

Co-teaching: a possible route through AS and A-level

AS and A-level English Language (7701 and 7702)

Year 1 (AS co-teaching)

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| Autumn Term 1 | Teaching and Learning Focus |
| Introduction to language levels Analysing texts with a specific focus on mode | Introduction to the terminology applicable for close textual analysis Understanding how meaning is created in a variety of texts |
| Autumn Term 2 | Teaching and Learning Focus |
| Introduction to language varieties: regional and national variation and attitudes towards these | Response to data types and discursive essay writing Directed writing skills |
| Spring Term 1 | Teaching and Learning Focus |
| Developing textual analysis skills with a specific focus on representation as a concept | Analysis skills Developing comparison of texts based on the same topic/theme |
| Spring Term 2 | Teaching and Learning Focus |
| Developing language varieties: social groups, gender and occupational varieties | Response to data types and discursive essay writing Directed writing skills |
| Summer Term 1 | Teaching and Learning Focus |
| AS Paper 1 and Paper 2 | Revision and exam preparation |
| Summer Term 2 | Teaching and Learning Focus |
| Introduction to full A level – key topics and non-exam assessment component: investigation | Development of key skills required for language study Examination of research methodologies |

Assessment

| Paper 1: Language and the Individual | Paper 2: Language Varieties |
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| Written exam: 1½ hours 70 marks 50% of AS | Written exam: 1½ hours 70 marks 50% of AS |
| Section A: 3 questions based on analysis of 2 texts (70 marks) | Section A: Discursive essay from a choice of two questions (30 marks) Section B: Directed writing (40 marks) |

Year 2 (A-level)

| Autumn Term 1 | Teaching and Learning Focus |
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| Introduction to children's language development Examine stages and theories of children's language development Develop work on non-exam assessment: language investigation, introduced in summer term of year 1 | Response to data types and evaluative essay writing Data collection and analysis skills |
| Autumn Term 2 | Teaching and Learning Focus |
| Non-exam assessment: original writing Continue work on children's language development | Working with style models to produce own writing Reflecting on style models and own writing to produce the reflective commentary |
| Spring Term 1 | Teaching and Learning Focus |
| Language change How and why does language change? Attitudes towards language change | Examining issues linked to language change from 1600 to present day Developing evaluative essay writing skills |
| Spring Term 2 | Teaching and Learning Focus |
| Developing work on Language diversity (from AS Paper 2 Language Varieties) Revisit key topics covered at AS Develop with focus on World Englishes and ethnicity | Evaluative essay writing Examining discourses to evaluate differing attitudes and perspectives about language use Directed writing skills to present a coherent argument about language use |
| Summer Term 1 | Teaching and Learning Focus |
| Developing textual analysis skills (Paper 1) | Analysis of a variety of texts, using |

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| Developing children's language acquisition (Paper 1) | appropriate terminology to consider how meanings and representations are created Analysing data. Evaluative essay writing to reflect on different attitudes and theories about child language development |
| Summer Term 2 | Teaching and Learning Focus |
| Exam preparation and revision | Exam preparation and revision |

Assessment

| Paper 1: Language, the individual and society | Paper 2: Language diversity and change | Non-exam assessment: Language in action |
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| Written exam: 2½ hours 40% | Written exam: 2½ hours 40% | 20% |
| Section A: 3 questions based on analysis of 2 texts (70 marks) Section B: Children's language development (30 marks) | Section A: one evaluative essay from a choice of <u>either</u> : - language diversity <u>or</u> - language change (30 marks) Section B: - language discourses (40 marks) - directed writing (30 marks) | Language investigation – 2,000 words – 10% Original writing and commentary – 750 words for each – 10% |

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