

# EPCHS English Department: Year 13 Programme of Study

## AQA A level English Language

Year/Term	Unit of Work	Intent
<b>Overall</b>		<p>Year 13 will start by interleaving the NEA Language Investigation with the remaining Language Diversity units. This will help to bolster the research and theory needed for AO2. Students will then look at Language Change needed for Paper 2.</p> <p>The end of the Autumn term will focus on the Discourse element of Paper 2 Section B. Students will look at the skills needed to write a successful article and consider how information from the source material can help to inform a response. The work completed here will double up as a back up to any Original Writing pieces currently below target grade.</p> <p>All NEA responses (1 – Original Writing, 2 – Language Investigation) will be completed by Christmas</p> <p>After Christmas, students will interleave the meaning and representation skills from Paper 1 (Q1-3) with the remaining evaluative questions (Paper 1 Q4 and Paper 2 Q1). More time will be spent on Learning to read and write in the Child Language Development section of Paper 1.</p>
<b>Autumn Term 1</b>	<b>4.2 Language Diversity and change</b>	<p>Introduction to language change focusing on paper 2 section A Section A - Diversity and Change One question from a choice of two: Either: an evaluative essay on language diversity (30 marks) Or: an evaluative essay on language change (30 marks)</p> <ul style="list-style-type: none"> <li>• texts using different sociolects (to include social and occupational groups, gender and ethnicity)</li> <li>• texts using different dialects (to include regional, national and international varieties of English)</li> <li>• texts that use language to represent the different groups above</li> <li>• texts from different periods, from 1600 to the present day</li> <li>• written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>• items from collections of language data (eg dictionaries, online resources, language corpora)</li> </ul> <p>Language Diversity (gender, revisit World Englishes, accent and dialect) Q1 focus</p> <ul style="list-style-type: none"> <li>• texts using different sociolects (to include social and occupational groups, gender and ethnicity)</li> <li>• texts using different dialects (to include regional, national and international varieties of English)</li> <li>• texts that use language to represent the different groups above</li> <li>• texts from different periods, from 1600 to the present day</li> <li>• written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres</li> <li>• items from collections of language data (eg dictionaries, online resources, language corpora)</li> <li>• research findings (eg tables, graphs, statistics).</li> </ul>

	<p><b>4.3 Language in Action</b> <b>NEA Language Investigation</b></p>	<p><b>4.3 Language in action</b> The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise.</p> <p>It requires students to carry out two different kinds of individual research: a language investigation (2,000 words excluding data) a piece of original writing and commentary (750 words each). Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest.</p> <p>In preparation for this, students need to study how to:</p> <ul style="list-style-type: none"> <li>• identify an appropriate investigation topic and research questions</li> <li>• select and apply a methodology for data collection and analysis</li> <li>• work in greater depth and with greater range</li> <li>• transcribe spoken data where appropriate</li> <li>• use language concepts and ideas</li> <li>• evaluate and draw conclusions on the findings of the investigation</li> <li>• present findings in an appropriate and accessible way</li> <li>• reference reading materials correctly</li> <li>• evaluate the structures and conventions of a variety of genres</li> <li>• plan, draft and redraft as part of the writing process</li> <li>• reflect on the writing process using methods of language analysis.</li> </ul>
<p><b>Autumn Term 2</b></p>	<p><b>4.2 Language Diversity and change</b></p> <p><b>Interleave the NEA Original Writing with the discourse section of language diversity/change</b></p> <p><b>4.3.2 Original Writing</b></p> <p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways</p> <p><b>4.3.2 Original Writing</b></p>	<p><b>Language discourses</b></p> <p>Students will study a range of texts that convey attitudes to language diversity and change. The texts studied will include those written for non-specialist audiences.</p> <p>Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts:</p> <ul style="list-style-type: none"> <li>• represent language</li> <li>• construct an identity for the producer</li> <li>• position the reader and seek to influence them</li> <li>• are connected to discourses about language.</li> </ul> <p><b>Writing skills</b></p> <p>Students will develop skills in:</p> <ul style="list-style-type: none"> <li>• writing discursively about language issues in an academic essay</li> <li>• writing analytically about texts as parts of discourses about language</li> <li>• writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience.</li> </ul> <p><b>NEA – Original Writing Completion</b> <b>Lessons throughout term 1 will interleave the NEA original writing.</b></p> <p>Paper 2 Discourse lessons will be interleaved with analysing style models, drafting the original writing and completing the commentary.</p>

