

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

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

Year 1 (AS co-teaching)

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
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
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

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
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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