

# A possible linear route through A-level

## A-level English Language (7702)

### Year 1

<b>Autumn Term 1</b>	<b>Teaching and Learning Focus</b>
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
<b>Autumn Term 2</b>	<b>Teaching and Learning Focus</b>
Introduction to language diversity, considering language and the individual, social groups and regional variation	Evaluative essay writing  Directed writing skills
<b>Spring Term 1</b>	<b>Teaching and Learning Focus</b>
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
<b>Spring Term 2</b>	<b>Teaching and Learning Focus</b>
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
<b>Summer Term 1</b>	<b>Teaching and Learning Focus</b>
Introduction to language change How and why does language change?	Examining issues linked to language change from 1600 to present day

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

## Year 2

<b>Autumn Term 1</b>	<b>Teaching and Learning Focus</b>
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
<b>Autumn Term 2</b>	<b>Teaching and Learning Focus</b>
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
<b>Spring Term 1</b>	<b>Teaching and Learning Focus</b>
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
<b>Spring Term 2</b>	<b>Teaching and Learning Focus</b>
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
<b>Summer Term 1</b>	<b>Teaching and Learning Focus</b>
Developing textual analysis skills (Paper 1)	Analysis of a variety of texts, using appropriate terminology to consider how

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
<b>Summer Term 2</b>	<b>Teaching and Learning Focus</b>
Exam preparation and revision	Exam preparation and revision

## Assessment

<b>Paper 1: Language, the individual and society</b>	<b>Paper 2: Language diversity and change</b>	<b>Non-exam assessment: Language in action</b>
<b>Written exam: 2½ hours 40%</b>	<b>Written exam: 2½ hours 40%</b>	<b>20%</b>
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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