</p> <p><u>Key ideas:</u> context of production and gender / multi-modality spoken vs. written / affordances and constraints / graphology, typography, orthography / context of reception (audience and intended purposes) / genre.</p> <p>Self-Study: Photocopy pack on Language Levels – GRAPHOLOGY</p> | | | |
| 4 | <p>Multi-modal and multi-media texts [continued] 2/3 Paris assessment</p> <p>Consider contexts of production and reception – the texts are taken from a book published by Lonely Planet – link to other guides and information texts in the anthology e.g. Paris for Children: Rough Guides (p. 88); Paris City Guide by Lonely Planet (p. 29) and Rick Steves' Walking Tours (p. 55). Explore information and language of texts depending on audience e.g. Paris for Children aimed at parents of children and not children themselves</p> | - Paris Anthology p88/p29/p55 | Compare how each text explores Paris as a place to visit. | <p>AO1 graphological features AO3 mode AO3 genre AO3 audience and purpose AO4 links between texts that employ visual images and links between texts that share purpose</p> |
| 5 | <p>Interactivity between text and maps</p> <p>Mile by Mile: London to Paris (p. 12) – information text, including different time perspectives. Note use of maps or cartography as a visual medium – multi-modal. Links with Sophia's account of a train journey into Paris in 'Memories of Places in Paris' (p. 75)</p> <p><u>Key ideas:</u> visual media / audio media / podcast & new technologies / interactivity / multi-modal / information texts / transcript vs script / continuum of spoken and written features in texts / affordances & constraints</p> <p>Self-Study – explore linking texts, annotate to illustrate key ideas and language features</p> | - Paris Anthology p12/p75 | | <p>AO4 – similarities and differences between texts of similar genre and texts that are multi-media and/or multi-modal</p> |

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| 6 | <p>Interactivity between text and maps [continued]</p> <p>Rick Steves' Walking Tour of the Louvre Museum (p. 55) – transcript of podcast audio guide tour – explore features of spoken vs written mode along a continuum and context of production and reception. Consider interactivity of the genre and medium and the affordances and constraints.</p> <p>Links to 'Paris City Guide' by Lonely Planet (p. 29) – using both audio and visual elements. Links to 'Mile by Mile (p. 12) – both use maps Links to other information or tourist guides – 'Paris for Children: Rough Guides' and 'Not for Parents' series</p> <p><u>Key ideas:</u> visual media / audio media / podcast & new technologies / interactivity / multi-modal / information texts / transcript vs script / continuum of spoken and written features in texts / affordances & constraints</p> | - Paris Anthology p55/p29/p12 | | AO4 – similarities and differences between texts of similar genre and texts that are multi-media and/or multi-modal |
| 7 | <p>Presentations to class: Focus on one source from the Anthology and present to the class, examining AOs. Deliver as a mini lecture in order to display knowledge, understanding and language levels. Class to annotate as delivery takes place. Culmination in discussion of potential Paper 1A Qs inspired by presented sources.</p> | - Paris Anthology | | AO1 AO3 AO4 |
| CHRISTMAS BREAK | | | | |
| 1 | <p>New Technologies</p> <p><u>Forum message board:</u> What do you wish someone had told you (p. 45)</p> <p><u>Discussion forum:</u> Gransnet – Travelling to Paris with a grandchild (p. 81) New Technologies Discussion Forums and associated terminology handout.</p> | - Paris Anthology p45/p81 | | AO1 Language Levels – appropriate terminology AO3 mode and genre |

