

St John's Curriculum Overview – Year 12 & 13

Subject title	A-level English Language
Setting arrangements	N/ A
Time allowance each fortnight	9 hours

Introduction

The Edexcel linear course gives students the opportunity to explore how language is used in the real world, and how the way we use language is influenced by context and purpose. It allows students to develop a wide range of skills, including: critical reading, data analysis and evaluation; the ability to structure and develop convincing arguments and communicate effectively; and a number of different writing skills, including essays, fiction and non-fiction writing.

Students will study how we use language to represent ourselves and construct identities – through advertising for example, or in online communication. We look at the way that language use is affected by key contextual factors such as gender, occupation, age and social position and consider a range of real-world language questions such as whether men and women communicate differently, or how young people invent and use language. Other units explore how the English language has developed over time, from its very earliest origins to the present day, and how children learn to communicate and use language, from their first words up to the end of primary school.

The course also contains a creative writing element, which forms the coursework (or NEA- non-examined assessment) section of the programme of study. This enables students to develop their skills as producers and interpreters of language by writing some of their own texts- fiction or non-fiction- and exploring how they, as writers, manipulate language to fit different audiences and purposes.

Topics, Skills and Assessment covered during the course

Year 12	Topics covered	Skills developed	Assessment
Term 1	<p>Introduction to language methods: Written and Spoken Texts. Focus on Language and Identity</p> <p>Preparation for: Paper 1 section A: Language variation</p> <p>This unit introduces students to the 7 key linguistic methods used for exploring texts at a Level. Students will learn a range of key terminology associated with the methods and how to apply these to written and spoken texts from a range of contexts.</p>	<ul style="list-style-type: none"> • Introduction to the language methods: lexis, grammar, semantics, pragmatics, discourse structure, phonology, graphology as appropriate. • Introduction to key terminology associated with the methods. • Focus on analysing a range of written and spoken texts from various contexts and applying key terms to these texts to explain what language reveals about identity. • Exploration of the field, mode, function and audience of a range of written and spoken texts. • Exploration of how context affects the production and reception of texts. • Exploration of how personal and social identity is constructed within and projected by the producers of a range of written and spoken texts. 	<p>Assessment: Exam style comparison task based on A level paper 1 – Language Variation.</p> <p>Assessment 1: Comparison of 2 written texts exploring how writers use language to convey personal and social identity.</p> <p>Assessment 2: Comparison of 2 spoken texts exploring how writers use language to convey personal and social identity</p>
Term 2	<p>Language and identity: Focus on Language and Gender, Age, Sexuality and dialect</p> <p>Preparation for: Paper 1 section A: language Variation</p> <p>This unit deepens students' understanding of the 7 key linguistic methods used for exploring texts at a Level. Students will focus more specifically on key areas associated with linguistic identity and the key theories which support conclusions about language, identity and social context.</p>	<ul style="list-style-type: none"> • Continued exploration of how personal and social identity is constructed within and projected by the producers of a range of texts, with a focus on gender, age, sexuality and region. • Develop understanding of the language methods: lexis, grammar, semantics, pragmatics, discourse structure, phonology, graphology as appropriate. • Develop use of key terminology associated with the methods and the application of these to a range of spoken and written texts. • Analysis of the field, mode, function and audience of a range of texts and how context affects the production and reception of a range of texts. • Introduction to a range of key theories associated with gender, class, age and regional identity and how these influence the construction of identities and language use in a range of contexts. • Development of essay writing skills- planning, structure and sense of argument. • Development of understanding of the mark scheme and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. 	<p>Assessment: Exam style comparison task based on A level paper 1 – Language Variation.</p> <p>Assessment 1: Comparison of 2 texts with a focus on gender, exploring how writers use language to convey personal and social identity.</p> <p>Assessment 2: Comparison of 2 texts with a focus on regional variation, exploring how writers use language to convey personal and social identity</p>

