EPCHS English Department: Year 12 Programme of Study

AQA A level English Language

Year/Term	Unit of Work	Intent
Overall	4.1 Paper 1: Language, The Individual and Society Section A - Textual Variations and Representations Two texts (one contemporary and one older text) linked by topic or theme. • A question requiring analysis of one text (25 marks) • A question requiring analysis of a second text (25 marks) •A question requiring comparison of the two texts (20 marks)	The first paper focuses on how humans acquire language, begin to write and ultimately how it is used a tool for representation. The idea of this year will be to equip students with an understanding of key language levels and how students can apply these to any text they choose to analyse. The skills and knowledge acquired in this stage of the course will be used throughout. Students will also learn about Children's Language Development by understanding the theories behind how children learn to speak, learn to write and learn to read. Non Exam Assessment NEA: Original Writing Up to Christmas, students will start to consider an area and writing style they find interesting. These lessons could run alongside Children's Language Development. Students will look at varieties of writing, find a style model and start to create an original piece of writing.
Autumn Term 1	**4.1.2 Methods of language analysis** **AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression	**Students will study a variety of texts in order to identify and describe a range of salient language features including:** • 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. • 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, hypoym. • 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. • 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. • Discourse Structure – lessons will look at how a text is structured as a whole rather than at sentence and word level. • Graphology and orthography – The lessons will look at how the use of spelling, punctuation and capitalisation can aid meaning.

	4.3.2 Original Writing	NEA Original Writing Introduction
		Lessons throughout term 1 will interleave the NEA original writing.
	AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways	Introduce the NEA by exploring:
		The power of persuasion
		• a piece of investigative journalism
		• a speech delivered on a controversial topic
		• a letter to an MP.
		The power of storytelling
		• a short story
		• an extract from a biography
		• a dramatic monologue.
		The power of information
		• a piece of travel journalism
		• a blog focusing on social issues
		• a piece of local history.
		This work will look at a range of AOs needed to tackle the commentary. By the end of T1, students should understand the type of writing they would like to create and research style models.
		Assessment and interim assessments will focus on Section A of paper one and will look at analysing a single text effectively.
Autumn Term 2	4.1.1 Textual Variations and representations **AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression **AO4:** Explore connections across texts, informed by linguistic concepts and methods. **AO3:** Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	**Introducing students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.**
		The first half of Autumn term 2 will look at historic texts. These will be used to look at the text's context and how the language levels and features previously studied have been used to create meanings and representations. These lessons will look at audience, purpose, genre and modes.
		• Lessons will use a range of texts from 1600 onwards. Texts should look at a variety of purposes and text types.
		• Lessons will look at how representations are made or what is being represented in the text by identifying things like: the subject of the text; the text producer; the person, place or event discussed in the text; the culture created in the text or the publisher creating the text. The way the author uses language features focused on in autumn term 1 can then be analysed to highlight how the text has used language to represent this.
		Exam Skills – Students will look at how paper 1 is broken down (marked out of 70 and split 25-25-20 between the first three questions.)
		Question 1 and 2 – 25 marks split between AO1 (10 marks) and AO3 (15 marks)
		Question 3 – 20 marks with all awarded to AO4.
		• Students will complete a walkthrough question and answer/assess and improve a question before the end of the term.
		NEA – Original Writing Completion
		Lessons throughout term 1 will interleave the NEA original writing.
		Lessons on textual variations will be interleaved with analysing style models, drafting the original writing and completing the commentary.

		Lessons will look at skills needed for all AOs. Assessment and interim assessments will focus on Section A of paper one and will look at comparing two texts.
Spring Term 1	**4.1.3 Children's language development AO1 and AO2** 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)	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. **Learning to speak** - 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. - 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. - Lessons will look at the general speech acquisition theories, behaviourism, interactionalism, nativism, cognitivism and social constructivism. **Look at exam examples and consider how to plan and write an essay style response for A level.** **Learning to read** - Look at the key approaches to teach reading: phonic approach; grapheme-phoneme correspondence; whole-word approach; psycholinguistic approach. - Look at some of the key concepts, ideas and theories. **Look at exam examples and consider how to plan and write an essay style response for A level.**
Spring Term 2	**4.1.3 Children's language development AO1 and AO2**	**Learning to write** - Students will understand and identify the key features of learning to write such as: insertion, omission, substation, hypotaxis, graphemic-cluster omission or substitution. - Students will focus on some of the key concepts at this stage. **Look at exam examples and consider how to plan and write an essay style response for A level.**
Summer Term 1	**4.2 Language Diversity and change**	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) - texts using different sociolects (to include social and occupational groups, gender and ethnicity) - texts using different dialects (to include regional, national and international varieties of English) - texts that use language to represent the different groups above - texts from different periods, from 1600 to the present day - written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres - items from collections of language data (eg dictionaries, online resources, language corpora)

		• research findings (eg tables, graphs, statistics).
Summer Term 2	**Examination 4.3.2 Original Writing** **AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways**	Language Diversity (gender, revisit World Englishes, accent and dialect) Q1 focus • texts using different sociolects (to include social and occupational groups, gender and ethnicity) • texts using different dialects (to include regional, national and international varieties of English) • texts that use language to represent the different groups above • texts from different periods, from 1600 to the present day • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). Revision: Textual Variations and representations – Paper 1 Section A Section B - Children's Language Development A discursive essay on children's language development. Paper 2 Section A – evaluative essay Original Writing – Final draft