

Year 13 HT 1 + 2	Skills, content, objectives	Teaching and learning focus, keywords	Assessment, homework	CEIAG Opportunities including roles and competencies	Standardisation/ Moderation
	<p>Language, the individual and Society and Language Diversity and Change (Co-teaching 3 lessons a week DBB/LAA)</p> <p>Identify and apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>Demonstrate critical understanding of concepts and issues relevant to language use</p> <p>Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>Explore connections across texts, informed by linguistic concepts and methods</p> <p>how language varies because of personal, social, geographical and temporal contexts • why language varies</p>	<p><u>Language, the Individual and Society (Section B): Children’s Language Development</u></p> <ul style="list-style-type: none"> • Child language acquisition in speech, reading and writing. Explore function of Children’s language, • Phonological, pragmatic, lexical, semantic and grammatical development • Different genres of speech and writing, different modes of communication • Theories and research about language development including: Nature/Nurture debates, Halliday, Vygotsky, Piaget, Bruner, Skinner. Stages of Acquisition, Child-dictated Speech, LAD, LASS, Overextension, Intonation, Inflections, Developmental Stages. National Curriculum requirements in writing and National Literacy Strategy, Nativism, grammar development <p><u>Language, Diversity and Change: Language Change:</u></p> <ul style="list-style-type: none"> • Historical context of language exploring different time periods and their importance (social changes in relation to Great Vowel Shift, printing press, schooling etc) Diachronic/synchronic change 	<p>Assessment: Formative tests initially on theorists and theory. Application of theory to short text extracts.</p> <p>Analysis on a range of child-produced texts (transcripts of conversations with caregivers, teachers etc. Examples of children’s writing)</p> <p>Paper 1 style data-driven examination questions.</p> <p>Formative tests on lexical, semantic and grammatical change.</p> <p>Comparative linguistic analysis on texts across time (eg recipes, letters, sports reports, advertisements.)</p>	<p>Competencies: aiming high and communication</p> <p>Career role/focus: Civil service, politics</p> <p>Enrichment opportunity: Revision days with English and Media Centre</p>	<p>Familiarise staff with mark scheme to assess pupils work: Share AOs with pupils.</p> <p>Opportunity to attend termly AQA Hub School meeting to check ideas/markings across other centres. Also availability of AQA Materials online eg: yearly Effective Examination Preparation and Reflecting on Exams</p>

	<p>and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. • identify and describe features of language diversity and change • research diversity and change • analyse how texts present ideas about language.</p> <p>Demonstrate creativity and expertise in use of English for different purposes.</p>	<ul style="list-style-type: none"> • Lexical change over time and word formation/etymology, borrowings, blends etc lead in to discussion of dictionaries and ideas around standardisation/codification. • Semantic change, amelioration, pejoration, narrowing etc • Language Decay • Attitudes to Language: Prescriptivism v descriptivism, Political Correctness • Language change theorists: Milroy, Aitchison’s metaphors, Deutscher, Crystal, Trudgill, Substratum theory, Freeborn <p>Return to language discourses with focus on language change.</p> <ul style="list-style-type: none"> • Explore common discourses of: purity, invasion, growth, crime, pollution, flowers, <p>Return to opinion writing about language:</p> <ul style="list-style-type: none"> • Explore style models of opinion writing and writing about language for non-specialist audience. Daily Mail articles on Americanisms, Accent and Dialect, effect of language change on childrens literacy etc. <p><u>Language Diversity and Change: World Englishes</u></p> <ul style="list-style-type: none"> • Dominance of English around the world linked to Empire and trade, cultural power of USA more recently 	<p>Paper 1 style questions on meanings and representations on texts over time.</p> <p>Evaluation questions on language change and language diversity.</p> <p>Analysis of representation of language and audience positioning in opinion articles about language change.</p> <p>Produce opinion piece on linguistic issues covered in both year 12/13 (eg language change, teenagers use of language, gender issues in language, attitudes to accent and dialect.)</p> <p>Evaluation questions on the role of English and Standard English around the world, eg: Evaluate the idea that English is a language killer.</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> Creativity, literacy</p> <p><u>Career role focus:</u> Film and Television</p>	<p><u>Standardisation Moderation</u></p> <p>Moderation In dept meeting for evaluation style writing responses</p>
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<p>HT 3 + 4</p>	<p><u>Skills, content objectives</u> <u>Language, the Individual and Society – Preparation for full mock exam</u></p> <p><u>NEA: Language Investigation</u></p> <p>While work is being completed independently on investigations, lesson time can be allocated to completion of Global English and Opinion-based writing.</p> <p>Preparation for full mock exam on Paper 2 Language, Diversity and Change</p>	<p><u>Teaching and learning focus, keywords</u> Revision of key concepts and linguistic methods for Section A of Paper 1: How does language create meanings and representations.</p> <p>Revision of key concepts, theories and linguistic features for section B of Paper 1: Child language Development.</p> <p>Consider research methods and subjects for investigation Explore and model examples of structure of Language Investigation looking closely at Introduction, Methodology, Analysis.</p> <p>Tutorials with staff to be arranged based on investigation subject with weekly deadlines for pupils to meet.</p> <p>See above for coverage of skills etc.</p> <p>Revision of key concepts, theories and linguistic methods for Paper 2 including: Language and Gender/Age/Social Group/Ethnicity/Occupation, Language Change World English, Opinion Writing, Language Discourses.</p>	<p><u>Assessment, homework</u> Assessment: Completion of full mock examination for A level Paper 1.</p> <p>Completion of Language Investigation to fulfil coursework section of the course.</p> <p>Completion of full mock examination on Paper 2 – Language , Diversity and Change.</p>	<p><u>CEIAG Opportunities including roles and competencies</u></p> <p><u>Competencies:</u> Teamwork, problem-solving</p> <p><u>Career role focus:</u> Public Relations, tourism</p> <p>Enrichment opportunity: Online revision lectures MASSOLIT</p>	<p><u>Standardisation Moderation</u></p> <p>INSET and dept time to moderate mock examination. Opportunity to attend Hub School Meeting with other AQA centres.</p> <p>Exploration and sharing of Examiner Report on NEA. Alongside the AQA TOLS online standardising before beginning unit to establish standards of coursework marking for investigation. Consider Moderator’s Report from previous years entries, addressing any concerns they may have identified. Once coursework piece has been completed, staff to divide folders and give first mark then exchange and give final marks.</p>
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HT 5	<u>Intent:</u> Final revision for A level examination Paper 1 and Paper 2.			<u>CEIAG Opportunities including roles and competencies</u> <u>Competencies:</u> Presenting, creativity <u>Career role focus:</u> proof-reading, editing, publishing	<u>Standardisation Moderation</u>
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