

A Level English Language

Curriculum Overview 2020-2021

Core intent of the subject at Key Stage 5

It is our intent that our students develop their communication skills to a high standard, both in speaking and listening and in writing. Students will study a broad and balanced curriculum with a range of interesting and multi-modal texts; theory and linguistic concepts from a range of timeframes; genres and forms which prompt discussion and debate; how to express, develop and challenge their own opinions; and discover and utilise their written voice. The course will enhance the skills of analysis and argument through a more scientific approach to linguistics and texts and understanding of the contextual factors which influence the language we use. We encourage students to take an interest in the linguistic world around them, drawing on social groups, such as ethnicity, gender, age, class and socio-economic status. The critical, analytical and evaluative skills that students develop through the subject are invaluable future preparation for employment and community involvement. Further, this A-level offers students the unique opportunity to create texts which fulfil the power of story-telling, the power of information and the power of persuasion. Students also produce an independent linguistic study using statistical data and secondary sources, investigate areas of linguistic interest and evaluate linguistic data using existing concepts.

Assessment

Students are assessed regularly by their class teachers –homework, classwork, research tasks, note-making, presentations and written responses to exam questions, grammar and vocabulary quizzes. Assessments might be single questions answered under timed conditions in class; with no time restrictions for homework; official assessments as part of assessment week: formal Mock examinations using full papers essays. Regular formal essays will be given fortnightly to develop essay writing style, skills and knowledge. There will be a focus on exam technique, writing stamina and timed essays to increase familiarity with exam skills.

External summative assessment:

Exam Paper 1: Drama (Othello, The Tragic Anthology, Dr Faustus) – 2 hours 15 mins, 30% of grade

Exam Paper 2: Women in Society (Mrs Dalloway, Tess of the D'Urbervilles) – 1 hr 15 mins, 20% of grade

Exam Paper 3: Poetry (Poems of the Decade, The Less Deceived) – 2 hours 15 mins, 30% of grade

NEA: Comparison of two texts – 20% of grade

Homework

Students are set homework weekly by BOTH teachers. This will be a combination of - wider reading for the course; critical reading for texts studied; practice examination questions; acting on feedback from marked assessments; creating resources which commit learning to long term memory/act as revision resources.

Clubs and/or intervention

Students working consistently below target are offered 1 to 1 meetings to discuss next steps and support.

Parental/Carer support

Parents evenings, data entry, formal targets/support – information is recorded on BromCom for parents to view via My Child At School.

Helpful sources of information

[Exam Board Specification](#)

[Course Outline](#)

[Reading List](#)

English And Media Centre – [E-Magazine for wider reading](#)

[British Library](#)

[David Crystal](#)

[Andrew Moore](#)

Microsoft Teams is an excellent resource – teaching materials and tasks are all uploaded here and can be reviewed at any time.

Year 12 Overview

Term	Knowledge	Assessment	Connections to Learning	Connections to Future Pathways
	Language and Social Contexts Understand the impact of society on the English language and how language is representative of the society in which speakers and writers live. To create students who are critical of the language that they use and are aware of its limitations and its abilities as a power Preparation for Paper 2, Questions 1, 2 and 4.			
Autumn	<ul style="list-style-type: none">➤ Language and Social Contexts – Students will study a broad range of areas influential in the study of language as in the AQA syllabus, and in this order: language and gender, accent and dialect, language and ethnicity, accent and dialect, language and occupational	<ul style="list-style-type: none">➤ Initially, students will be given short, question-based tasks to respond to, e.g. comprehension style questions, plus discussion and quiz-style tests.➤ Students will be asked to complete and update on a regular basis, a	<ul style="list-style-type: none">➤ Links to GCSE Unseen poetry, working with unseen texts.➤ Learning builds on prior knowledge of word classifications. I.e. Nouns, verbs, adjectives➤ Links to comprehension of literary fiction – identification	<ul style="list-style-type: none">➤ Links with Sociology, Psychology, Media➤ Artificial intelligence and linguistics – Alexa, voice command etc➤ Cyber security