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| | <p><u>Key ideas:</u> affordances and constraints / genre / interactivity / synchronous & asynchronous / discourse structures / register / multi-modal / pragmatics - including conversational maxims, politeness strategies, face, co-operative principles etc.</p> | | | |
| 2 | <p>New Technologies [continued]</p> <p>3/3 Paris assessment</p> <p><u>Blogs:</u> Just Another American in Paris – ‘10 things my kids say they’ll miss’; ‘10 months later’; ‘Encore Une Fois’ (pp. 76-80) New Technologies Blogs and associated terminology handout. Also see comments on blog (taken from website and not include in the anthology)</p> <p><u>Key ideas:</u> affordances and constraints / genre / interactivity / synchronous & asynchronous / discourse structures / register / multi-modal / pragmatics - including conversational maxims, politeness strategies, face, co-operative principles etc.</p> <p>Self-Study – Photocopy pack on Language Levels – DISCOURSE & PRAGMATICS</p> | - Paris Anthology p10/p78-80 | Compare how Paris is presented as somewhere to create memories. | <p>AO1 Language Levels – appropriate terminology</p> <p>AO3 mode and genre</p> |
| 3 | <p>Paris Reflection</p> <p>Using additional sources, as well as those used in the assessment, reflect on indicative content and improve original comparison. Use areas of improvement and focus to reapply skills to an additional comparative question, similar in focus to their assessed piece.</p> <p>Make further use of AO1 study to date.</p> | - Paris Anthology p10/p78-80 | | <p>AO1 Language Levels – appropriate terminology</p> <p>AO3 mode and genre</p> |
| 4 | <p>Spoken Discourses</p> <p>Personal Narratives – Anna & Zara (p. 31) In depth analysis, linked to spoken language features.</p> <p><u>Link texts:</u> ‘French Milk’ for features of spoken discourse and gender; ‘Paris City Guide’ and ‘Rick Steves’ Walking Tour’ podcast for spoken vs written features continuum and scripted vs spontaneous speech and accent.</p> <p><u>Key ideas:</u> mode / influence of new technologies / register / transcripts / features of spoken language / discourse structures /</p> | - Paris Anthology p31 | | <p>AO1 features of spoken language</p> |

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| | <p>pragmatics – including conversational maxims, politeness strategies, face, co-operative principles etc. / gender / age / scripted speech / fictional representation of speech / spoken vs. written features continuum / single vs. multi-speaker texts.</p> <p>Self-Study – Photocopy pack on Language Levels – PHONETICS, PHONOLOGY & PROSODICS</p> | | | |
| 5 | <p>Spoken Discourses [continued]</p> <p>Visiting Paris – Mike & Sophia (p. 46)</p> <p><u>Link texts:</u> ‘French Milk’ for features of spoken discourse and gender; ‘Paris City Guide’ and ‘Rick Steves’ Walking Tour’ podcast for spoken vs written features continuum and scripted vs spontaneous speech and accent.</p> <p><u>Key ideas:</u> mode / influence of new technologies / register / transcripts / features of spoken language / discourse structures / pragmatics – including conversational maxims, politeness strategies, face, co-operative principles etc. / gender / age / scripted speech / fictional representation of speech / spoken vs. written features continuum / single vs. multi-speaker texts.</p> | - Paris Anthology p46 | | AO1 features of spoken language |
| 6 | <p>Spoken Discourses [continued]</p> <p>Memories of Places in Paris – Isabelle, Sophia (p. 74) Eating in Paris – Isabelle, Mike, Sophia (p. 156)</p> <p><u>Link texts:</u> ‘French Milk’ for features of spoken discourse and gender; ‘Paris City Guide’ and ‘Rick Steves’ Walking Tour’ podcast for spoken vs written features continuum and scripted vs spontaneous speech and accent.</p> <p><u>Key ideas:</u> mode / influence of new technologies / register / transcripts / features of spoken language / discourse structures / pragmatics – including conversational maxims, politeness strategies, face, co-operative principles etc. / gender / age / scripted speech / fictional representation of speech / spoken vs. written features continuum / single vs. multi-speaker texts.</p> | - Paris Anthology p146/p14 | | AO1 features of spoken language |

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| <p style="text-align: center;">1</p> | <p>Genre - journalistic writing, reportage and letters Time period/era – context of production and reception</p> <p>Paris Riots 1968 (p. 125) – view video footage of news reports, read background context to the riots, link to ideas about society and culture. Consider point of view and purpose. Consider aspects of written form and register linked to genre.</p> <p><u>Key ideas:</u> accent of text producer / historical context / point of view / society and culture / genre / register / grammar and syntax / written mode vs spoken mode / multi-media / gender.</p> <p>Self-Study – Photocopy pack on Language Levels – GRAMMAR & SYNTAX</p> | <p>- Paris Anthology p125</p> | | <p>AO3 genre AO3 context of production and reception AO4 society and culture</p> |
| <p style="text-align: center;">2</p> | <p>Genre - journalistic writing, reportage and letters Time period/era – context of production and reception [continued]</p> <p>Seven Ages of Paris (p. 128) – historical journalism – explore discourse structure, grammar and formality of written register linked to the time period or context of production and purpose.</p> <p><u>Key ideas:</u> accent of text producer / historical context / point of view / society and culture / genre / register / grammar and syntax / written mode vs spoken mode / multi-media / gender.</p> | <p>- Paris Anthology p128</p> | | <p>AO3 genre AO3 context of production and reception AO4 society and culture</p> |
| <p style="text-align: center;">3</p> | <p>Genre - journalistic writing, reportage and letters Time period/era – context of production and reception [continued]</p> <p>Letters from France 1790-1796 (p. 137) – epistolary (of letters) form linked to feminist and gender concerns and linked to the period or era of production.</p> <p><u>Key ideas:</u> accent of text producer / historical context / point of view / society and culture / genre / register / grammar and syntax / written mode vs spoken mode / multi-media / gender.</p> | <p>- Paris Anthology p137</p> | | <p>AO3 genre AO3 context of production and reception AO4 society and culture</p> |

