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| **What will we be learning?**  **Component 2:**  **Paper 2, Section A: The Individual and Society: Unseen Non-Fiction Prose** | **Why this? Why now?**  This section of the course develops the analytical skills acquired at GCSE and in Section A of Component 1. You will apply these skills to a range of sophisticated and high-quality unseen non-fiction texts. This section of the course also requires you to draw upon background knowledge and your maturing understanding of the relationship between the individual and the society. | **Key Words/ Concepts:**  Genre  Audience  Subject  Primary/ secondary purposes  Contexts of reception and production  Mode  Voice  Levels of Language:  phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse  Genre types, and their elements and conventions, including (but not limited to):  Articles  Diary  Letter  Autobiography/ biography  Digital texts: blogs/ webpages/podcasts  Interviews  Memoirs/ personal accounts  Reportage  Review  Travelogue  Use your wider reading to help you build up a vocabulary to describe voice/ tone e.g.  Satirical, ironic, mocking, dismissive, despairing, mordant, excited …  Concepts and Topics Relating to “The Individual and Society”, including (but not limited to):  The “Other”  Childhood/adulthood/ old age  Science and Technology  Varieties of marginalisation and discrimination  Celebrity  Gender  Consumerism |
| **What will we learn?** You will learn to:   * apply relevant methods for text analysis, drawing on linguistic and literary fields (AO1) * apply varied strategies for reading and listening according to text type and purpose for study (AO1) * identify and describe how meanings and effects are created and conveyed in texts (AO1/2) * apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts (AO1) * show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received (AO3) * use English appropriately and accurately (AO1) * use a range of techniques and evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening (AO1) * show knowledge and understanding of the ways in which individual texts are interpreted by different readers or listeners (AO3) * show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse (AO1) * make accurate reference to texts and sources (AO1/2) * synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of texts. (AO1) * Integrate your background knowledge of the theme “The Individual in Society” into your analysis (AO3) | |
| **What opportunities are there for wider study?**  The best thing to you can do for this is to make a point of reading a range of high-quality non-fiction texts. This could include (but is by no means limited to):   * Reading articles from newspapers. (The Guardian and Daily Mail don’t have a paywall.) You should read a range of articles, including opinion articles by columnists and other writers. You should also read articles on a range of different topics from different sections of the newspaper, including “lifestyle”, “sport”, “culture”, “travel” “obituaries” etc. * Read a range of genres: travel writing, diaries, memoirs, autobiography/ biography. Your teachers will give you some guidance on what to read for this. It is also important that you find texts that interest you. However, here are some examples of texts that might be of interest: *The Road to Little Dribbling (Bill Bryson), Down and Out in Paris and London (George Orwell), The Road to Wigan Pier (George Orwell), H is for Hawk (Helen MacDonald), Everything I Know about Love (Dolly Alderton), Becoming - (Michelle Obama), Underland, The Wild Places (Rob MacFarlane)* * EMC magazine (Username: Highcliffe School Password: Highcliffe1) | |
| **How will I be assessed?**  Formal in-class mid-unit assessment  Formal End-of-unit in-class assessment  Y13 Mock Examinations | |