

The Warriner School Subject Curriculum Map



Subject: English	Year Group: Year 12	Unit: Paper 2: Power and Gender
Unit objectives: The aim of this area of study is to allow students to explore language diversity with focus on representations of power linked to the concept of gender.		
Context for study: Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. Students should study a range of examples of language in use and research data to inform their study of diversity. When analysing texts and data, students should explore factors linked to language variations such as personal, social, geographical contexts; why these changes might have occurred; attitudes to language variation; how language is used to enact relationships and how power is presented through the lens of gender. These ideas were previously presented in KS3 modules in connection with the source texts 'Of Mice and Men' by John Steinbeck (theme of identity), 'Every Day' by David Levithan (gender assumptions, identity and conformity) as well as a Representations of Gender module using various non-fiction sources e.g. articles about female suffrage, advertising and speeches.		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know what it means to be **powerful** and come to a personal conclusion as to what the term means.
- Explore how language is linked to **gender** and representations of **power**.
- Understand the term **political power**.
- Know some examples of political power as presented in **political speeches** over time and how these can be used to exert influence, persuasion, and power.
- Understand the representation of an individual's **power in an organisation**.
- Understand the representation of **power of knowledge**.
- Understand how a person can have **power based on personality**.
- Understand how **age, gender, class, and race** may affect power relationships.
- Be aware that linguistic research has **flaws** and how to **evaluate** its validity based on dataset, age of undertaken study etc.
- Know that **discourse** means how a text is organised and how **structural devices** have been used to create meaning.
- Know that vocabulary, **lexical choices**, and level of **formality** affect representation of power.
- Know the **grammatical structures** that make up a **sentence**, especially the use of **modality** and **sentence types** e.g., declarative, and imperative.
- Understand what role **pragmatics**, assumed meaning has in presenting power in a text.
- Know how to analyse the **participants' roles** in a conversation e.g., **powerful participant** and **less powerful participant**.
- Know that **Wearing** (1999) came up with a **classification** of power and divided it into three categories: political, personal, and social group.
- Know that **instrumental power** is used to maintain and enforce authority.
- Know that power used to influence or persuade is called **influential power**.
- Know that **Fairclough** coined the concept of power in **discourse** and power behind discourse.
- Know what **jargon** means.
- Know that **power asymmetry** is a marked difference in power status of individuals involved in discourse.
- Know that an **unequal encounter** is an alternative term for asymmetrical, highlighting the power that one person has over another. (Fairclough)

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- Understand the **constraints** - ways in which powerful participants may block or control the contribution of less powerful participants, for example through controlling content or interrupting (Fairclough)- affect power balance.
- Know that **formulation** - the rewording of another's contribution by a powerful participant to impose a certain meaning or understanding – affects power balance in a conversation.
- Understand and be able to apply the **Initiation-Response-Feedback model** (Coulthard and Sinclair) to a classroom observation.
- Know and be able to compare **deficit**, **dominance** and **difference** models of language theory and corresponding theorists as it applies to the study of power and gender.
- Understand the links between **politeness** and power and that **Brown and Levinson** centres their research on the idea of 'face' (positive or negative).
- Know that '**small talk**' is a key aspect of power and politeness is in the **workplace**.
- Understand the difference between **deontic modality** and **epistemic modality**.
- Understand and be able to apply theory as to how **advertising** is used to display gender roles.
- Understand what **synthetic personalisation** is (as well as the three stages of it) and how it can be used in advertising.
- Know the difference between **oppressive** and **repressive discourse strategy** put forward by **Stubbe and Holmes**.
- Know who **Simone de Beauvoir** was and how her writing has had an impact on gender expressions in written texts.
- Know who **Judith Butler** is and how 'Gender Trouble' (1990) links to **gender performativity**.
- Understand and be able to discuss **gender taboo lexis** (Julia Stanley 1977), **lexical asymmetry** (Schultz 1975, Cameron 1990, Mills 1995), **lexical priming** (Hoey 2005) and **lexical pairs** (Mills 1995).
- Understand **marked and unmarked lexical items** in connection to gender representations. The 'unmarked' form is the normal/neutral form of a word. Most unmarked forms are considered male i.e. lion, priest.
- Know the term **pejoration** – the downgrading or depreciation of a word's meaning (from a formerly positive meaning to a negative one).
- Know the term **amelioration** – the upgrading or elevation of a word's meaning (from a formerly negative meaning to a positive one).
- Know the term **semantic derogation** - The sense of negative meaning or connotation that some lexical items have attached to them.
- Know the term **semantic deterioration** - the process by which negative connotations become attached to lexical items.
- Understand active choices made by writers of **fiction** in their representations of male and female characters.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

- ✓ Confusion surrounding the different theories presented in this module and attributing them to the wrong theorist.
- ✓ A misunderstanding of the appropriateness of negative gendered talk and lexis- students must have it reiterated that offensive terms are no longer condoned in modern society.
- ✓ Clear and targeted discussion of intentions/views.
- ✓ Modelled reading by the teacher where needed.
- ✓ Do not move on until the theory and terminology is clearly understood.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

- ✓ Explicit teaching of Tier 2/3 vocabulary listed above, throughout lessons.
- ✓ Reading of extracts – modelled reading.
- ✓ Developing independent discussions through questioning.
- ✓ Regular knowledge and metacognitive checks through students reading out responses.
- ✓ Writing modelling and paragraph structure provided.
- ✓ Think-Pair-Share approach.

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<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>An evaluative essay response to the task:</p> <p>'Evaluate the idea that spoken interactions between men and women are characterised by miscommunication'</p> <p>Students will: demonstrate their skills in selecting appropriate AO1 and AO2 and showcasing their evaluative skills.</p> <p>Creative writing task: Write an extract from a romance novel and a commentary as to which lexical choices have been made with particular focus on verb choices.</p> <p>Students will: demonstrate clear links between gender and power through language choices. Choice between either conforming to the gender conventions of the genre or subvert them.</p>	<ul style="list-style-type: none">✓ Expanded success criteria used to support assessment alongside AQA mark scheme.✓ Use of knowledge organisers to enable clear recall of theory and theorists.
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