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| 4 | <p>1/3 Paris assessment</p> <p>Build connections between texts studied over past three weeks, linking to AO3 throughout.</p> | <p>- Paris Anthology p146/p14</p> | <p>Compare how Paris is presented as a city, rich in history.</p> | <p>AO3 genre AO3 context of production and reception AO4 society and culture.</p> |
| 5 | <p>Paris Reflection</p> <p>Using additional sources, as well as those used in the assessment, reflect on indicative content and improve original comparison. Use areas of improvement and focus to reapply skills to an additional comparative question, similar in focus to their assessed piece.</p> <p>Make further use of AO1 study to date.</p> | <p>- Paris Anthology</p> | | <p>AO3 genre AO3 context of production and reception AO4 society and culture.</p> |
| 6 | <p>Presentations to class:</p> <p>Focus on one source from the Anthology and present to the class, examining AOs.</p> <p>Deliver as a mini lecture in order to display knowledge, understanding and language levels.</p> <p>Class to annotate as delivery takes place.</p> <p>Culmination in discussion of potential Paper 1A Qs inspired by presented sources.</p> | <p>- Paris Anthology</p> | | <p>AO1 AO3 AO4</p> |
| EASTER BREAK | | | | |
| 1 | <p>Representations of French culture and society (Food)</p> <p>Paris: Fine French Food (p. 146) – this text is in the form of a video originally and presented here in transcript. It is another Lonely Planet production as employs a similar ‘house style’ to the earlier ‘Paris City Guide.’</p> | <p>- Paris Anthology p146</p> | | <p>AO4 Representations of French Culture and Society</p> |

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| 2 | <p>2/3 Paris assessment</p> <p>Using Fine French Food and an unseen comparative extract from the next two weeks, plan, create and reflect upon response to comparative question.</p> | - Paris Anthology p146/p14 | Compare how food is presented in Paris | AO1 AO3 AO4 |
| 3 | <p>Representations of French culture and society (Food) [continued]</p> <p>The Sweet Life in Paris... (p. 148) with the follow up recipe Chocolate Mole (p. 154) – a mix of forms with the narrative recount chapter followed by a recipe as part of the structure of the whole publication. ‘The Sweet Life’ offers representations of French culture and society through a focus on ‘water’ and ‘toilets.’ This text links well with Bryson’s ‘Neither Here nor There’ in terms of exploring how stereotypes and representations of French people are presented.</p> | - Paris Anthology p148/p154 | | AO4 Representations of French Culture and Society |
| 4 | <p>Representations of French culture and society (Food) [continued]</p> <p>Eating in Paris (p. 156) – links with the spoken texts and links with ‘Visiting Paris’ where Mike and Sophia discuss aspects of French and Parisian culture and society.</p> | - Paris Anthology p156 | | AO4 Representations of French Culture and Society |
| 5 | <p>Presentations to class:</p> <p>Focus on one source from the Anthology and present to the class, examining AOs.</p> <p>Deliver as a mini lecture in order to display knowledge, understanding and language levels.</p> <p>Class to annotate as delivery takes place.</p> <p>Culmination in discussion of potential Paper 1A Qs inspired by presented sources.</p> | - Paris Anthology | | AO1 AO3 AO4 |

HALF TERM

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| 1 | Paper 1 A consolidation | - | | |
| 2 | Paper 1 A comparison development | - | | |
| 3 | Paper 1 A preparation | - | | |
| 4 | Paper 1 A preparation | - | | |
| 5 | Y12 MOCK WEEK | | | |
| 6 | Y12 WORK EXPERIENCE WEEK Y12 data drop | | | |
| 7 | Y12 MOCK REFLECTION Y12 Higher Education Trip Y12 reports | | | |
| SUMMER BREAK | | | | |