

## English Language A Level - Year 12 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1</b></p> <p><b>Introduction to The Language Levels (The Frameworks) for analysing texts.</b> (*Delivered by Teacher 1 and Teacher 2)</p> <p>Students to complete Induction Booklet prepared by GKE at the beginning of the course.</p> <ul style="list-style-type: none"> <li>• <b>Lexis:</b> the vocabulary of English, including social and historical variation.</li> <li>• <b>Semantics:</b> The meanings of words and how they change.</li> <li>• <b>Phonology:</b> How speech sounds and effects are articulated and analysed.</li> <li>• <b>Grammar:</b> The structural patterns and shapes of English at sentence, clause, phrase and word level. (Including morphology)</li> <li>• <b>Pragmatics:</b> The contextual aspects of language use.</li> <li>• <b>Discourse:</b> Extended stretches of communication occurring in different genres, modes and contexts.</li> <li>• <b>Graphology:</b> The study of written and printed symbols and of writing systems.</li> </ul>	<p>Terminology is mostly new but does build upon students' prior knowledge of grammar and linguistic analysis from GCSE.</p>	<p>The Ultimate Frameworks Quiz (Informal)</p> <p>Baseline Assessment (Formal) Students given an extended text and asked to write an analysis using 3 of the main frameworks. (Similar format to Paper 1 Question 1)</p>	<p>Students to understand the main linguistic frameworks to be used throughout the course.</p> <p>Students able to identify linguistic features in texts and use the correct terminology when analysing them.</p>

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<p><b>Term 2</b>  <b>Introduction to Spoken Language (Teacher 1)</b></p> <p>The differences between written and spoken English  The International Phonetic alphabet (IPA)  Place and Manner of articulation  Plosives, fricatives, affricates (Phonetics)  Working with transcripts  The features of spontaneous and crafted speech</p> <p><b>Topical Issues (Teacher 2)</b></p> <p>Engage with a range of topical language issues  Write discursive essays that effectively develop academic lines of argument.  To embed theoretical knowledge and critical approaches to their arguments.  Creating short pieces of original writing for particular audiences.  Shape writing to match the genre, mode and context specified</p>	<p>Content is mostly new and not previously studied at GCSE or prior key stages. (However some KS2 Phonics knowledge is relevant.)</p> <p>GCSE English Language Papers 1 and 2 Question 5: Writing for specific purposes and audiences.</p>	<p>Phonological Terms Quiz (Informal assessment)</p> <p>Formal assessment: Written analysis of a spoken transcript.</p> <p>Regular informal assessment of Topical Issues questions.</p> <p>Formal assessment: Paper 1 Question 2.</p>	<p><b>Introduction to Spoken Language</b></p> <p>Students able to recognise and work with the symbols of the IPA.</p> <p>Students able to identify types of sounds.</p> <p>Students able to work confidently with transcripts of spoken discourse.</p> <p><b>Topical Issues</b>  Students able to critically understand issues and concepts relevant to language use</p> <p>Students able to critically evaluate attitudes towards language and its users</p> <p>Students able to demonstrate how texts and discourses are shaped in different genres, modes and contexts</p> <p>Students able to apply critical and creative skills in the production of texts and discourses.</p>
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			Students feel prepared for Paper 1 Question 2.
<p><b>Term 3 and 4</b></p> <p><b>Language and Gender (Teacher 1)</b></p> <p>Study a variety of texts with a gender focus to identify patterns of language use. Relevant theorists including: Robin Lakoff, Deborah Tannen, Jennifer Coates, Deborah Cameron.</p> <p><b>Language and Power (Teacher 2)</b></p> <p>Study a variety of texts with a focus on power to identify patterns of language use. Instrumental and Influential Power Power in and behind discourse Political Bias Relevant theorists including French and Raven, Brown and Levinson, Fairclough.</p>	<p>Develops skills of analysing linguistic features and patterns in texts.</p> <p>Develops skills of analysing linguistic features and patterns in texts</p>	<p>Assessment: Linguistic analysis of a Gender based Text.</p> <p>Assessment: Linguistic analysis of a Power based Text.</p>	<p>Students able to approach and analyse a range of texts with a focus on gender/power.</p> <p>Students able to link their analysis to relevant linguistic concepts and theory.</p>

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<p><b>Term 5</b>  <b>Component 1 Exam Paper Preparation and Practice (Teacher 1)</b></p> <p><b>Language under the microscope</b>  Read and analyse a range of short written texts with a focus on Lexis and Grammar.  Look at the Assessment Objectives and marking criteria for Paper 1 Question 1.</p> <p><b>Comparing and Contrasting Texts</b></p> <p>Learners should compare a variety of texts, exploring the effects of mode and of language variations with a focus on analysing linguistic features.  Look at the assessment Objectives and marking criteria for Paper 1 Question 3.</p> <p><b>Language and Technology (Teacher 2)</b></p> <p>Study a range of electronic texts to identify and analyse patterns of language use. (Including emails, text messaging, online chat forums, webpages and online articles)  Relevant theorists including: Marshall McLuhan, David Crystal, Elisabeth Eisenstein, Susan Herring.</p>	<p>Linguistic terminology from Term 1 introduction to the Frameworks.</p>	<p>Assessment: Practice Questions 1 and 3 from Paper 1.</p>	<p><b>Language Under the Microscope</b>  Students able to explain and analyse the effect of lexical choices and grammatical features in short written texts.</p> <p>Students able to identify significant features or patterns in a text and to explore their effects.</p> <p>Students able to explore the possible effects of contextual factors on the way language is produced in the text and is received and understood by its audience.</p> <p>Students feel prepared for Paper 1 Question 1.</p> <p><b>Comparing and Contrasting Texts</b></p> <p>Students able to explore linguistic connections and comparisons between different modes of communication.</p> <p>Students able to compare spoken and written texts.</p>
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			<p>Students feel prepared for Paper 1 Question 3.</p> <p><b>Language and Technology</b> Students able to approach and analyse a range of texts with a focus on technology.</p> <p>Students able to link their analysis to relevant linguistic concepts and theory.</p>
<p><b>Term 6</b> <b>*End of Year 12 Exams*</b></p> <p><b>After exams: Begin NEA (Coursework)</b></p> <p>Introduce coursework to students, choose areas of research and possibly data and titles. Key Resource: Booklet written by GKE taking them step by step through the process.</p>	<p>Consolidates learning from whole of Year 12 so far.</p>	<p><b>Formal Assessment:</b> <b>End of Year 12 Exam (June)</b> <b>Component 01 Paper (2 hours 30 minutes) in exam conditions.</b></p>	<p>Students able to meet the demands of Paper 1 and progress to Year 13 and the rest of the course.</p> <p>Students leave for their summer holiday fully understanding the requirements of the NEA, initial ideas for their research question and ability to plan and collect data.p</p>