<p>Term 3</p>	<p>Introduction to Paper 1 section B and Paper 2:</p> <ul style="list-style-type: none"> • Child Language Acquisition: focus on spoken texts • Variation over time: Language Change: focus on context <p>Preparation for: Paper 1 section B, and paper 2</p> <p>This unit introduces students to two new topics: how children develop and learn to use language, and how language has developed and changed over time. Students continue to explore how context affects language use, but with a focus on these two topics.</p>	<ul style="list-style-type: none"> • Exploration of how children develop and use language and how this is influenced by context. • Gain understanding of key theory associated with child language acquisition and explore how both written and spoken texts reflect key theories and concepts regarding child language acquisition. • Develop understanding of the language methods: lexis, grammar, semantics, pragmatics, discourse structure, phonology, graphology in relation to how children learn to speak and write. • Develop and extend use of key terminology associated with the methods in relation to child language acquisition. • Explore how context affects the way children of different ages learn and use language • Develop analysis skills using a range of spoken and written texts, explaining what language features show about child linguistic development. • Develop essay writing skills- planning, structure and sense of argument. • Develop understanding of the mark scheme and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Gain an understanding of how the English language has developed over time- key periods, developments and the influences of important events and socio-historical changes and the effects these have had on writing style, orthography, phonology and grammar. • Begin to apply contextual understanding to texts which exemplify some of these changes from 1550 onwards • Gain an understanding of some of the key processes which have occurred as English has developed such as standardisation of grammar and spelling, informalisation and conversationalisation and explore the socio-historical reasons for these processes. 	<p>Assessment:</p> <p>Exam-style question exploring a piece of data reflecting child language acquisition, with a focus on spoken texts.</p> <p>Exam-style question comparing two pieces of written data and using these to explain what they reveal about how language has changed over time.</p>
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<p>Term 4</p>	<p>Development of skills for Paper 1 sec B and Paper 2:</p> <ul style="list-style-type: none"> • Child Language Acquisition: written texts continued. • Variation over time: Language Change: focus on linguistic methods and analysis: orthography, lexis, grammar and phonology <p>Preparation for: Paper 1 section B, and paper 2</p> <p>This unit deepens students' understanding of the two topics introduced in the previous term, developing their understanding of how to analyse and compare texts in light of linguistic features and contextual factors.</p>	<p>Development of skills from term 3:</p> <ul style="list-style-type: none"> • Application of linguistic knowledge to a range of written texts exemplifying different stages in child language acquisition • Development of understanding of the key historical changes which have occurred from 1550 to the present day in relation to the development of the English language • Development of understanding of the effects of key contextual developments on writing style, orthography, phonology and grammar • Development of analysis and comparative skills in order to explain how contextual understanding to texts which exemplify some of these changes from 1550 onwards • Introduction to key processes which have occurred as English has developed such as standardisation of grammar and spelling, informalisation and conversationalisation and explore the socio-historical reasons for these processes. • Development of essay writing skills- planning, structure and sense of argument. • Development of understanding of the mark schemes and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Exam-style question exploring a piece of data reflecting child language acquisition, with a focus on written texts. 2. Exam-style question comparing two pieces of written data, using these to explain what they reveal about how language has changed over time.
<p>Term 5</p>	<p>Exam technique: Paper 2: Child language Acquisition and Paper 1 Section B: Language Change</p> <p>This unit prepares students for the internal mock/ end of year exam, which will take place in June term 6. It is designed to review knowledge and skills covered up to this point in the course and ensure students know how to write answers which will allow them to maximise their marks in their final exams.</p>	<ul style="list-style-type: none"> • Introduction to and consolidation of understanding of key theories, processes and concepts associated with CLA and language Change. • Development of understanding of how to apply theoretical knowledge effectively to illuminate data. • Revision and consolidation of key terminology relating to the language methods: lexis and semantics, phonology and orthography, grammar and syntax. • Development of essay writing skills- planning, structure and sense of argument. • Development of understanding of the mark scheme and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Development of revision skills: mind-mapping, revision cards, revision timetables, , how to use revision resources r, useful websites and internet resources, and how to use these effectively. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Exam-style question exploring a piece of data reflecting child language acquisition, with a focus on written texts. 2. Exam-style question comparing two pieces of written data, using these to explain what they reveal about how language has changed over time.

