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# Scheme of work

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

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## 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 AS and A-level course (with AS assessment at the end of the first year). This represents one possible way in which the AS and A-level may be co-taught with all students in one class. 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. In Year 1, students will be prepared for the AS exams, as well as developing data response, textual analysis and writing skills that will be required for Year 2. This includes some preparation for the production of the original writing aspect of the non-exam assessment (NEA), whilst developing directed writing skills for AS Paper 2, and developing discursive writing and evaluative writing skills.

# Scheme of work

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

Year 1	
<b>Autumn Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Introduction to language study <ul style="list-style-type: none"> <li>Using mini-texts, introduce students to language methods and concepts</li> <li>Focus specifically on language and mode, drawing comparisons and connections between different modes</li> </ul>	Introduction to language study <ul style="list-style-type: none"> <li>Using mini-texts, introduce students to language methods and concepts</li> <li>Focus specifically on representation, considering the use of noun phrases/labelling in creating and shaping meaning</li> </ul>
<b>Autumn Term (half term 2)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Language Varieties: Regional and National Variation <ul style="list-style-type: none"> <li>Introduce key concepts e.g. standard/non-standard forms, attitudes, prestige, levelling, loyalty etc.</li> <li>Begin to introduce students to different types of exam response: directed writing; analytical writing</li> </ul>	Language Varieties: Gender <ul style="list-style-type: none"> <li>Examine deficit, dominance, difference, diversity models</li> <li>Begin to introduce students to different types of exam response: directed writing; analytical writing</li> </ul>
<b>Spring Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Textual Analysis <ul style="list-style-type: none"> <li>Develop students' ability to analyse a range of texts/modes, using appropriate language methods and accurate terminology</li> <li>Develop writing skills: analytical writing and directed writing</li> <li>Use this opportunity to also teach some key skills that would be useful for production of creative writing – e.g. writing with an understanding of the power of information/persuasion</li> </ul>	Language Varieties: Occupational Groups <ul style="list-style-type: none"> <li>Develop students' understanding of key concepts e.g. allowable contributions, specialist lexis/jargon</li> <li>Use examples of mini-data to examine different occupational varieties and usage</li> <li>Develop students' ability to analyse and interpret data</li> <li>Encourage students to bring own data examples to lessons – useful for investigation etc.</li> </ul>
<b>Spring Term (half term 2)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Language Varieties: Social groups/status <ul style="list-style-type: none"> <li>Focus on key concepts e.g. hierarchies, status, prestige, social networks etc.</li> <li>Develop students' ability to analyse and interpret data</li> </ul>	Textual Analysis <ul style="list-style-type: none"> <li>Develop students' ability to analyse a range of texts, using appropriate language methods and accurate terminology</li> </ul>

<ul style="list-style-type: none"> <li>Encourage students to bring own data examples to lessons – useful for investigation etc.</li> </ul>	<ul style="list-style-type: none"> <li>Focus specifically on representation issues</li> <li>Develop writing skills, in particular focusing on comparison between texts</li> </ul>
<b>Summer Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Revision: Paper 1 Specific focus on essay structure, addressing each question separately and comparative aspects for question 3.	Revision: Paper 2 Specific focus on discursive essay writing and directed writing
<b>Summer Term (half term 2)</b>	
Language in Action: Original Writing <ul style="list-style-type: none"> <li>Working with style models</li> <li>Considering audience, purpose and genre in the production of creative writing</li> <li>Consolidate work completed earlier in the year on power of information/power of persuasion</li> </ul>	Language in Action: Investigation <ul style="list-style-type: none"> <li>Methods of data collection</li> <li>Working with data</li> <li>Writing up findings from a mini-investigation</li> </ul>

<b>Year 2</b>	
<b>Autumn Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Child Language Development <ul style="list-style-type: none"> <li>Stages of spoken language development</li> <li>Theories surrounding CLD e.g. innateness etc.</li> <li>Develop students' ability to work with extended data sets</li> <li>Apply relevant language methods and accurate terminology</li> <li>Focus on discursive essay writing skills thus enabling students to move beyond the data appropriately</li> </ul>	Language In Action: Investigation <ul style="list-style-type: none"> <li>Students to concentrate on devising their own methodologies, collecting data sets, analysing data and drawing conclusions</li> <li>Balance of independent study and teacher guidance/support</li> <li>Evaluation of data types – quantitative/qualitative; case study etc.</li> <li>Application of relevant and suitable language concepts</li> <li>How to write an investigation</li> </ul>
<b>Autumn Term (half term 2)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Child Language Development continued <ul style="list-style-type: none"> <li>Stages of literacy development</li> <li>Theories surrounding CLD literacy e.g. Rotheray, Barclay etc.</li> <li>Develop students' ability to work with extended data sets</li> <li>Apply relevant language methods and accurate terminology</li> <li>Focus on discursive essay writing skills</li> </ul>	Language Change <ul style="list-style-type: none"> <li>Focus on different aspects of change – lexis, semantics etc. and attitudes shown towards these</li> <li>Consider some of the debates surrounding change e.g. Aitchison, contemporary issues etc.</li> <li>Begin to develop range of writing skills: discursive, analytical, directed in response to arguments in source</li> </ul>

thus enabling students to move beyond the data appropriately	material
	Re-visit language investigation – submit for final assessment
<b>Spring Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Language in Action: Original Writing <ul style="list-style-type: none"> <li>• Re-visit creative writing</li> <li>• Continue working with style models to inform production of own work</li> <li>• Writing a commentary</li> </ul> Finalise original writing – submit for final assessment	Language Change continued <ul style="list-style-type: none"> <li>• Continue examining different aspects of change, standardisation etc.</li> <li>• Examine range of mini-texts/data to illustrate the nature of language change [consider how this can be linked to analysis of texts for Paper 1]</li> </ul>

<b>Spring Term (half term 2)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Language Diversity <ul style="list-style-type: none"> <li>• Revisit varieties covered in year 1</li> <li>• Begin to consider wider varieties:               <ul style="list-style-type: none"> <li>◦ Ethnicity and international varieties</li> </ul> </li> <li>• Develop students' writing skills – analysis, evaluation etc.</li> </ul>	World Englishes and consolidating Exam Skills <ul style="list-style-type: none"> <li>• Consider key concepts e.g. lingua franca, global varieties etc.</li> <li>• Bringing together some of the key topics covered – change and diversity – concentrate on use of stimulus material for questions 3 and 4 of Paper 2 (analysis/comparison and directed writing)</li> </ul>
<b>Summer Term (half term 1)</b>	
<b>Teacher 1</b>	<b>Teacher 2</b>
Revise CLD Focus on data analysis, discursive essay writing, evaluative discussion of key concepts	Revise Change Focus on discursive essay writing, analysis and comparison of source material and directed writing
Revise Language Diversity Focus on discursive essay writing, analysis and comparison of source material and directed writing	Revise Textual Analysis Focus on application of a range of language methods

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