

Year 12	Skills, content, objectives	Teaching and learning resources, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies
HT 1 + 2	<p>Language, the individual and Society (Co-teaching 3 lessons a week DBB/LAA)</p> <p>Identify and apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>Explore connections across texts, informed by linguistic concepts and methods</p> <p>When analysing texts, students should explore how language is:</p> <ul style="list-style-type: none"> shaped according to audience, purpose, genre and mode shaped according to context used to construct meanings and representations used to enact relationships between writers, speakers and audiences or between participants within a text. <p>This exploration will include:</p> <ul style="list-style-type: none"> methods of language analysis how identity is constructed how audiences are addressed and positioned the functions of the texts 	<p>Language, the Individual and Society: Meanings and Representations</p> <ul style="list-style-type: none"> Genre, mode (spoken, written, electronic) purpose, audience, register <p>Methods of language analysis:</p> <ul style="list-style-type: none"> Lexis and Semantics (word classes: different types of nouns, adjectives, adverbs, verbs including tense, voice and aspect pronouns, determiners, prepositions) Semantic field and semantic patterns Spoken discourse and spoken discourse features (differences between speech and writing, mixed mode) Range of spoken discourse features including phonetics and phonology. Begin to explore features of digital and computer-mediated texts. Associated spoken language theories of Accommodation, Politeness, Grice's maxims. Grammar: Phrases (types and constructions of noun, adjective, verb and adverb phrases.) <p>Sentences (different types and functions of sentences – simple, compound, complex, compound-complex; imperative, interrogative, declarative.)</p> <p>Clauses: (types and positioning of clauses including 7 types of clause construction-S.V.O.C.A.)</p> <ul style="list-style-type: none"> Graphology: Aspects of text appearance and design including icon and symbolic signs Discourse and Cohesion: including anaphoric and cataphoric reference, ellipsis, synonymy, repetition, collocation, identification Pragmatics (difference between literal and implied meaning in both speech and writing.) 	<p>Assessment: Formative tests initially on language methods e.g.: word classes, spoken discourse features.</p> <p>Analysis on a range of texts (different genres and modes including web pages, forums, fiction texts, non-fiction texts, mixed mode texts.) identifying individual language method eg: How are adjectives and adverbs used in travel adverts? Identify and explore patterns of verbs in sports reporting. Identify abstract nouns and their effect in political speeches.</p> <p>Identify patterns of language in different types of spoken texts (monologue/dialogue) and multi-modal texts. Analyse spoken texts and apply relevant theories to texts.</p> <p>Green pen responses to be completed in exercise books</p> <p>Homework: Independently apply language methods to a range of fiction/non-fiction texts e.g.: identify dynamic and stative verbs in extract from fiction. Identify sentence types in newspaper reporting.</p> <p>Analysis of how language is used to create representations in a range of texts, eg: How is language used to represent university and students in University of Plymouth prospectus? How is language used to create representations in web forum discussion on health? Model how to build analysis around representation and address language and context.</p>	<p><u>Competencies:</u> aiming high and communication</p> <p><u>Career role/focus:</u> Civil service, politics</p> <p>Opportunity to take part in Eton X courses for 2020. Year 12 focus is Research Skills</p>

- the structure and organisation of the texts
- how representations are produced

- **Representation** - Define and begin to explore idea of representation and how language is used to represent: **individuals, groups, concepts.**
- **Contextual factors:** How contextual factors affect language choices and representation.
- **Audience positioning:** Begin to explore how writers use language to position audience as ideal readers.

