

## A Level English Language

The A Level English Language course runs over a period of two years. Students receive 9 hours of teaching-time per fortnight which is further supplemented by additional reading and homework activities. Students will have two teachers who teach specific elements of the course, largely split into Paper 1 and Paper 2.

### Year 12

Time Frame	Main Topic Areas	Skills and Activities	Assessment
<b>Year 12 Study</b>			
<b>Autumn Half-Term 1</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>● Introduction to Paper 1:</li> <li>● Structure of the paper</li> <li>● Assessment Objectives</li> <li>● Key Topics: Meanings and Representations and CLA</li> <li>● Bridging from GCSE: Students to develop analytical and interpretative approaches from GCSE study using a wide range of textual examples.</li> </ul>	<ul style="list-style-type: none"> <li>● Mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics</li> <li>● Reinforce grammar frameworks</li> </ul>	Meanings and Representations essay-response with one text. Assessed using A Level Mark Scheme.
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>● Introduction to Sociolinguistics:</li> <li>● Introduce students to Paper 2, specific AOs, and overview of the year.</li> <li>● Students to consider individual language styles before moving to wider social groups: idiolect, sociolect, ethnolect, dialects and occupational language. Students should consider the importance of identity and context in relation to language exploration.</li> <li>● By the end of this HT, students should have an understanding of the question requirements for all three question-styles on Paper 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Students to begin by considering their own language use and the language-use of those around them</li> <li>● Students to develop an appreciation of the universalisation of language and the effect of language on every individual.</li> <li>● In this HT, students should cover, in detail, language and gender through all three question types; essay-based, comparative and article writing.</li> </ul>	Language and Gender essay-based question [Question 1/30 marks]
<b>Autumn Half-Term 2</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>● Students to develop analytical and interpretative approaches from GCSE study using a wide range of textual examples.</li> <li>● Students to develop their ability to read, understand and write in different forms.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue with mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics</li> <li>● Begin using longer, more complex texts as examples (articles from broadsheets, short research write-ups, op-eds from tabloids) to explore shape and structure of different texts</li> <li>● Creative writing tasks that explicitly link to the teaching of Question 4, Paper 2.</li> </ul>	Question 4 piece based on gender and language. Students will need to recall to learning from half-term 1 and use their knowledge from Meanings and Representations to write their own article. [Question 4/30 marks]
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>● Students to begin study of Accent and Dialect and Ethnolect with corresponding theoretical views.</li> <li>● Students should be taught to consider these topics across all three of the question types.</li> <li>● Particular focus on Question 3 for this half-term.</li> </ul>	<ul style="list-style-type: none"> <li>● Students to be introduced to two new topics [Accent and Dialect and Ethnolect] across the question types.</li> <li>● Question 3 comparative skills are a key focus here.</li> <li>● Students need to consider AO1, AO3 and AO4 and how these AOs are assessed on the mark scheme</li> <li>● Structures for Q3 should be explicitly taught, focusing on GAPTIV in an introduction (Genre, Audience,</li> </ul>	Question 3 [40 marks] based on Accent and Dialect as a topic.

		Purpose, Topic, Viewpoint), Headline analysis, Universalisation and Language Patterns.	
<b>Spring Half-Term 1</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Developing earlier work on textual analysis to explore ideas around representation as a concept</li> <li>Work with texts exploring diversity topics and wider social issues; sexuality, religion, accent bias</li> </ul>	<ul style="list-style-type: none"> <li>This term should focus heavily on dealing with texts from different time periods and upskilling students in comparative techniques in preparation for Paper 1, Question 4.</li> </ul>	Paper 1, Question 4 – 25 marks.
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Continued work on sociolinguistic topics and introduction to Language and Occupation</li> </ul>	<ul style="list-style-type: none"> <li>Developing students' breadth of theoretical knowledge on all topics</li> <li>Focus on the use of non-standard English and the judgements surrounding the use of standard and non-standard English – will link to World English and Language Change in Year 13.</li> </ul>	Paper 2, Question 1 focused on Language and Social Groups.
<b>Spring Half-Term 2</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Introduction to NEA: Original Writing</li> <li>Introduce students to the outline of the NEA and the mark scheme</li> <li>Discussion around styles of writing appropriate for the NEA.</li> </ul>	<ul style="list-style-type: none"> <li>Students should agree writing style and topic with their teacher prior to commencing any writing</li> <li>Students to be provided with a pack of examples featuring different styles of writing</li> <li>First drafts should be completed by the end of the half-term.</li> </ul>	Deep-mark of Original Writing piece and mark provided to students with opportunity to reflect on PLTs and feedback.
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Introduction to NEA: Language Investigation</li> <li>Introduce students to the outline of the NEA and the mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>Students should agree topics with their teacher prior to commencing any writing, research or data collection</li> <li>Students to be provided with a pack of examples featuring different topics</li> <li>Teachers to move through each section of the investigation section-by-section, keeping the class at the same point as far as reasonably possible</li> <li>First drafts should be completed by the end of the year.</li> </ul>	Students to receive feedback on each section of their Language Investigation. Teacher to set progress checkpoints as homework.
<b>Summer Half-Term 1</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Teaching focused on consolidation of Meanings and Representations (Q1-3)</li> </ul>	<ul style="list-style-type: none"> <li>Students should be exposed to a wealth of examples for Q1-3</li> <li>Recall quizzes for grammar frameworks</li> <li>Structure for writing explicitly revised and practiced</li> <li>Preparation for EOY exams</li> </ul>	Marking of in-class exam preparation
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Teaching focused on diversity topics and consolidation of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Lessons should focus on wider readings in addition to the knowledge students already have</li> <li>Recall quizzes and activities based on retention of theoretical viewpoints</li> <li>Preparation for EOY exams</li> </ul>	Marking of in-class exam preparation
<b>Summer Half-Term 2</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Half-term focused on developing writing skills for AO5, Question 4, Paper 1</li> </ul>	<ul style="list-style-type: none"> <li>Teacher to focus on developing sophisticated writing styles that reflect the requirements of AO5</li> </ul>	End of Year Exam

