

## English Language A Level - Year 13 Curriculum Map

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1 (Both Teachers)</b></p> <p><b>NEA</b></p> <p><b>Independent Language Investigation</b> Students to undertake an independent investigation of language in an area of their interest.</p> <p><b>Academic Poster</b> Students to produce a well-researched and effectively organised overview of their own independent investigation in a form that would be suitable for display at an undergraduate conference for English language research.</p>	<p>Draws together all the skills of linguistic analysis, relating data to theory and considering contextual factors from the whole of Year 12.</p> <p>Also draws on prior knowledge of conducting experiments in Science and writing them up by aim, hypothesis, method, findings and conclusions.</p>	<p>Regular deadlines for each section of the coursework to monitor progress.</p> <p>Completed NEA to be submitted for marking and moderation. Final submission of NEA in January, one complete first draft to be submitted for general feedback in November. (Feedback given in line with Specification guidelines.)</p>	<p>Students able to apply language concepts and methods of analysis appropriately and systematically to data.</p> <p>Students able to apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses.</p> <p>Students able to make accurate references to texts and sources</p> <p>Students able to analyse how contextual factors and language features shape meaning in their chosen area of study.</p> <p><b>Academic Poster</b> Students able to distil the detail of their investigation into its core features and findings. Students demonstrate creativity in its construction: communicating via text, graphics and colour. Students able to choose graphological features that aid the reader in navigating through the text and stimulate interest.</p>

<p><b>Term 2</b></p> <p><b>Language Change (Teacher 1)</b></p> <p>Historical influences of the English Language from 1600 to today. Social, scientific, technological influences. Application of linguistic methods to unseen texts from 17th to 21st centuries. Causes of Language Change Attitudes to Language Change (including Prescriptivism and Descriptivism) Relevant linguistic theorists. Comparison skills.</p> <p><b>Child Language Acquisition (Teacher 2)</b></p> <p>The development and functions of children's spoken language: phonological, pragmatic, lexical, semantic and grammatical development Relevant theories, concepts, research and the debates surrounding CLA.</p>	<p>Studying Victorian texts at KS3</p> <p>19<sup>th</sup> Century Literature from GCSE course</p> <p>Comparison skills draws on knowledge from Paper 1 Question 3.</p> <p>Study of IPA from Term 1 of Year 12</p> <p>Knowledge of CLA itself is new but builds on knowledge of grammatical structures within a language from previous key stages.</p>	<p>Regular informal assessment of analysing texts from different time periods.</p> <p>Formal Assessment: Paper 2 Question 1</p>	<p>Students able to identify and analyse the ways that the English language has developed and changed over time.</p> <p>Students are able to study a range of historical texts and genres.</p> <p>Students able to identify and compare significant features or patterns in texts from two different times and to explore their effects.</p> <p>Students are able to compare and contrast the possible effects of contextual factors on the way language is produced in texts and is received and understood by their audiences.</p> <p><b>CLA</b></p> <p>Students able to linguistically analyse transcripts of speech from children aged 0–7 years old, using symbols from the International Phonetic Alphabet (IPA) where necessary.</p>
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			Students able to link their analysis to relevant theory and concepts to aid interpretation of the data.
<p><b>Term 3</b></p> <p><b>Language Change Contd. (Teacher 1)</b></p> <p><b>Language in the Media (Teacher 2)</b></p> <p>This section focuses on discourse in a multi-modal media text and requires learners to apply language concepts and theories to their analysis of linguistic and graphological features. Learners should consider relevant theories of language and power, language and gender, or language and technology in exploring media texts.</p>	<p>Develop understanding of how to analyse texts and produce analytical essays.</p> <p>Language and Gender, Language and Power, Language and Technology units studied in Year 12.</p>	<p>Formal Assessment: Paper 2 Question 3.</p> <p>Regular informal assessment of analysing different media texts.</p> <p>Formal Assessment: Paper 2 Question 2.</p>	<p>(See above for desired outcomes)</p> <p>Students demonstrate synoptic skills in order to effectively analyse and evaluate language use in media texts.</p> <p>Students able to apply knowledge and understanding of language and power, language and gender and language and technology when analysing media texts.</p>
<p><b>Term 4</b></p> <p><b>Revision and Exam Practice</b></p> <p>Revision of all units previously studied.</p> <p>Exam question practice.</p>	<p>Draws on knowledge of whole A level course so far.</p>	<p>“Mock Exams” in class.</p> <p>A Complete Paper 2.</p> <p>A Complete Paper 1 if possible. (*If not possible, then individual questions to be done separately.)</p>	<p>Students feel fully prepared for all aspects of the exam papers and able to respond to questions across both papers.</p>