

A possible linear route through A-level

A-level English Language (7702)

Year 1

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| Autumn Term 1 | Teaching and Learning Focus |
| Introduction to language levels Analysing texts with a specific focus on mode: speech, computer mediated communication and genre | 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 diversity, considering language and the individual, social groups and regional variation | Evaluative essay writing Directed writing skills |
| Spring Term 1 | Teaching and Learning Focus |
| Developing textual analysis skills Analysing texts with a specific focus on representation Begin work on Non-exam assessment: original writing – working with style models | Analysis skills Understanding of representation as a concept and how language is used to create meaning in a variety of texts Developing comparison of texts based on the same topic/theme |
| Spring Term 2 | Teaching and Learning Focus |
| Developing language diversity: with a specific focus on gender, occupation and ethnicity Attitudes towards language diversity | 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 |
| Introduction to language change How and why does language change? | Examining issues linked to language change from 1600 to present day |

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| | Developing evaluative essay writing skills |
| Summer Term 2 | Teaching and Learning Focus |
| Introduction to non-exam assessment: language investigation | Examining research methodologies and suitable approaches for different investigation types |

Year 2

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| Autumn Term 1 | Teaching and Learning Focus |
| Introduction to children's language development Examine stages and theories of children's language development Continue work on non-exam assessment: language investigation | Response to data types and evaluative essay writing |
| Autumn Term 2 | Teaching and Learning Focus |
| Non-exam assessment: original writing | 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 |
| Developing language diversity Re-visit topics covered in Year 1 Explore issues linked to World Englishes and consider attitudes towards language in use | 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 |
| Spring Term 2 | Teaching and Learning Focus |
| Developing language change Re-visit topics and issues covered in Year 1 Explore reasons for change. Develop ideas about attitudes towards language change. | Evaluative essay writing Examining discourses to evaluate differing attitudes and perspectives about language change Directed writing skills to present a coherent argument about language change |
| Summer Term 1 | Teaching and Learning Focus |
| Developing textual analysis skills (Paper 1) | Analysis of a variety of texts, using appropriate terminology to consider how |

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| Developing children's language acquisition (Paper 1) | meanings and representations are created Analysing data. Evaluative essay writing to reflect on different attitudes and theories about children's 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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