



Curriculum Map: Year: 12 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>
Introduction to Studying Language Paper 1, Language, the Individual and Society (Section A)	All students will know: <ul style="list-style-type: none"> • Key linguistics methods and associated terms – lexis, grammar, phonology, discourse, pragmatics, graphology • The aspects that make up a text’s context (genre, register, audience, mode, purpose) • The format of the Paper 1 Section A exam, with a focus on Q1 • The assessment objectives • Strategies to read effectively and best answer the question • Suggested timing for the question • Top tips for effectively answering the question 	All students should be able to: <ul style="list-style-type: none"> • Correctly apply linguistic terminology to an analysis of a text • Read and understand a range of written, spoken and multi-modal texts • Structure a Q1 answer appropriately • Self assess their answers against the assessment objectives 	All students will: <ul style="list-style-type: none"> - Complete a full Q1 in exam conditions which will be marked in line with the A level markscheme
Social Groups Paper 2, Language, Diversity and Change (Section A)	All students will know: <ul style="list-style-type: none"> • The format of the Paper 2 Section A essay-based evaluative question • How to approach the question and form an argument based around the question and addressing the AOs • The different elements that make up the concept of a ‘social group’ • How different social groups affect the use and interpretation of different language features 	All students should be able to: <ul style="list-style-type: none"> • Form an argument in response to an evaluative style essay question (Paper 2 Section A) • Discuss and explain key theories and case studies related to social groups • Use theory and case studies to support their views and to evaluate those ideas represented in texts studied. • Use accurate terminology to give examples of language use 	All students will: <ul style="list-style-type: none"> - Complete 1-2 essay questions for homework based on Paper 2 Section A, with feedback provided in line with the A level markscheme, - Complete a Paper 2 Section A essay in mock exam conditions which will be

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	<ul style="list-style-type: none"> • Some of the issues and debates surrounding social groups and how to accurately define/quantify them • How social groupings will affect different elements of language use such as dialect, lexis, phonology and grammar • Theory relating to social groups and language, and how to embed these and utilise them in their essays- EG Howard Giles' CAT theory • Key terminology and examples that relate to social groups and language • Different case studies exploring the links between social groups and language 	<ul style="list-style-type: none"> • Self assess their answer using AOs and identify areas for development • Read and understand a range of written, spoken and multi-modal texts • Structure a comparison answer appropriately in relation to Paper 2 Section B • Structure an opinion article appropriately when linked to the topic 	<p>marked and graded using the A Level Markscheme</p> <p>-</p>
<p>Creative writing</p> <p>NEA</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • How to annotate fiction and non-fiction with key linguistic terms and identify aspects of these. • How to identify different genres and associated features. Focus will be on the power of persuasion, storytelling and information. 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Correctly annotate a piece of text with appropriate terminology and discuss the effect on the reader. • Read and understand a range of writing from different genres. Also identify key characteristics associated with particular genres and explain their importance. • Write a creative piece linked to a particular genre and be able to justify the decisions they have made. 	<p>All students will:</p> <p>Complete their Creative Writing NEA as part of their external examination</p>
<p>Gender Representation & Speech</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • How gender is represented in society • Some of the issues surrounding gender and movements for equality. (Feminism, gender neutrality etc) 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Correctly apply linguistic terminology to an analysis of a text • Read and understand a range of written, spoken and multi-modal texts 	<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

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<p>Paper 2, Language, Diversity and Change (Section A)</p>	<ul style="list-style-type: none"> • The connotations surrounding lexis and linguistic terminology applied to this • Theory relating to gender in speech and gender representation and how to apply these • Key terminology and examples that relate to speech and representation • How case studies and research surround this topic. • Debates surrounding the approaches to analysing gendered language • How to approach this section of the exam paper and the requirements 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> - Complete at least one full Paper 2 Section B (Comparison and creative writing) which will be marked in line with the A level mark scheme.
<p>Occupation Paper 2, Language, Diversity and Change (Section A)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The format of the Paper 2 Section A essay-based evaluative question • How to approach the question and form an argument based around the question and addressing the AOs • The different elements that make up the concept of an ‘Occupation’ • How different occupations affect the use and interpretation of different language features • Some of the issues and debates surrounding occupation and how they affect language, especially in connection with changing social and cultural contexts 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Form an argument in response to an evaluative style essay question (Paper 2 Section A) • Discuss and explain key theories and case studies related to occupation • Use theory and case studies to support their views and to evaluate those ideas represented in texts studied. • Use accurate terminology to give examples of language use • Self assess their answer using AOs and identify areas for development • Read and understand a range of written, spoken and multi-modal texts 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete 1-2 essay questions for homework based on Paper 2 Section A, with feedback provided in line with the A level markscheme, - Complete a Paper 2 Section A essay in mock exam conditions which will be marked and graded using the A Level mark scheme - Complete at least one full Paper 2 Section B (Comparison and creative writing) which will be marked