	<p>groups, language and technology.</p> <ul style="list-style-type: none"> ➤ Introduction to the course – Language and Social Contexts ➤ Language Control, Policy and Power Across the World. The importance of language in the construction of identity and that this identity is ever-changing, transitory and negotiated. The use of policy and power to control language and identity. ➤ Language and Gender - ➤ Sexist language, e.g. reclamation, derogatory terms, semantic derogation, semantic amelioration, he generic, compounding, affix deletion, terms of address. ➤ Men and women’s language, e.g. the research of Lakoff, Cameron, Coates, more modern approaches the men and women talking. ➤ Paper 1. Language and Technology To study the influence of technology such as, the internet, television, telephones, on language and it uses. Particular focus will be given to the attitude that technology affects language in a detrimental way. 	<p>glossary of terms and definitions to learn.</p> <ul style="list-style-type: none"> ➤ Regular grammar quizzes ➤ Regular testing of new terminology. ➤ Introductory grammar quiz to determine knowledge gaps ➤ Begin creating a glossary. ➤ The work of language theorists such as Fairclough and Althusser. 	<p>of audience positioning, purpose and rhetoric.</p> <ul style="list-style-type: none"> ➤ Links to the role of women in literature and representation in non-fiction texts studied at GCSE, e.g. Poppies, Jane Eyre, women’s issues in An Inspector Calls. ➤ Links to GCSE Language Writing – persuasive devices. ➤ NEA Speech writing and delivery 	
--	--	--	---	--

Media Representations

Understand and analyse language use in multi-media texts and to explore its effects
 Preparation for **Paper 1 and Paper 2, Question 3 and Paper 2, Question 1 and 2.**

	<ul style="list-style-type: none"> ➤ Introduction to Meanings and Representation – students will be introduced to the 6 language levels (graphology, grammar, discourse, lexis and semantics, phonology and prosodics, pragmatics) ➤ Students will study a range of texts – genre, purpose, audience, mode (including multi-modal) ➤ Students in 2020 will have missed language paper 2 – writer’s viewpoints and perspectives, so will need to start there ➤ Start with a range of text linked by subject - compare, look for similarities in language and presentation ➤ Introduce concept of genre ➤ Text annotation ➤ Start grammar with sentence functions ➤ Grammar – nouns (concrete/ abstract, noun phrases, head nouns) Lexis and semantics – look at advertng. ➤ Accent and Dialect – the study of how language varieties are perceived in society and portrayed. The creation of stereotypes based on accent and dialect. Examination of studies, e.g. Labov, Trudgill, 	<ul style="list-style-type: none"> ➤ Initial assessment on response to non-fiction text. Short comprehension questions – audience, purpose, viewpoint, tone/mood ➤ Scaffold towards meanings and representations question with break down – what does it mean? What does it ‘really’ mean? (the subtext) ➤ PEE chains – to exemplify concisely ➤ Text annotation ➤ Summaries of articles read as independent reading ➤ Gather data on a product at home e.g. beauty products. Compare use of lexis ➤ Questions/answer in lessons, studying and acquiring knowledge about influential linguistic studies, e.g. Martha’s Vineyard. ➤ Quiz style tests and essays set fortnightly. ➤ Each week there is an essay focus which guides our studies and directs learning. 	<ul style="list-style-type: none"> ➤ Links to GCSE language paper – non-fiction writing ➤ Persuasive writing techniques -KS3/4 ➤ Sentence functions KS2/3/4 ➤ The KS3 topic on ‘The Journey of the English Language’ 	<ul style="list-style-type: none"> ➤ Marketing ➤ Advertising ➤ Copy writing ➤ Journalism
--	--	---	--	--

	<p>Jenny Cheshire, the glottal stop, post-vocalic 'R', convergence/divergence, the study of regional accents around the country and the associated features, slang vs. Informal language vs. Formal language choices, the power of identity, the power of expletives.</p> <ul style="list-style-type: none"> ➤ The genre of opinion article writing will be introduced here. Paper 2, Question 3. ➤ Revision on word classes, the syntactical structure of English and the differences between spoken and written English, including the value placed on each in modern Britain. 			
<p>Spring</p>	<p>Language and Social Contexts</p> <p>Understand the impact of society on the English language and how language is representative of the society in which speakers and writers live. To create students who are critical of the language that they use and are aware of its limitations and its abilities as a power</p> <p>Preparation for Paper 2, Questions 1, 2 and 4</p>			

