
Scheme of work

A-level English Language (7702)

Introduction

The following is an example scheme of work, which teachers can use for ideas and a springboard, or criticise or reject as suits their own plans or contexts. This scheme of work is designed for two teachers across a two year A level course (without AS level assessment in the first year). The skills and activities are only examples of the kinds of work and approaches that teachers might like to carry out for some of these topics and components, so are not exhaustive or prescriptive. References to more detailed work on topics/topic plans are to resources that will be made available at a later stage by AQA.

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Time frame	Main topic areas	Skills and activities
Year One		
Autumn half-term 1 Teacher 1	Bridging work: Developing analytical and interpretive approaches from GCSE to A level (textual analysis)	<ul style="list-style-type: none"> • Mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics • Set up early work on grammar games and activities to reinforce key frameworks • Major assignment on analysis of short written texts
Teacher 2	Introduction to sociolinguistics: Working from individual language styles out towards different groups and communities. <ul style="list-style-type: none"> • Language and the individual (idiolect) • Language and social groups (sociolect, ethnolect & occupational language) • Language and regions (dialect) 	<ul style="list-style-type: none"> • Individual language maps: activities in which students look at their own language use and map it out towards the social and occupational groups they are part of, the communities they belong to and the areas they are from. • Introduction to language levels: using language variation to explore vocabulary, grammar and phonology • Start to look at ideas of standard and non-standard forms in vocabulary and grammar. • Major assignment on language variation
Autumn half-term 2 Teacher 1	Bridging work (continued): Developing analytical and interpretive approaches from GCSE to A level (textual analysis and comparison) Developing ability to write in different forms, using style models	<ul style="list-style-type: none"> • Mini-text work develops into longer text work (whole texts and pairs of texts) • Use longer extracts of texts (including articles from broadsheets, short research write-ups, op-eds from tabloids) to explore shape and structure of different texts • Creative writing tasks leading into creative assignment (perhaps based on exploration of a particular variety of language)

Teacher 2	<p>Introduction to modes and textual variation: Developing understanding of mode as a concept</p> <ul style="list-style-type: none"> • Focus on spoken language • Focus on Computer-Mediated Communication • Focus on genre and text type 	<ul style="list-style-type: none"> • Introduction to spoken language using short extracts from different genres of talk (political speeches, interviews, casual chat, teacher talk, coaching etc.) • Analysis and discussion of extracts of CMC (e.g. Twitter, email, texting, Facebook, WhatsApp, WattPad, Shapchat, online forums, You Tube comments etc.) • Recording and transcription of spoken and CMC data • Grouping and text classification activities • Major assignment on textual variation
<p>Spring half-term 1 Teacher 1</p>	<p>Language and Representation: Developing earlier work on textual analysis to explore ideas around representation as a concept.</p> <p>Work with texts representing gender (and other wider social issues e.g. sexuality, religion, disability) to explore how meanings are created</p>	<ul style="list-style-type: none"> • Build on earlier work on language levels to focus on how ideas are represented • Introduce discourses and positioning as concepts through appropriate texts • Major assignment on analysis of pairs of texts offering different representations of same topic
Teacher 2	<p>Sociolinguistics (continued): Developing earlier work on diversity to look at:</p> <ul style="list-style-type: none"> • Language and occupation • Language and gender • Language and ethnicity • Communities of practice and models for explaining language diversity 	<ul style="list-style-type: none"> • Develop earlier work on sociolinguistics topics into wider areas and with more use of case studies and research • Introduction to case studies and research (e.g. Trudgill, Cheshire, Kerswill, Fox, Tannen, Coates et al.) • Develop and consolidate work on language levels and ideas around standard and non-standard English • Assignment - mini-project researching and writing up own case study into language diversity (see topic plans for more details)
<p>Spring half-term 2 Teacher 1</p>	<p>Original Writing (introduction) Start work on different types of writing (for NEA task and Component 2 Question 4)</p>	<ul style="list-style-type: none"> • Look at style models for range of different tasks • Integrate work on original writing with work on other topics (e.g. power of persuasion could be linked to writing own campaign of adverts for a charity; power of information could be linked to a 'How to' guide on avoiding offence to