<p>HT 3/4</p>	<p>Skills, content objectives <u>Language Diversity and Change</u></p> <p><u>Language Discourses</u></p> <p>All elements to be co-taught 3 lessons each DBB and LAA. The language discourses element will be taught alongside language diversity where appropriate. Ideas and concepts from term 1 will be revisited and applied alongside new units.</p> <p>Identify and apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>Explore connections across texts, informed by linguistic concepts and methods When analysing texts and data, students should explore: • how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. This exploration will include: • methods of language analysis • how identity is constructed • how audiences are addressed and positioned • the functions of the texts • the</p>	<p>Teaching and learning resources, keywords Introduce and explore ideas of diversity including how identity is constructed in:</p> <ul style="list-style-type: none"> • Language and region: accent and dialect including key theorists and on-going case studies of Kerswill, Drummond, Trudgill, Cheshire Explore different geographical areas and language use within those areas e.g.: MLE, Bradford, Norwich study <p>Concepts of prestige and correctness. Begin to explore language discourses in articles around criticism of accent and dialect, accent bias project.</p> <ul style="list-style-type: none"> • Language and Age - focus on teenage language and slang. Theorists and case studies including: Eckhart, Stenstrom, Ives, Martinez. Role of technology in teenage language. Code - switching. <p>Link to language discourses on negative representations of teen language in the media. Ideas of prescriptivism and descriptivism.</p> <ul style="list-style-type: none"> • Language and Gender (including elements of Language and Sexuality)- Key theorists and Case Studies including: Cameron, Tannen, Holmes, Zimmermann and West, O Barr and Atkins, Fishman, Lackoff, Spender. Explore articles related to gender. • Language and Occupation (including ideas around language and power) Key theorists and case studies based around language in the workplace- language of law/courtroom language: Drew and Heritage, Swales and Discourse Communities, Koester – language of work. Also, Accommodation, Face and Politeness theories. 	<p>Assessment, homework Assessment: Tests on key features of linguistic theories and case studies.</p> <p>Range of analysis of extracts to identify both key linguistic features and applying theorists to extracts. These could be transcript of spoken texts or more extended essay style questions which relate theory to examples e.g.: How does the text support Eckherts ideas about teenage language? Extracts/transcripts will be used to introduce evaluation skills needed for A level paper 2 e.g.: how does the extract/transcript support the idea that a person's gender/age/occupation affects language use?</p> <p>Assessment: Extended writing/essay question - Explore how language is used in the article to present ideas about...</p>	<p>CEIAG Opportunities including roles and competencies</p> <p><u>Competencies:</u> Independence and problem-solving</p> <p><u>Career role focus:</u> Acting,</p>
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	<p>structure and organisation of the texts • how representations are produced.</p>	<p>Language Discourses – Explore and examine attitudes to language diversity and change, through a range of opinion articles including:</p> <ul style="list-style-type: none">• Representation of language• Construction of identity for text producers• Positioning of a reader to seek to influence them <p>Examine written style and linguistic features for opinion-based writing and adapt language to write in this style. (Explore cohesion, sentence and vocabulary choices, use of figurative lanuguge etc)</p> <p>Consider focus of writing for non-specialist audience.</p>	<p>Write an opinion piece in which you explore language issues discussed in text A.</p>	
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<p>HT 5 +6</p>	<p><u>Skills, content, objectives:</u></p> <p><u>NEA: Original Writing and Commentary:</u></p> <p>Demonstrate expertise and creativity in the use of English to communicate in a variety of ways.</p> <p>Use of form and register which is effective for context</p> <p>Structure writing to engage an audience effectively</p> <p>Write with accuracy</p> <p><u>Preparation for AS Mock examination:</u></p> <p>Identify and apply appropriate methods of language analysis, using associated terminology and coherent written expression</p>	<p><u>Teaching and learning resources, keywords</u></p> <p>Study a range of types of writing to inform coursework choices:</p> <ul style="list-style-type: none"> • The power of persuasion (speeches, journalism, formal letter) • The power of information (travel writing, blog on social issues) • The power of story-telling (short stories, extract from biography, dramatic monologue.) Explore genre: dystopian, horror, mystery <p>Lexical, grammatical and structural choices linked to genre.</p> <p>Original Writing commentary: Contextualise work and style model (form, topic, audience) Linguistic methods and language levels (explanation of why with interwoven comparison with style model – comparative writing skills.) Representations of characters, subjects etc.</p> <p>Return to key areas of language and representations for paper 1 (language methods and analysis, representation, contextual factors)</p> <p>Return to key areas of diversity and change for paper 2 questions</p>	<p><u>Assessment, homework</u></p> <p>Assessment: Annotated extracts of genre features from a range of texts.</p> <p>Writing in different genres applying generic features. Range of fiction and non-fiction examples, eg: write in the style of Bill Bryson to produce an extract of travel writing Write in the style of Charlie Brooker to produce an opening to an opinion piece on a arrange of topics. Write an opening to a dystopian novel using Cormac McCarthy’s The Road as a style model.</p> <p>Final production of original writing coursework piece (750 words) with accompanying commentary (750 words.)</p> <p>AS Mock Examination Paper 1 (1 hour 30)</p> <p>AS Mock Examination Paper 2 (1 hour 30.)</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> literacy, creativity</p> <p><u>Career role focus:</u> proof-reading, editing, publishing</p> <p>Visit to University of Cumbria and University Open Day</p> <p>Beginning of UCAS day</p>
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Year 13	Skills, content, objectives	Teaching and learning focus, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies
HT 1 + 2	<p>Language, the individual and Society and Language Diversity and Change (Co-teaching 3 lessons a week DBB/LAA)</p> <p>Identify and apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>Explore connections across texts, informed by linguistic concepts and methods</p> <p>how language varies because of personal, social, geographical and temporal contexts</p> <ul style="list-style-type: none"> • why language varies and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. • identify and describe features of language diversity and change • research diversity and change • analyse how texts present ideas about language. 	<p><u>Language, the Individual and Society (Section B): Children’s Language Development</u></p> <ul style="list-style-type: none"> • Child language acquisition in speech, reading and writing. Explore function of Children’s language, • Phonological, pragmatic, lexical, semantic and grammatical development • Different genres of speech and writing, different modes of communication • Theories and research about language development including: Nature/Nurture debates, Halliday, Vygotsky, Piaget, Bruner, Skinner. Stages of Acquisition, Child-directed Speech, LAD, LASS, Overextension, Intonation, Inflections, Developmental Stages. National Curriculum requirements in writing and National Literacy Strategy, Nativism, grammar development <p><u>Language, Diversity and Change: Language Change:</u></p> <ul style="list-style-type: none"> • Historical context of language exploring different time periods and their importance (social changes in relation to Great Vowel Shift, printing press, schooling etc) Diachronic/synchronic change • Lexical change over time and word formation/etymology, borrowings, blends etc lead in to discussion of dictionaries and ideas around standardisation/codification. • Semantic change, amelioration, pejoration, narrowing etc • Language Decay • Attitudes to Language: Prescriptivism v descriptivism, Political Correctness • Language change theorists: Milroy, Aitchison’s metaphors, Deutscher, Crystal, Trudgill, Substratum theory, Freeborn 	<p>Assessment: Formative tests initially on theorists and theory. Application of theory to short text extracts.</p> <p>Analysis on a range of child-produced texts (transcripts of conversations with caregivers, teachers etc. Examples of children’s writing)</p> <p>Paper 1 style data-driven examination questions.</p> <p>Formative tests on lexical, semantic and grammatical change.</p> <p>Comparative linguistic analysis on texts across time (eg recipes, letters, sports reports, advertisements.)</p> <p>Paper 1 style questions on meanings and representations on texts over time.</p> <p>Evaluation questions on language change and language diversity.</p> <p>Analysis of representation of language and audience positioning in opinion articles about language change.</p>	<p><u>Competencies:</u> aiming high and communication</p> <p><u>Career role/focus:</u> Civil service, politics</p> <p>Opportunity to take part in Eton X courses for 2020. Year 13 focus is Critical Thinking</p> <p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> Creativity, literacy</p> <p><u>Career role focus:</u> Film and Television</p>