	<ul style="list-style-type: none"> ➤ Language and Occupation - Detailed notes and study of the language of the law, medicine, religion, politics, the media, Restricted English, coding, influence of technology. There will be links to syntax, morphology, grammar, lexis in the creation of new concepts and approaches in these fields; the use of technology will lead into the topic of Language Change, e.g. telephone calls, Zoom, emails, Twitter, Facebook, mobile phones, and how these technologies impact occupations and in turn, language change. ➤ Introduction to Ethnicity, BBE and MLE. Exploration into the connotations and etymology of words such as, 'black', 'ethnic', 'BAME' and the linguistic history. Study of BBE and MLE, the representation of ethnicity in the media and the use of emotive and racial charged language in society. ➤ Language and Region - Accent and Dialect ➤ Language Paper 2 Question 4 Opinion Articles 	<ul style="list-style-type: none"> ➤ Exploration of powerful and powerless language. ➤ Issues and concepts surrounding gender including Coates. ➤ Issues and concepts on occupation such as the work of Swales. ➤ Issues and concepts surrounding social groups such as Bernstein ➤ Begin to look at variation within the UK – regional differences. ➤ Define the difference between accent and dialect. ➤ Data analysis, identification of key features. ➤ Class debates with reference to published concepts as well as personal response. 	<ul style="list-style-type: none"> ➤ Links to AIC – the historic roles of women. ➤ Patriarchy, class divisions ➤ GCSE poetry such as 'Checkin Out Me History'. ➤ NEA Speech writing and delivery ➤ GCSE Language Paper 2 Question 5 – personal voice 	<ul style="list-style-type: none"> ➤ Advertising ➤ Media ➤ Social Media ➤ Social work ➤ Journalism ➤ Blogging ➤ The Police Force ➤ Politics
--	--	--	---	---

Media Representations

Understand and analyse language use in multi-media texts and to explore its effects
Preparation for **Paper 2 Question 4 and Paper 1**

- Paper 2, Question 4.
- Speeches, polemical writing and opinion articles.
- Grammar verbs –dynamic, stative. Finite verbs, auxiliary verbs in compound tenses – moving onto tense and aspect
- Rhetoric in media – eg op ed, polemic – read a variety of text
- Headlines and ‘headlines’
- CMC (computer mediated communication) - asynchronous communication – link to spoken text, recap on pragmatics
- Social media
- Paper 1.
- Obituaries – to introduce the idea of representation
- Mumsnet pair of texts – introduce formally the AO
- Recap of CMC and spoken language
- Revision of glossary terms
- Morphology - the shape and structure of words

- Use new grammatical terms to annotate and analyse a persuasive speech
- Low stakes testing (seneca)’
- Meanings and representations question
- Use glossary as self assessment/ start for revision/ low stakes quizzing
- Essay on mumsnet/ proms

- Grammar – link to previous grammar (KS2 SPaG test)
- Persuasive speeches studied at GCSE (possible missing link for covid 20 cohort)
- SMC – link to previous work on graphology
- Link to previous work on spoken language/ pragmatics
- Starting now to tie together the language levels previously learned
- Morphology – is preparing the ground for language change and CLA

- Speech writing, journalism
- advertising
- Media

--	--	--	--	--

	<p style="text-align: center;">NEA & Exam Preparation Develop independent research, investigation and analysis skills to begin writing the NEA. Full exam paper preparation</p>			
--	--	--	--	--

<p>Summer</p>	<ul style="list-style-type: none"> ➤ Evaluate the Idea – Paper 2 Question 1 ➤ Explore World Englishes, examine the impact of English around the world. Particular exploration into American English, anglicisms, the idea of ‘Britishness’, hostility towards English around the world. ➤ Language Paper 2 Question 3 – comparison of articles discussing language issues. ➤ Paper 1 and 2. Fill in or complete any outstanding study on the above areas of the course. ➤ Begin overview of Language Change – Historical event timeline. 	<ul style="list-style-type: none"> ➤ Issues of prestige, Kathru’s circles, lingua franca, the British Empire. ➤ Quiz on key events in history that have influenced language change. ➤ Understand major events that have prompted change I.e. invasion, war, printing press. 	<ul style="list-style-type: none"> ➤ Links to history curriculum 	<ul style="list-style-type: none"> ➤ International trade, tourism, business, economics
---------------	---	--	---	---