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	<ul style="list-style-type: none"> • How occupations will affect different elements of language use such as dialect, lexis, phonology and grammar • Theory relating to occupations and language, and how to embed these and utilise them in their essays- EG Swales' Discourse Communities • Key terminology and examples that relate to Occupation and language • Different case studies exploring the links between occupations and language 	<ul style="list-style-type: none"> • Structure a comparison answer appropriately in relation to Paper 2 Section B • Structure an opinion article appropriately when linked to the topic 	and graded in line with the A level mark scheme.
<p>Global English and Ethnolects</p> <p>Paper 2, Language, Diversity and Change (Section A)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • Theory related to Global English and how to incorporate them into essay writing. EG David Crystal and Braj Kachru • How ethnolects are created and study associated examples • Further key terminology that relates to Global English. 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Explain relevant terminology and theory associated with Global English. Provide examples of ethnolects and identify key features. • Structure an evaluate answer appropriately • Self-assess their answers against the assessment objectives. 	<p>All students will:</p> <ul style="list-style-type: none"> - Answer exam questions on Global English which will be marked in line with the A level mark scheme. (Language Paper 2 part A)
<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 earlier in Y12 – they are recapping it and now applying it to older texts)</p> <ul style="list-style-type: none"> • What Question 2 looks like and how to approach an analysis of an older text • The assessment objectives for Q2 	<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 • Analyse how contexts of texts influence their language use • Complete answers in exam conditions 	<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"> • Self assess answers against assessment objectives 	
<p>Language Change</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, economical and cultural factors) • How their own language has started to change over time 	<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 	<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 - Have had chance to access the basics of Language Change in preparation for further development in YR13
<p>Regional Variations</p> <p>Paper 2, Language, Diversity and Change (Section A)</p>	<p>All students will know:</p> <ul style="list-style-type: none"> • The format of the Paper 2 Section A essay-based evaluative question • How to approach the question and form an argument based around the question and addressing the AOs • The different elements that make up the concept of 'Regional Variation' • How different regions and locations affect the use and interpretation of different language features • Some of the issues and debates surrounding region and how they affect language, especially in connection with changing historical, social and cultural contexts 	<p>All students should be able to:</p> <ul style="list-style-type: none"> • Form an argument in response to an evaluative style essay question (Paper 2 Section A) • Discuss and explain key theories and case studies related to regional variation • Use theory and case studies to support their views and to evaluate those ideas represented in texts studied. • Use accurate terminology to give examples of language use • Self assess their answer using AOs and identify areas for development • Read and understand a range of written, spoken and multi-modal texts 	<p>All students will:</p> <ul style="list-style-type: none"> - Complete 1-2 essay questions for homework based on Paper 2 Section A, with feedback provided in line with the A level markscheme, - Complete a Paper 2 Section A essay in mock exam conditions which will be marked and graded using the A Level mark scheme - Complete at least one full Paper 2 Section B (Comparison and creative writing) which will be marked

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	<ul style="list-style-type: none"> • How region will affect different elements of language use such as dialect, lexis, phonology and grammar • Theory relating to regional variation and language, and how to embed these and utilise them in their essays- EG Kerswill's ideas on Dialect Levelling • Key terminology and examples that relate to regional variation and language • Different case studies exploring the links between regions and language 	<ul style="list-style-type: none"> • Structure a comparison answer appropriately in relation to Paper 2 Section B • Structure an opinion article appropriately when linked to the topic 	<p>and graded in line with the A level mark scheme.</p>
<p>Language Investigation (Continuing into Y13) 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 	<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 <p>(Majority of NEA Investigation will be completed in Y13)</p>	<p>(Assessment will be completed in Y13, when students submit their final investigation for grading according to the A level mark scheme)</p>

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	(Majority of NEA Investigation will be completed in Y13)		
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