

Year 13 English Language

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%

Half term	Key content Teacher 1 (LET)	Key Content Teacher 2 (NSM/YR)
1 (7 weeks)	<p style="text-align: center;">3 WEEKS</p> <p style="text-align: center;">Component 4: A level Coursework Crafting Language</p> <p>Explore Journalism and Short Stories</p> <p>ENRICHMENT: Journalism Theory – When News is Everywhere</p> <p>Assignment 1: Original Writing Students will:</p> <ul style="list-style-type: none"> select their genre plan two pieces of writing where function and/or audience are different produce their own piece of writing in response to the exemplar style model(s) record their writing process to be used in the creation of a commentary. <p style="text-align: center;">4 WEEKS</p> <p style="text-align: center;">Component 2: Child Language Acquisition (Spoken)</p> <p>Introduction to key CLA theory and research</p> <p>Focus on spoken channels.</p>	<p style="text-align: center;">1 WEEK</p> <p style="text-align: center;">Component 4: A level Coursework Crafting Language</p> <p>Explore Monologues and Travel Writing</p> <p>Assignment 1: Original Writing Students will:</p> <ul style="list-style-type: none"> select their genre plan two pieces of writing where function and/or audience are different produce their own piece of writing in response to the exemplar style model(s) record their writing process to be used in the creation of a commentary. <p style="text-align: center;">6 WEEKS</p> <p style="text-align: center;">Component 2: Child Language Acquisition (Written)</p> <p>Students will also 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)

	<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>	<ul style="list-style-type: none"> • the vocabulary choices (lexis) and sentence structures (syntax) in early writing • the development of narrative and descriptive skills (discourse).
2 (7 weeks)	<p>5 WEEKS</p> <p>Component 2: Child Language Acquisition (Spoken)</p> <p>2 WEEKS</p> <p>A level Coursework: Crafting Language</p> <p><i>Set up Coursework 1:1s to explore how individual portfolios of style models are developing / inclinations with regard to text types</i></p> <p>Students continue to work on Draft 1 and then rest of this half term will focus on Piece 2</p> <p>1st Piece Deadline will be expected at the beginning of November TBC</p> <p>2nd Piece Deadline will be expected mid December TBC</p>	<p>2 WEEKS</p> <p>Component 2: Child Language Acquisition (Written)</p> <p>5 WEEKS</p> <p>Component 3: Investigating Language – Topic TBC following Examiners’ Report this Summer <i>This will be initiated by a study of Language and Power so that students are ready when the sub-topic is released at the beginning of December.</i></p> <p>Teacher should focus on ensuring students develop necessary research skills e.g.</p> <ul style="list-style-type: none"> • Asking relevant questions • How to collect data • Different methods of analysis • qualitative and quantitative research • framing an effective hypothesis. <p>More sophisticated investigation methods should be introduced and practised, e.g. corpus studies.</p> <p>Students should be introduced to the SAMs and/or specimen papers and the evaluative style of the Section B questions – opportunity for class debates/presentations to engage with attitudes towards language.</p>
3 (6 weeks)	<p>Component 1: Language Variation, B: Variation Over Time</p> <p>2 WEEKS</p> <p>REVISION FOR FEB MOCKS</p>	<p>Component 1: Language Variation, A: Individual Variation</p> <p>2 WEEKS</p> <p>REVISION FOR FEB MOCK</p>

	<p><i>FEB MOCK EXAMS TBC</i></p> <p>2 WEEKS</p> <p>Component 4: A level Coursework <i>Crafting Language Commentary + final changes to coursework</i></p> <p>Commentary Deadline will be expected at the start of February TBC</p> <p>2 WEEKS</p> <p>Component 2: Child Language Acquisition (Spoken)</p>	<p><i>FEB MOCK EXAMS TBC</i></p> <p>4 WEEKS</p> <p>Component 3: Investigating Language – <i>Section A style work examples on sub-topic pre-released in December to identify typical features</i></p>
4 (6 weeks)	<p>2 WEEKS</p> <p>Component 4: A level Coursework <i>Crafting Language Commentary + final changes to coursework</i></p> <p>4 WEEKS <i>Assist Teacher 2 with Prep for Investigating Language Unit Section B</i></p>	<p>6 WEEKS</p> <p>Component 3: Investigating Language <i>Section A style work examples analysis based on Sub-topic pre-released in December</i></p>
5 (5 weeks)	<p>5 WEEKS</p> <p><i>Assist Teacher 2 with Prep for Investigating Language Unit Section B</i></p> <p><i>VARIATION OVER TIME AND INVESTIGATION REVISION</i></p> <p>Component 3 Section B practice.</p>	<p>5 WEEKS</p> <p>Component 3: Investigating Language <i>Section A style work examples analysis based on Sub-topic pre-released in December</i></p> <p><i>REVISION OF INDIVIDUAL VARIATION AND CHILD LANGUAGE ACQUISITION</i></p> <p>Component 3 Section A practice.</p>