

Year 12 - 2023-24

Course title: A-Level English Language	Exam board: EDEXCEL	Specification code: 9EN0
How will students be assessed?		
Students will sit three external exams at the end of Year 13 and complete one piece of coursework "Crafting Language".		
1 – Language Variation	Examination	35%
2 – Child Language	Examination	20%
3 – Investigating Language	Examination	25%
4 – Crafting Language	Coursework	20%
Mock Exam Jan: Section A style response (Essays on Language Variation – Identity and Change (both a single piece of data).		
Mock Exam June: Comparative essays on Change and Identity from Language Paper 1.		

Half term	Teacher 1 - LET Key content	Teacher 2- YR Key content
1 (8 weeks)	<p align="center">6 WEEKS</p> <p>Language and Context/The Frameworks</p> <ul style="list-style-type: none"> • Lexis/Semantics • Grammar/Morphology/Syntax • Pragmatics <p align="center">1 WEEK</p> <p>REVISION STRATEGIES FOR LEARNING ALL KEY TERMINOLOGY</p> <p align="center">1 WEEK</p> <p><i>Act Now work on Terminology Test, begin working towards Spoken Language.</i></p>	<p align="center">6 WEEKS</p> <p>Language and Context/The Frameworks</p> <ul style="list-style-type: none"> • Phonology • Graphology • Discourse <p align="center">1 WEEK</p> <p>PRACTISE TEXTUAL ANALYSIS</p> <p align="center">1 WEEK</p> <p><i>Act Now work on Assessment, begin working towards Written and Multimodal Language.</i></p>
2 (7 weeks)	<p align="center">3 WEEKS</p> <p>LANGUAGE AND CONTEXT</p> <p>SPOKEN LANGUAGE - REAL and REPRESENTED</p> <ul style="list-style-type: none"> • Focus on phonetics, phonology and prosody. • Students to develop confidence in applying technical terminology related to "spoken discourse" e.g. <ul style="list-style-type: none"> • Non fluency features • Adjacency pairs and turn-taking • Politeness and face • Leech, Levinson and Brown • Grice's maxims • dialect, sociolect and idiolect <p>Possible data examples: Transcripts: informal conversations; formal meetings; interviews; speeches.</p> <ul style="list-style-type: none"> • Analyse data which merge features of written/spoken channels e.g. • Blogs: travel/personal 	<p align="center">3 WEEKS</p> <p>LANGUAGE AND CONTEXT</p> <p>WRITTEN and MULTIMODAL LANGUAGE</p> <ul style="list-style-type: none"> • Context when handling written and multimodal language. • Similarities and differences between handling spoken and written data. • Applying frameworks to a handwritten note. • Applying informality and formality scales. • The impact of technology. • Subject specific language in written / multimodal texts - the case for and against. <p>Possible data examples:</p> <ul style="list-style-type: none"> • Handwritten note - Mr. Flynn • Tooth Fairy letter - multimodal • Articles - news / feature / opinion column

	<ul style="list-style-type: none"> Social Media <p style="text-align: center;">4 WEEKS <i>Component 1: Language Variation Variation Over Time</i></p> <p>Analyse the development of English as a national language. Consider the effect of historical variation across the language frameworks for example changes in: lexis – borrowing, affixation, compounding, blending, conversion, clipping, initialism, acronyms, back-formation, archaisms/obsolete words, neologisms, coinage, back-formation semantics – amelioration, pejoration, broadening, generalisation, expansion, extension, narrowing, specialisation, restrictions grammar, phonology, graphology.</p> <p>ENRICHMENT: Students will read Chapter 17 Progress or decay? – Language Change Progress or Decay? By Jean Aitchison</p>	<p style="text-align: center;">4 WEEKS <i>Component 1: Language Variation Individual Variation</i></p> <p>Students will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception. Students will demonstrate critical understanding of concepts and issues, exploring attitudes to language and using a descriptive approach to evaluate how an individual's language choices are affected by:</p> <ul style="list-style-type: none"> the mode, field, function and audience geographical factors social factors, such as gender, age, ethnicity and other social identities.
3 (6 weeks)	<p style="text-align: center;">5 WEEKS <i>Component 1: Language Variation Variation Over Time Continued</i></p> <p>ENRICHMENT: Students will read Chapter 8 Early Modern English from The English Language by Barber, Beal and Shaw</p>	<p style="text-align: center;">5 WEEKS <i>Component 1: Language Variation Individual Variation (Continuation of gender, then sexuality, age, ethnicity & occupation.)</i></p> <p>ENRICHMENT Students will read AND complete built in exercises from IDENTITY: GENDER – CHAPTER 5 OF 'LANGUAGE AND SOCIAL CONTEXTS' BY AMANDA COULTAS</p>
4 (5 weeks)	<p style="text-align: center;">5 WEEKS <i>Component 1: Language Variation Variation Over Time continued</i></p>	<p style="text-align: center;">5 WEEKS <i>Component 1: Language Variation Individual Variation (continued)</i></p> <p>ENRICHMENT: Students will read AND complete built in exercises from IDENTITY: REGIONAL TALK – CHAPTER 6 OF 'LANGUAGE AND SOCIAL CONTEXTS' BY AMANDA COULTAS</p>
5 (6 weeks)	<p style="text-align: center;">6 WEEKS <i>Component 2: Child Language Acquisition (Spoken)</i></p>	<p style="text-align: center;">6 WEEKS <i>Component 2: Child Language Acquisition (Written)</i></p>

	<p>Introduction to key CLA theory and research</p> <p>Focus on spoken channels.</p> <p>Students to develop confidence in applying technical terminology related to CLA e.g.</p> <ul style="list-style-type: none"> ● Stages of language acquisition ● Overextension, underextension, overgeneralisation ● Substitution, deletion ● Child-directed speech (CDS), caretaker language, motherese ● <p>ENRICHMENT: Students will read Chapter 3 Silent Rehearsals from The Infinite Gift by Charles Yang</p>	<p>Students will begin to explore the following aspects of children's written language development:</p> <ul style="list-style-type: none"> ● the transition from speech to writing: the use of drawing, gesture and writing to create meaning ● early forms of writing such as drawing, scribbling, letter-like forms, random letters ● the development of letter forms, capital letters, linearity and directionality; the link between letters, sounds and early spelling (graphology) ● the effect of learnt reading strategies on spelling (morphology) ● the vocabulary choices (lexis) and sentence structures (syntax) in early writing ● the development of narrative and descriptive skills (discourse).
6 (7 weeks)	<p style="text-align: center;">4 WEEKS</p> <p style="text-align: center;"><i>Component 2: Child Language Acquisition (Speech) Continued</i></p> <p>1 WEEK <i>MOCK EXAMS Week beginning 17th June</i></p> <p>2 WEEKS: <i>Students completing ACT NOW work on MOCK EXAMS.</i></p>	<p style="text-align: center;">4 WEEKS</p> <p style="text-align: center;"><i>Component 2: Child Language Acquisition (Writing) Continued</i></p> <p style="text-align: center;"><i>Individual Variation REVISION FOR MOCK</i></p> <p>1 WEEK <i>MOCK EXAMS Week beginning 17th June</i></p> <p>2 WEEKS: <i>Students completing ACT NOW work on MOCK EXAMS.</i></p>