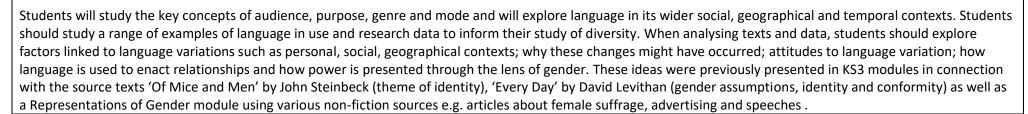
### The Warriner School Subject Curriculum Map

Subject: English	Year Group: Year 12	Unit: Paper 2: Power and Gender	
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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:



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)



### The Warriner School Subject Curriculum Map

- 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 is 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 us 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 though questioning.
- Regular knowledge and metacognitive checks through students reading out responses.
- ✓ Writing modelling and paragraph structure provided.
- ✓ Think-Pair-Share approach.

## The Warriner School Subject Curriculum Map

**Assessment/Final outcomes:** How will students apply their deep learning in a meaningful way that respects the subject's discipline?

An **evaluative essay** response to the task:

'Evaluate the idea that spoken interactions between men and women are characterised by miscommunication'

Students will: demonstrate their skills in selecting appropriate AO1 and AO2 and showcasing their evaluative skills.

**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.

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.

- ✓ Expanded success criteria used to support assessment alongside AQA mark scheme.
- ✓ Use of knowledge organisers to enable clear recall of theory and theorists.