

## Lesson One

<b>Time</b>	<b>Activity</b>	<b>Resources</b>
10 mins	Ask students to create a word web of the word "investigation". Where have they heard the word used? In what context? Which professions? What does carrying out an investigation entail? Etc.	Sugar paper
5-10 mins	Key learning points to draw from the word web. An investigation is: <ul style="list-style-type: none"><li>- Enquiry based</li><li>- Based on evidence</li><li>- Has a method of application and planned in approach</li><li>- Systematic and methodical</li><li>- Analytical and evaluative</li><li>- Aims to prove / disprove / explore a hypothesis</li></ul>	
5-10 mins	Outline coursework requirements.	Specification guidelines for coursework (pages 13-14)
5 mins	Outline purpose of the mini investigation. Tell students the data they will be given consists of a variety of letters a school has written to parents / students. Ask students to identify what broad topic of language study this data is from.	
10 mins	In pairs, ask students to note down the important contextual factors surrounding this data. What kind of power? Who holds the power? What role/s does a school play? Dual audience?	
20 mins and Homework	Initial annotation of the data using the AO3-AO2-AO1 model. Look for patterns across the different letters – what similarities and differences are there between the letters?	Getting to know your data sheet Data set

## Lesson Two

Time	Activity	Resources
10 mins	Give each student a possible title for a potential investigation. Ask them to consider, in light of the work undertaken last lesson, the effectiveness of the title. Think, pair, share their ideas and titles with their partner. Class feedback – emphasise the qualities of a good investigation.	Titles cut up
15 mins	Using the confer, compare and clarify activity, ask students to share the patterns that they found within the data set.  <b>Confer, compare and clarify:</b> Assign students pairs. <i>Confer</i> refers to getting together and sharing a three sentence summary of what they believe the most important similarities and differences were. <i>Compare</i> refers to students actually getting an opportunity to read each others' notes. They should then compare what they recorded in their notes and what their peers recorded. Let students know that they are encouraged to "borrow" ideas from their peers' notes and add them to their own. <i>Clarify</i> refers to students recording any questions that they have regarding the task.	
5-10 mins	Ask students to identify any of their ideas from the above activity which surprised them. Whole class whiteboard splash to record patterns (similarities / differences / surprises) found in the data.	
15 mins	Explain to students the importance of classifying their data further, and grouping ideas. Ask pairs to first identify for each point on the whiteboard splash whether it is an AO3 / AO2 / AO1 concern. Students should then look at those they have identified as AO2 / AO1 concerns and group ideas together to classify even further e.g. mitigated imperatives, politeness markers, and euphemistic phrases may all be grouped under the umbrella focus of politeness. An example should be modelled to the students first.	
10 mins and Homework	Using the discussion and activities above, outline to students the importance of framing an appropriate focus for their investigation both in its overall focus and the sub focuses which will form the analysis. Model the example on the Framing a focus sheet and ask them to do the same with the school letter data set.	Framing a focus sheet

### Lesson Three

Time	Activity	Resources
30 mins	<p>Agree focuses for mini investigation. Using the numbered heads strategy, assign groups and give them each a different focus. The group is to undertake detailed annotation for their particular hypothesis / focus.</p> <p><b>Numbered heads:</b> Group students into teams of four, and assign each member a number. Groups to annotate data in light of their particular focus. Take feedback from groups by choosing a 'number' to respond, thus making all group members motivated as they do not know which number will be called upon to provide the feedback.</p>	
10 mins	Ascertain students' prior knowledge on what constitutes an effective analysis. Create draft success criteria from this discussion.	
20 mins and Homework	Give students the sample analysis paragraphs and ask them to read, annotate, and discuss the merits / demerits of each analysis. In light of this activity, they should refine the draft success criteria created from their prior knowledge.	Sample analysis paragraphs

### Lesson Four

Time	Activity	Resources
5-10 mins	Whole class discussion on success criteria for a successful analysis.	
30 mins	<p>Using the progressive writing tool, each group should 'write up' an analysis of the focus of their annotated data.</p> <p><b>Progressive writing:</b> Each member of the group begins writing their analysis and continues for a fixed period of time before passing his or her paper to another member of the group. Each group member reads what the person before has written and then continues the writing. This pattern is repeated until every member has written a portion of each analysis. Then, the group members discuss the contents of all the analyses they've written and nominate the best representative analysis for the activity below.</p>	
20 mins	Students to exchange analyses and peer mark against the agreed success criteria.	

### Lesson Five

<b>Time</b>	<b>Activity</b>	<b>Resources</b>
30 mins	Carousel activity – students to rotate around the 5 stations set up in the classroom. Each station contains past investigations which represent ‘notional’ grades A-E investigations. Students to complete an evaluation sheet for each station.	Previous investigations ‘sorted’ into stations  Evaluation sheet
15 mins	Think, pair, share with a new partner their evaluation sheets and devise a what to do / what not to do checklist when undertaking an investigation.	
15 mins	Give students the proposal form and talk through the completed example.	Proposal form and sample completed form
Homework	Students to complete their proposal form.	

### **Lessons Six-Eight**

<b>Time</b>	<b>Activity</b>	<b>Resources</b>
	<p>Individual Tutorials with students to agree investigation proposals. Whilst these are taking places, the other students should be:</p> <ul style="list-style-type: none"> <li>- Completing their personalised timeline and detailed project breakdown using the calendar and key project components sheet.</li> <li>- Undertaking background research – this could include looking at current research undertaken in the area of their investigation within universities and emailing any contacts.</li> <li>- Undertaking any methodology preparation they may need to do e.g. drafting letters of permission if they need to record data, devising questionnaires etc.</li> </ul>	<p>ICT facilities</p> <p>Calendar</p> <p>Key project component sheet</p>