<p>Term 6</p>	<p>Crafting Language: Coursework Preparation</p> <p>The coursework is worth 20% of the A-level mark.</p> <p>Students are required to produce 2 pieces of original writing at 1500 – 2000 words each and one analytical commentary on both pieces at 1000 words. Pieces must differ by function or audience. This unit encourages students to experiment with a number of possible genres, explore genre requirements and practise using style models to support their own writing.</p> <p>Students may choose from: Speeches, scripted presentations, monologues, short stories, Feature articles, travel writing.</p>	<ul style="list-style-type: none"> • Understanding of key genre conventions of each of the relevant genres. • Analysis of style models- how to use style models as exemplars of genre conventions and stylistic devices • Creative writing skills- how to use a range of linguistic and structural devices to appeal to different genres and audiences. • How to write from the point of view of a ‘persona’ or implied writer in order to help with writing pieces which differentiate by target audience. 	<p>Assessment:</p> <p>Year 12 end of year exam:</p> <ol style="list-style-type: none"> 1. Paper 1 sections A and B: Language and identity, Language Change 2. Paper 2: Child Language Acquisition <p>Students will also write and receive feedback on the first draft of two possible genre choices in preparation for improving these over the summer.</p>
<p>Term 1</p>	<p>Commentary writing and Paper 1 Practice</p> <ul style="list-style-type: none"> • Coursework and commentary writing • Language and identity Mini Topic: The Language of Power, Class and Occupation <p>Students will have completed the first draft of their first coursework pieces over the summer. One teacher will use this unit to give feedback on the second piece and coach students as required on the drafting and completion process of their two pieces. The teacher will then move on to coaching students on how to write their written commentary, explaining and analysing the linguistic and drafting choices made in their coursework.</p> <p>The second teacher will review key linguistic and theoretical knowledge useful for Paper 1 Section A: Language and Identity. Students</p>	<ul style="list-style-type: none"> • Continue to explore how personal and social identity is constructed within and projected by the producers of a range of texts, with a focus on power, class and occupation. • Introduce and key theory associated with power and occupation and revise theory connected with age, gender and dialect covered in year 12 as appropriate. • Develop understanding of the language methods: lexis, grammar, semantics, pragmatics, discourse structure, phonology, graphology as appropriate. • Revise and develop use of key terminology associated with the methods. • Continue to explore the field, mode, function and audience of a range of texts. • Explore how context affects the production and reception of a range of texts in light of power, class and occupation. • Continue to explore how personal and social identity is constructed within and projected by the producers of a range of texts in light of power, occupation, gender and age and social class. • Develop essay writing skills- planning, structure and sense of argument. • Develop understanding of the mark scheme and assessment objectives through close examination of exemplars and model 	<p>Assessment:</p> <p>Students will complete and receive feedback on</p> <ol style="list-style-type: none"> 1. draft of second piece of creative writing x1 2. draft of commentary x1 3. final creative writing pieces x2 4. final commentary x1