		people with disabilities; power of storytelling could be a piece aimed at children telling them the history of English)
Teacher 2	<p>Sociolinguistics (continued) Develop to look at attitudes to variation and diversity</p> <p>Start to look in more detail at models for explaining attitudes: complaint tradition; prescriptivism and descriptivism; discrimination and language issues.</p> <p>Start to integrate text analysis skills with grasp of wider issues around language</p>	<ul style="list-style-type: none"> • Look at media representations of different varieties of English: articles on accent discrimination, gender differences, multicultural London English and youth speak (and others – see topic plans for further ideas) • Use wider reading resources to explore attitudes to diversity and variation in language (specific suggestions in detailed topic plan) • Major assignment on analysis of articles on media representations of language variation and diversity
<p>Summer half-term 1 Both teachers</p>	<p>Introduction to Language Change Start work on how and why language changes</p>	<ul style="list-style-type: none"> • Introduce older texts (use alongside other texts from mode and textual variation) • Start to look at examples of language change (technology, social change, movement of people) • Start to look at attitudes to change (link to attitudes to diversity)
<p>Summer half-term 2 Both teachers</p>	<p>Introduction to Research and Investigation skills Start work on developing approaches to language investigation work.</p> <p>Introduce research into existing topic areas of diversity and variation, but also perhaps some new topic areas such as children’s language and change as a way into these for the second year (and potential investigation topics)</p>	<p>Mini-project work:</p> <ul style="list-style-type: none"> • setting research questions • developing data collection & selection skills • research ethics • data analysis • evaluating findings

Year Two		
Autumn half-term 1 Teacher 1	Language Investigation preparation	<ul style="list-style-type: none"> Set up language investigation topics, questions and methodologies Start data collection and analysis
Teacher 2	Children's Language Development (introduction)	<p>Early stages of children's language: spoken development</p> <ul style="list-style-type: none"> Focus on early stages and data Use language levels approach to different aspects of development Start work on ideas around language development – innateness, interaction Analysis of data extracts Work on case studies
Autumn half-term 2 Teacher 1	Language Investigation Original Writing	<ul style="list-style-type: none"> Continue and write up language investigation Return to original writing with work on style models and commentaries accompanying drafting of original writing coursework. Work on potential links to existing exam topics and/or revisit work done on previous topics.
Teacher 2	Children's Language Development (continued)	<p>Written and multimodal development:</p> <ul style="list-style-type: none"> Move from spoken to written forms Written genres Children and technology Reading and writing
Spring half-term 1 Teacher 1	<p>Language Diversity (concluded)</p> <p>Revisit language diversity topics from Year One and add world Englishes</p> <p>Explore concepts theories and ideas around diversity, variation and attitudes to them</p> <p>Essay writing practice</p>	<ul style="list-style-type: none"> Link world Englishes to work on language change and diversity Case studies of specific varieties of regional, social and world Englishes Explore ideas Work on pairs of texts for analysis and evaluation

Teacher 2	Language Discourses and directed writing Use work done on original writing to inform work on Qu.4 of Component 2	<ul style="list-style-type: none"> • Develop directed writing for Qu. 4 of Component 2 by using work on opinion article style models
Spring half-term 2 Both teachers	Language Change (concluded) Revisit ideas from Year One and expand to include case studies on other reasons for change Essay writing practice	Case study work on examples of: <ul style="list-style-type: none"> • lexical change • semantic change • grammatical change • phonological change • orthographical change
Summer half-term 1 Both teachers	Exam preparation and revision	<ul style="list-style-type: none"> • Set and mark practice papers • Students make, set & mark their own exam papers • Revisit mini-investigations and coursework to look at how student research can be incorporated into exam answers.

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