		<p>Lessons will look at skills needed for all AOs.</p> <p>The power of persuasion</p> <ul style="list-style-type: none"> <li>• a piece of investigative journalism</li> <li>• a speech delivered on a controversial topic</li> <li>• a letter to an MP.</li> </ul> <p>The power of storytelling</p> <ul style="list-style-type: none"> <li>• a short story</li> <li>• an extract from a biography</li> <li>• a dramatic monologue.</li> </ul> <p>The power of information</p> <ul style="list-style-type: none"> <li>• a piece of travel journalism</li> <li>• a blog focusing on social issues</li> <li>• a piece of local history.</li> </ul> <p>This work will look at a range of AOs needed to tackle the commentary. By the end of T1, students should have completed their NEA Original Writing piece.</p>
<p><b>Spring Term 1</b></p> <p>Language Change/Diversity revision interleaved with Child Language Development revision as both focus on AO1 and AO2</p>	<p><b>4.1.3 Children’s language development AO1 and AO2</b></p> <p>Paper 1 Section B - Children's Language Development A discursive essay on children’s language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)</p> <p><b>4.1.1 Textual Variations and representations AO1:</b> Apply appropriate methods of language analysis, using associated</p>	<p>The unit will look at the ways children learn to communicate effectively by improving and honing their meaning. The unit will look at: how children learn to speak; how children learn to read and how children learn to write. Students will also learn myriad theories associated with these developments in children’s language acquisition.</p> <p><b>Learning to speak</b></p> <ul style="list-style-type: none"> <li>• Students will learn to understand the various stages of linguistic development ranging from instinctive biological noises in the opening 6 months to the post-telegraphic stage.</li> <li>• Lessons will analyse language and the features children use when communicating – addition, deletion substitution and assimilation etc. Texts and transcripts will be used to identify various stages.</li> <li>• Lessons will look at the general speech acquisition theories, behaviourism, interactionalism, nativism, cognitivism and social constructivism.</li> <li>• <b>Look at exam examples and consider how to plan and write an essay style response for A level.</b></li> </ul> <p><b>Learning to read</b></p> <ul style="list-style-type: none"> <li>• Look at the key approaches to teach reading: phonic approach; grapheme-phoneme correspondence; whole-word approach; psycholinguistic approach.</li> <li>• Look at some of the key concepts, ideas and theories.</li> <li>• <b>Look at exam examples and consider how to plan and write an essay style response for A level.</b></li> </ul> <p><b>Students will study a variety of texts in order to identify and describe a range of salient language features including:</b></p> <ul style="list-style-type: none"> <li>• Lexis - Lessons will cover a range of word classes. Students will refresh themselves on these and then use the texts to analyse language at word level.</li> <li>• Semantics – Lessons will look at how lexis can be defined looking at key areas such as semantic fields, denotation, connotation, synonym, antonym, collocation, euphemism, dysphemism, hypernym, hyponym.</li> </ul>

	<p>terminology and coherent written expression</p> <p><b>AO4:</b> Explore connections across texts, informed by linguistic concepts and methods.</p> <p><b>AO3:</b> Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p>	<ul style="list-style-type: none"> <li>• Pragmatics – looking at language meaning below the surface and looking past a semantic reading of a text. The lessons will look at key features such as deixis and how a meaning of a word is tied to its context.</li> <li>• Grammar – lessons will look at how a variety of texts structure sentences to create meaning. This area will look at how sentence variety can change meaning or how speaker mood can be conveyed using different functions such as interrogative, declarative, imperative or exclamative.</li> <li>• Discourse Structure – lessons will look at how a text is structured as a whole rather than at sentence and word level.</li> <li>• Graphology and orthography – The lessons will look at how the use of spelling, punctuation and capitalisation can aid meaning</li> </ul>
<b>Spring Term 2</b>		All elements of the course will be revised
<b>Summer Term 1</b>		All elements of the course will be revised up to the exams in June