	will explore the connections between language and identity in more detail, building on skills and knowledge from year 12, with a particular focus on class, power and occupation and associated theory.	<p>answers, shared writing and self and peer assessment.</p> <ul style="list-style-type: none"> • Development of drafting, writing and editing skills. • Development of critical awareness and evaluations skills and the ability to explain writing choices in relation to genre, audience and purpose. 	
Term 2	<p>Investigation Skills and Paper 1 Practice</p> <ul style="list-style-type: none"> • Mini Investigation: research skills in preparation for paper 3 • Paper 1 Practice: Language, Technology, Media and Online communication <p>This unit will deepen students' understanding of how identity shapes and reflects language use, with a focus on how this has been affected by technology and the media. This contextual focus supports students' understanding for both Paper 1 topics: Language and Identity and Language Change.</p> <p>Students will also undertake a mini-investigation, with a focus on Language and Gender. This is preparation for paper 3, where students will research and investigate language use with a specific topic focus released by the EDEXCEL in January.</p>	<ul style="list-style-type: none"> • Continue to explore how personal and social identity is constructed within and projected by the producers of a range of texts, with a focus on media, technology and online communication. • Develop understanding of the language methods: lexis, grammar, semantics, pragmatics, discourse structure, phonology, graphology as appropriate. • Revise and develop use of key terminology associated with the methods. • Continue to explore the field, mode, function and audience of a range of texts. • Explore how context affects the production and reception of a range of texts in light of developments in technology and online communication. • Continue to explore how personal and social identity is constructed within and projected by the producers of a range of texts through the media and online communication. • Develop essay writing skills- planning, structure and sense of argument. • Develop understanding of the mark scheme and assessment objectives through close examination of exemplars and model answers, shared writing and self and peer assessment. • Development of drafting, writing and editing skills. • Development of research and investigation skills: how to develop an appropriate hypothesis in relation to a given linguistic topic; how to construct a viable investigation and conduct field research; how to make sense of academic writing and conduct a research review; how to gather data and synthesise this to reach logical conclusions in light of proposals and hypotheses. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Exam style comparison task based on A level paper 1: either section A (identity) or B (change), comparing two texts which have a media focus or are examples of online communication or social media. 2. A practice response for Paper 3 section B
Term 3	<p>Paper 3: Investigating language: Sections A and B</p> <p>Edexcel Release the investigation topics in January. During this module, students will</p>	<ul style="list-style-type: none"> • How to conduct an independent language investigation to explore the topic given by EDEXCEL. • How to gather research and theory to support discussion of the topic given by EDEXCEL. • How to gather data regarding attitudes to the chosen topic by 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Practice response for Paper 3 section A 2. Practice response for Paper 3 section B

	conduct their own language investigation based on the topic given by the exam board and practise analysing related data on the given topic.	<p>constructing questionnaires and conducting online research based on articles and academic research papers as appropriate.</p> <ul style="list-style-type: none"> • How to use exemplar responses and peer/ self-assessment to understand how to structure responses that cover the assessment objectives and maximise marks. 	
Term 4	Mock Exam Preparation: Papers 1 and 2	<ul style="list-style-type: none"> • Development of revision skills: mind-mapping, revision cards, revision timetables, how to use revision resources, useful websites and internet resources, and how to use these effectively. • Revision of key subject content: theory, terminology and context as appropriate • Development of essay writing skills- planning, structure and sense of argument. • How to use exemplar responses and peer/ self-assessment to understand how to structure responses that cover the assessment objectives and maximise marks. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Mock exam: Paper 1 Sections A and B: Identity and Change 2. Mock exam: Paper 2: Child language Acquisition
Term 5	Exam Skills: Papers 1, 2 and 3	<ul style="list-style-type: none"> • Development of revision skills: mind-mapping, revision cards, revision timetables, how to use revision resources, useful websites and internet resources, and how to use these effectively. • Revision of key subject content: theory, terminology and context as appropriate • Development of essay writing skills- planning, structure and sense of argument. • How to use exemplar responses and peer/ self-assessment to understand how to structure responses that cover the assessment objectives and maximise marks. 	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Timed response for paper 1 2. Timed response for paper 2 3. Further practice for paper 3 as appropriate

Resources Recommended for Revision and where they are available:

The library has a number of textbooks and topic-specific texts
Revision resources are available on the school system and posted on SMHW
Students are recommended to look at a number of online revision resources such as:
<https://aggslanguage.wordpress.com/>
<https://www.bl.uk/>

Homework

Students should complete at least 2 hours of extra study, revision or further reading each week.

Additional support and help for the course

Revision sessions, intervention and pre-exam sessions are run by the department in the run-up to summer exams

Extra-Curricular:

None at present