	<ul style="list-style-type: none"> ➤ Full English Language exam prep – past exam papers, model answers ➤ Exemplification should always be concise and precise. ➤ Students need to be able to identify and analyse a wide range of relevant language features. ➤ Students need to analyse the features they identify and then link that analysis to meanings. ➤ The most successful responses have a clear sense of the texts as a whole; they identified patterns in language use and linked them to considerations about contexts and representations. ➤ Intro NEA – travel writing analyse Liverpool Bill Bryson ➤ NEA Original Writing- go over previous examples - choice of three writing power of story telling/ persuasion/ information + a annotated style model + a commentary explaining stylistic choices ➤ Is worth 10% of final exam ➤ Writer positioning and audience construction ➤ Stylistic choices, including tone ➤ Irony 	<ul style="list-style-type: none"> ➤ Improve a weak response using the AO as criteria ➤ Timed responses after class annotation/ discussion ➤ Write a guided commentary – scaffold by giving headings/ questions ➤ Annotations ➤ Summary of personal reading in preparation for their own piece of writing 	<ul style="list-style-type: none"> ➤ Consolidation of previous learning in year 12 ➤ Non-fiction writing in KS4 ➤ Links to previous studies in the other side of the course – racism etc ➤ Future learning in academia, writing, 	<ul style="list-style-type: none"> ➤ Travel writing – journalism, blogs, 'influencers', literary travel writing
--	---	--	--	--

Year 13 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn	Recovery Curriculum Consolidation of Year 12 and revision of lockdown material in particular			
	<ul style="list-style-type: none"> ➤ Language and Occupational Groups – REVISION ➤ Language Change Knowledge and understanding of texts written from 1600 to the present day. Students will be able to compare these texts using the linguistic frameworks to track language development. Students will look at semantic, grammatical, lexical changes as well as more complex features of morphology and orthography. Some terms which will dominate discussion are: clipping, neologism, nonce, addition, reclamation, compounding, blend, back-formation. <p>‘Recovery’ Curriculum</p> <ul style="list-style-type: none"> ➤ Evaluative exam practice ➤ Re-cap on diversity topics ➤ Quick introduction to historical timeline ➤ Possible limitations on topics available for NEA ➤ Meaning and reps exam practice 	<ul style="list-style-type: none"> ➤ This will involve significant use of assessments communicated via TEAMS, often quick-fire approaches and short tests to ensure that the knowledge acquired has been embedded. ➤ Following this, formal essays can be completed. ➤ The aim is to complete 2 essays on language and occupations and technology. ➤ We will use the 9th hour to allow students to catch up on any missed work. ➤ Evaluative essays, debate on language change issues, comparative pieces, analysis of individual texts, and application of theoretical concepts and the impact of historical events. ➤ Discursive essays. ➤ Terminology quizzes 	<ul style="list-style-type: none"> ➤ Students develop skills required in debate, discussion and analysis of texts. They make progress in their acquisition of knowledge through delivery of powerpoints to the class. ➤ Students become aware of the nuances in language across technologies and the linguistic distinctions between professions which they may meet in everyday life. ➤ Students develop the skills required in debate and discussion. They learn to develop a written argument in essays and the use of theory/evidence to support ideas. They understand different sectors in society. ➤ They learn the ability to critically analyse secondary sources and 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Journalism ➤ Literary Criticism ➤ Academia ➤ Writer ➤ Teacher ➤ Historian ➤ Law ➤ Politics ➤ Marketing ➤ Advertising ➤ Artificial Intelligence via linguistics (e.g. Alexa, voice recognition) ➤ Teacher ➤ Historian ➤ Law ➤ Politics ➤ Marketing ➤ Advertising ➤ Research ➤ Preparation for MA/PHD ➤ Academic ➤ Investigative Journalist

	<ul style="list-style-type: none"> ➤ Recap on writer positioning/audience construction. ➤ NEA recap - go over previous examples - choice of three writing power of story telling/ persuasion/ information + a annotated style model + a commentary explaining stylistic choices NEA Investigation ➤ Late Autumn/Christmas and into January – Deadline February 12th. NEA Language Investigation. Students choose an area of linguistic study on which to base their investigation. Projects will be divided into: Introduction/Methodology/Analysis/Conclusion/Appendix ➤ Students will use previous notes with which to conduct their research and should use an area of study which requires revision or additional attention. This will be a good opportunity to fill in the gaps. 	<ul style="list-style-type: none"> ➤ NEA ➤ Timed Essays ➤ Exam question- in timed conditions (end of September/ 'medium stakes assessment' ➤ Content checks of new terminology and new theories ➤ Annotation tasks, data collection, debate etc. all serve to build knowledge, so that the student can respond to the exam paper. 	<p>evaluate in relation to their own data.</p> <ul style="list-style-type: none"> ➤ At KS3, students would have been taught the 'The Journey of the English Language' - a mini version of the A Level course. ➤ Students develop time-management skills and independent study skills acquired at GCSE and in Year 12. With support, students should learn the value of a logical and steady approach to the investigation. This can be applied to other subjects. ➤ Students learn to analyse texts independently and make decision alone, to some extent. 	
Spring	<p>Child Language Acquisition & Language Change</p> <p>To explore the history of English, to understand its origins and to evaluate controversy to subsequent change. To prepare students for the exam.</p>			

