



Curriculum Map: Year: 13 Subject: English Language

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p>Language Change (continued from Y12)</p> <p>Paper 2, Language, Diversity and Change (Section A)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The basis of Language Change and how the English Language was formed • The way new lexis is formed and the linguistic terminology applied to this • General ideas about why language changes and what can cause these changes (social, economic and cultural factors) • How their own language has started to change over time • The driving forces in the change of language • How language has changed in relation to grammar, phonology, semantics and lexis • Key terminology relating to grammar, orthography, phonology, semantics and lexis change • Debates surrounding the positives and negatives of language change • Theory relating to change and case studies to support this theory • Up to date ideas of language change • An overview of standardisation and political correctness • How language change has/could impact on society 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Correctly apply linguistic terminology to the formation of new lexis • Comment on how the English Language was formed/has changed and what factors have impacted it • Comment on how their own language has changed and why • Apply appropriate theory to support their own opinions and those ideas represented in texts studied • Structure an evaluate answer appropriately • Structure a comparison answer appropriately in relation to Paper 2 Section B • Structure an opinion article appropriately when linked to the topic • Self assess their answers against the assessment objectives 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete at least one full Paper 2 Section A exam question which will be marked in line with the A level mark scheme - Complete at last one full Paper 2 Section B (Comparison and creative writing) which will be marked in line with the A level mark scheme.

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<p>Language Investigation (continued from Y12)</p> <p>NEA</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The key elements that make up the investigation- Intro & Aims, Methodology, Analysis, Conclusion & Evaluation, Bibliography, Appendixes • What is required within each section to create a successful investigation (in relation to the mark scheme and AOs) • How to form the initial ideas for an investigation, then narrow down the focus into a practical investigation • How to create hypotheses and predictions for their investigation • The different resource methods for gathering data, as well as the advantages and disadvantages of each in general and in relation to their own investigation • How to gather data in an efficient, fair and ethical way • How to analyse data, applying appropriate linguistic terminology, theory and ideas plus in relation to wider contexts • How to draw sound conclusions from their analysis - How to effectively gather and present all relevant data and sources in their bibliography and appendixes. 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Clearly explain the focus of their investigation • Explain how they are going to gather their data • Write a simple abstract outlining their ideas and plans for their investigation • Gather data in a valid, effective and ethical way • Apply theory and linguistic concepts to analyse that data, as well as relating to wider social, cultural and historical contexts and contexts of production • Draw appropriate conclusions from their analysis and evaluate the effectiveness of their investigation. • Present their investigation in clearly structured sections, well presented with clear written expression and consistent use of linguistic terminology • Include appropriate references to external sources used and all data in the bibliography and appendix sections. 	<p>All students will:</p> <p>Complete their Language Investigation NEA as part of their external exam-marked in accordance with the A level Mar scheme</p>
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<p>Child Language Acquisition</p> <p>Paper 1, Language, the Individual and Society (Section B)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The developmental stages by which children’s speech progresses • How aspects of children’s pronunciation, vocabulary, grammar and social language skills develop • The impact of caregivers on speech • Theories of how speech is acquired and mastered • The findings of research and case studies into spoken language development • How children learn to write – stages and processes • The different aspects of writing that must be mastered (handwriting, punctuation, grammar, whole text structure etc) • Debates surrounding the best approaches to teaching writing • The assessment objectives for this section of the exam. 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Analyse a transcript or written data • Apply technical terms to their analysis • Apply theories and the findings of research to their response • Answer an evaluative exam question, linking to the data accordingly • Structure an answer appropriately and complete it in timed exam conditions • Self assess their answer against the assessment objectives 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete a series of answers in increasingly formal conditions (self, peer and teacher assessed using criteria taken from the markscheme) - Complete at least one full exam answer in exam conditions that will be marked using the AQA markscheme
<p>Textual Variations and Representations</p> <p>Paper 1, Language, the Individual and Society (Section A)</p>	<p>All students will know:</p> <p>(the key knowledge for this was learnt in Y12 – they are recapping it and now applying it to a wider range of texts)</p> <ul style="list-style-type: none"> • What question 3 looks like and how to approach a comparative response • How to structure a comparative answer • The assessment objectives for Q3 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Analyse how meanings and representations are constructed in a range of old and contemporary texts • Apply linguistic terminology to their analysis of texts • Explore how wider issues and ideas are constructed and represented through language • Compare how texts use language to present these ideas 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete a series of answers in increasingly formal conditions (self, peer and teacher assessed using criteria taken from the markscheme)

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		<ul style="list-style-type: none"> • Compare how contexts of texts influence their language use • Complete answers in exam conditions • Self assess answers against assessment objectives 	
<p>Language Discourses</p> <p>Paper 2, Language, Diversity and Change (Section B)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • What section B of the exam looks like • The rhetorical devices employed by writers to make a point or express an idea • How media texts are structured • How writers adapt their language to suit GAP • How to compare texts effectively • How to plan and write their own journalistic opinion piece • The assessment objectives for Q3 (comparative analysis) and Q4 (creative response) 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Read and understand media opinion texts about a language issue • Identify the main points in the writers' arguments • Analyse how the writers have used rhetorical devices to express their ideas • Compare the ideas expressed / how they are expressed • Employ these devices effectively themselves to write their own journalistic piece about a language issue • Write in an accurate and engaging way, that is appropriate for the GAP 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete practice responses in class and at home (to be marked using A level markscheme criteria)
<p>Revision</p> <p>Paper 1, Language, the Individual and Society (Sections A & B)</p> <p>Paper 2, Language, Diversity and</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • Suitable revision strategies for English Language • How the whole exam papers are structured • The associated linguistic key terms, theories and debates for each topic • How to structure analytical, evaluative, comparative and creative responses appropriately • The marks, timings and assessment objectives for each question 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Use revision strategies to recap all the topics covered in the course • Confidently complete whole papers in exam conditions • Apply their learnt knowledge to exam questions • Self / peer assess their answers against the assessment criteria 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete a range of in class quizzes, online tests at home, mini exam questions, full exam questions <p>Complete a full A level English Language Paper 1 and Paper 2 as part of their external exam</p>

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Change (Sections A & B)			
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