	<p>Demonstrate creativity and expertise in use of English for different purposes.</p>	<p>Return to language discourses with focus on language change.</p> <ul style="list-style-type: none"> • Explore common discourses of: purity, invasion, growth, crime, pollution, flowers, <p>Return to opinion writing about language:</p> <ul style="list-style-type: none"> • Explore style models of opinion writing and writing about language for non-specialist audience. Daily Mail articles on Americanisms, Accent and Dialect, effect of language change on children’s literacy etc. <p><u>Language Diversity and Change: World Englishes</u></p> <ul style="list-style-type: none"> • Dominance of English around the world linked to Empire and trade, cultural power of USA more recently • English varieties around the world and how they are grouped (Strevens, Kachru, McArthur) • Characteristics of varieties of English (South African, Singlish ideas around prestige here) and English as lingua franca • Control and status of English, political consequences of dominance of English (South Africa, Singapore, Nigeria.) Linguistic Imperialism (Philipson) and English as language killer (Crystal) • Future of World English (development of Spanish and Mandarin to challenge English status.) 	<p>Produce opinion piece on linguistic issues covered in both year 12/13 (e.g. language change, teenagers use of language, gender issues in language, attitudes to accent and dialect.)</p> <p>Evaluation questions on the role of English and Standard English around the world, e.g.: Evaluate the idea that English is a language killer. Evaluate the idea that British English is the prestige form.</p> <p>Research and explore case study of Singlish.</p>	
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<p>HT 3 & 4 & 5</p>	<p>Skills, content objectives <u>Language, the Individual and Society – Preparation for full mock exam</u></p> <p>NEA: Language Investigation</p> <p>While work is being completed independently on investigations, lesson time can be allocated to completion of Global English and Opinion-based writing.</p> <p>Preparation for full mock exam on Paper 2 Language, Diversity and Change</p> <p>Intent: Final revision for A level examination Paper 1 and Paper 2.</p>	<p>Teaching and learning focus, keywords Revision of key concepts and linguistic methods for Section A of Paper 1: How does language create meanings and representations.</p> <p>Revision of key concepts, theories and linguistic features for section B of Paper 1: Child language Development.</p> <p>Consider research methods and subjects for investigation Explore and model examples of structure of Language Investigation looking closely at Introduction, Methodology, Analysis.</p> <p>Tutorials with staff to be arranged based on investigation subject with weekly deadlines for pupils to meet.</p> <p>See above for coverage of skills etc.</p> <p>Revision of key concepts, theories and linguistic methods for Paper 2 including: Language and Gender/Age/Social Group/Ethnicity/Occupation, Language Change World English, Opinion Writing, Language Discourses.</p>	<p>Assessment, homework Assessment: Completion of full mock examination for A level Paper 1.</p> <p>Completion of Language Investigation to fulfil coursework section of the course.</p> <p>Completion of full mock examination on Paper 2 – Language, Diversity and Change.</p>	<p>CEIAG Opportunities including roles and competencies Competencies: Presenting, creativity</p> <p>Career role focus: proof-reading, editing, publishing</p>
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