	<ul style="list-style-type: none"> ➤ Language Change : students will explore historical, cultural and social contexts that influence changes in language and the conscious ways in which language is controlled and shaped. Students will study World English and the impact that this has had on British Identity. ➤ Working with data corpus and quantitative data ➤ Language Acquisition. Students will study how children learn language (0 to 11 years old), how they are able to understand and express themselves through language. Terminology: LAD, social interaction, motherese/parentese, single-word/two-word utterance, over-extension, under-extension, Mismatch, holophrase. Some changes in light of lockdown ➤ Theorists Bruner, Skinner, Chomsky, Nelson, ➤ Evaluation as the command word in the exam question ➤ How to exemplify concisely 	<ul style="list-style-type: none"> ➤ Assessment will continue to comprise of analytical paragraphs and move towards full timed essays. ➤ Contextual knowledge quizzes ➤ Theoretical knowledge quizzes ➤ A combination of discursive and analytical/evaluative essays. ➤ Practise exam questions ➤ Look at model answers from previous exams ➤ Give example answers for the students to critique and improve 	<ul style="list-style-type: none"> ➤ Links back to Maths – analysing numerical data such as percentages. ➤ Links back to Geography – interpreting regional and international maps. ➤ Links to History – key events such as changing monarchy, world wars and invasions. ➤ Connections to future further education in child related fields eg child psychology, teaching ➤ Students build on GCSE terminology and progress through to morphology, prosodics, pragmatics, syntax, orthography and discourse. 	<p>Careers</p> <ul style="list-style-type: none"> ➤ Social work ➤ Social historian ➤ Speech and language therapist, child care/ school related careers <p>Future learning</p> <ul style="list-style-type: none"> ➤ The ability to interpret, explain and evaluate quantitative data. ➤ To apply contextual knowledge to further understand influences of change. ➤ From this part of the course, a number of further education courses become accessible –e.g. child psychology, child development, speech and language therapy
--	---	--	---	---

Summer	<p>Revision and Exam Preparation</p> <p>To react to student needs on what areas need more focus in order to prepare them for their final exam. To instil good, reliable revision techniques that they can apply independently. To prepare students fully for the oncoming summer exams.</p>
---------------	--

	<ul style="list-style-type: none"> ➤ To consolidate knowledge of the whole course and any areas which need a bit of work. ➤ To work on exam technique, timing, planning, checking responses. Teacher models how to tackle exam questions. ➤ To embed revision skills, approaches to studying for the exam. ➤ Curriculum Recovery - Consolidate all theory in one document to allow students to self-assess A02 knowledge .Paper 1, Section B, requires linguistic analysis and theory. The most appropriate linguistic features and theories need to be explored. Students need to offer different views and interpretations to access the higher bands of the mark scheme. ➤ Provide some deliberately blunt and sweeping contextual/theory-based statements – ask students to identify why they are not particularly useful and how they could be refined to be more useful and meaningful in terms of analysing the data. 	<ul style="list-style-type: none"> ➤ Regular testing to determine areas for development. ➤ Timed essays for exam preparation. ➤ Assess and check plans to ensure students are structuring their ideas competently. ➤ Ensure students know what the Assessment Objectives are and what is required at each band. 	<ul style="list-style-type: none"> ➤ Links back to study of all aspects of course ➤ Links forward to future study where organisation and revision is needed ➤ Helps students realise that at any age or at any point in a career, revision is something which needs to be done by anyone and is crucial for future progression. 	<p>Future learning</p> <ul style="list-style-type: none"> ➤ Shows the students need self-discipline and control in any role in order to revise and work towards the next step of their education/career.
--	---	---	--	--