		<ul style="list-style-type: none"> <li>• Specific focus on vocabulary and guiding the reader through a structured argument</li> </ul>	
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>• Introduction to Language Change</li> </ul>	<ul style="list-style-type: none"> <li>• Students to focus on why and how language changes, models of change (e.g., Tide, S-Curve), attitudes towards change e.g., prescriptivism and descriptivism. Students to look at reasons for language change in detail; Functional Theory, Political Correctness</li> </ul>	End of Year Exam

## Year 13

Time Frame	Main Topic Areas	Skills and Activities	Assessment
<b>Year 13 Study</b>			
<b>Autumn Half-Term 1</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>• Introduction to Child Language Acquisition (CLA)</li> </ul>	<ul style="list-style-type: none"> <li>• Early stages of children's' development; focus on early stages and data, ideas around language development (innateness, interaction), analysis of data and case studies</li> </ul>	Paper 1, Section B: Data task
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>• Continuation of Language Change</li> </ul>	<ul style="list-style-type: none"> <li>• Recall and consolidation of Language Change study from HT6 in Year 12</li> <li>• Study begins to link to wider concepts – is change progressive? Students to explore their own viewpoints with specific examples</li> <li>• Explore the concept of control and regulation of the English Language with specific examples; QES, French Académie</li> </ul>	Paper 2: Section A, Question 1
<b>Autumn Half-Term 2</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>• Continuation of Child Language Acquisition (CLA)</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on written and multi-modal development</li> <li>• Written forms</li> <li>• Children and Technology</li> <li>• Reading and Writing</li> </ul>	Paper 1, Section B – Full CLA Question
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>• Introduction to World English</li> </ul>	<ul style="list-style-type: none"> <li>• Students begin to consider the spread of languages across the world</li> <li>• The status and impact of English as a language</li> <li>• Is the globalisation of English a positive thing?</li> <li>• What is the future for English as a language?</li> </ul>	Paper 2, Question 4
<b>Spring Half-Term 1</b>			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>• Focus on Q3 and Q4 through Language Change</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce structure and AO requirements for Q3 using texts that consider attitudes towards language change.</li> <li>• Using knowledge from Year 12, HT6, students should practice writing Q4 responses</li> </ul>	Paper 2, Question 3. Texts focused on Language Change
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>• Continuation of World English</li> </ul>	<ul style="list-style-type: none"> <li>• Students begin to consider the spread of languages across the world</li> <li>• The status and impact of English as a language</li> <li>• Is the globalisation of English a positive thing?</li> <li>• What is the future for English as a language?</li> <li>• Introduction to models outlining the spread of English; Kachru, McArthur, Strevan</li> </ul>	Paper 2, Question 1

Spring Half-Term 2			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Revisit skills from Meaning and Representations in preparation for final exams</li> </ul>	<ul style="list-style-type: none"> <li>Students should study a wealth of examples for Q1-3</li> <li>Recall quizzes for grammar frameworks</li> <li>Structure for writing explicitly revised and practised</li> <li>PLTS from previous assessments reflected upon</li> <li>Ensure NEA is complete.</li> </ul>	Paper 1, Question 3 Ensure NEA is complete and marked.
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Consolidate and recall knowledge on diversity topics – Paper 2, Section A.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all diversity topics structured to meet the needs of the individual class members</li> <li>Ensure NEA is complete.</li> </ul>	Paper 2, Question 3+4 Ensure NEA is complete and marked.
Summer Half-Term 1			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Revisit CLA theories and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all CLA topics structured to meet the needs of the individual class members</li> <li>Practice writing question 4, Paper 2</li> <li>Recall quizzes</li> <li>Model examples</li> </ul>	Marked response that meets the needs of the class
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Consolidate and recall knowledge on diversity topics – Paper 2, Section A.</li> </ul>	<ul style="list-style-type: none"> <li>Revision of all diversity topics structured to meet the needs of the individual class members</li> <li>Practice writing questions 1-3.</li> <li>Recall quizzes</li> <li>Model examples</li> </ul>	Marked response that meets the needs of the class
Summer Half-Term 2			
<b>Teacher 1</b>	<ul style="list-style-type: none"> <li>Final exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>Final exam preparation</li> </ul>	Final Exams
<b>Teacher 2</b>	<ul style="list-style-type: none"> <li>Final exam preparation</li> </ul>	<ul style="list-style-type: none"> <li>Final exam preparation</li> </ul>	Final Exams