



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 Lang MRY	<p><b>Introduction to English Language:</b></p> <p>Form Purpose Audience</p> <p><b>Language Levels:</b></p> <p>Graphology</p> <ul style="list-style-type: none"> <li>Layout</li> <li>Typography</li> <li>Icons/Symbols</li> <li>Mode</li> </ul> <p>Lexis</p> <ul style="list-style-type: none"> <li>Word Classes</li> </ul> <p>Phonology</p> <ul style="list-style-type: none"> <li>Sound Iconicity</li> <li>Sounds</li> </ul>	<p><b>English Language The Individual and Society:</b></p> <ul style="list-style-type: none"> <li>How do writers aim their texts at certain audiences?</li> <li>What effect does form and purpose have on audiences?</li> </ul> <p><b>Language Levels:</b></p> <ul style="list-style-type: none"> <li>How is graphology used to create effects?</li> <li>How is lexis used to create effects?</li> <li>How is Phonology used to create effects?</li> </ul> <p>Exploring a range of texts of varied forms to understand meanings and representations.</p>	<p><b>English Language Diversity and Change:</b></p> <ul style="list-style-type: none"> <li>Occupation</li> <li>Gender</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>Occupational Theories – Codifying, exclusory language, accommodation theory</li> <li>Gender Theories – Dominance, Difference and Deficit Models.</li> </ul> <p><b>Contextual Factors relating to theories:</b></p> <ul style="list-style-type: none"> <li>The work place: inter-, intra-, and extra- communication</li> <li>The evolving roles of men and women throughout time</li> <li>Confidence and power in both gender and the work place.</li> </ul> <p><b>Language Theory Terminology:</b></p> <ul style="list-style-type: none"> <li>Gender – Fillers, hedges, tag questions etc.</li> <li>Occupation – Clippings, acronyms, neologisms etc.</li> </ul> <p><b>Key Exam Skills:</b></p> <ul style="list-style-type: none"> <li>How to embed quotations.</li> <li>How to develop a response using theory</li> <li>How to write an introductory thesis.</li> </ul>	<p><b>Preparing for the exam:</b></p> <ul style="list-style-type: none"> <li>Paper 2 Section A: Language Diversity evaluation question</li> </ul> <p>Focus on Paper 2: <i>Language Diversity and Change</i></p>	<p><b>NEA Original Writing:</b></p> <p>Introduction to the structure of the NEA.</p> <ul style="list-style-type: none"> <li>750 words of original writing in a form of student’s choice under the heading of either: <ul style="list-style-type: none"> <li>The power of persuasion</li> <li>The power of storytelling</li> <li>The power of information</li> </ul> </li> <li>An annotated style model reflecting then features of their chosen form</li> <li>750 words of commentary exploring how their writing meets the conventions of their chosen form.</li> </ul>	
	<p><b>Week 4: Content test for key terminology</b> <b>Week 7: Timed essay. Paper 1 Section A.</b></p>	<p><b>Week 3: Content test for key terminology</b> <b>Week 7: Full Paper 1 Section A response.</b></p>	<p><b>Increasingly regular timed responses to Paper 2 Section A exam style questions (at least every two weeks)</b> <b>Content tests on a weekly basis to revise terminology from earlier in the course.</b></p>	<p><b>Mock exam at end of this term. Section A of both Paper 1 and 2.</b></p>	<p><b>First draft submitted in Week 4. Teacher feedback and advice provided. Final draft submitted by end of term.</b></p>	
12 Lang GSH	<p><b>Introduction to English Language:</b></p> <p>Form Purpose Audience</p> <p><b>Language Levels:</b></p> <ul style="list-style-type: none"> <li>Grammar</li> <li>Pragmatics</li> <li>Discourse</li> </ul> <p><b>Specific areas covered:</b></p> <ul style="list-style-type: none"> <li>Phrases</li> <li>Clauses</li> <li>Sentence Construction</li> <li>Pragmatics</li> <li>Spoken Discourse</li> <li>Text Structures</li> </ul>	<p><b>English Language in Context:</b></p> <ul style="list-style-type: none"> <li>How do writers aim their texts at specific audiences?</li> <li>What effect does form and purpose have on audiences?</li> </ul> <p><b>Language Levels:</b></p> <ul style="list-style-type: none"> <li>How is grammar used to create effects?</li> <li>How are pragmatics used to create effects?</li> <li>How is discourse used to create effects?</li> </ul> <p>Beginning to analyse whole texts to understand meanings and representations.</p>	<p><b>English Language Diversity and Change:</b></p> <ul style="list-style-type: none"> <li>Social Groups</li> <li>Region and Dialect</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>Social Group Theories</li> <li>Dialect and Region Theories</li> </ul> <p><b>Contextual Factors:</b></p> <ul style="list-style-type: none"> <li>Ways of grouping communities</li> <li>Language, identify and class.</li> <li>Accents, dialects, sociolects and idiolects</li> </ul> <p><b>Language Theory Terminology</b></p> <ul style="list-style-type: none"> <li>Social Group Theory – communities of practice</li> <li>Language and Region – matched guise experiments, changing attitudes and accent levelling.</li> </ul> <p><b>Paper 2 Section A Theory Debates:</b></p> <p>How to respond to Paper 2 Section A using theorists. How to embed quotations, write an introductory thesis, writing a good essay.</p>	<p><b>Preparing for the exam:</b></p> <ul style="list-style-type: none"> <li>Paper 1 Section A: Analyse how texts use language to create meaning and representations</li> </ul> <p>Focus on Paper 1: <i>Language and the Individual.</i></p>	<p><b>NEA Language Investigation</b></p> <p>Introduction to the structure of the NEA.</p> <ul style="list-style-type: none"> <li>2000 words investigating language use on a topic of the students own choosing</li> <li>This is chosen in discussion with their class teacher.</li> </ul>	
	<p><b>Week 4: Content test for key terminology</b> <b>Week 7: Timed essay. Paper 1 Section A.</b></p>	<p><b>Week 3: Content test for key terminology</b> <b>Week 7: Full Paper 1 Section A response.</b></p>	<p><b>Increasingly regular timed responses to Paper 2 Section A exam style questions (at least every two weeks)</b> <b>Content tests on a weekly basis to revise terminology from earlier in the course.</b></p>	<p><b>Mock exam at end of this term. Section A of both Paper 1 and 2.</b></p>	<p><b>First draft submitted in Week 4. Teacher feedback and advice provided. Final draft submitted by end of term.</b></p>	

13 Lang MRY	<p><b>Paper 1 Section B: Child Language Acquisition (CLA)</b></p> <ul style="list-style-type: none"> <li>• How do children learn to speak?</li> <li>• How do children learn to read?</li> <li>• How do children learn to write?</li> </ul> <p><b>Language Levels:</b></p> <ul style="list-style-type: none"> <li>• Phonology</li> <li>• Prosodics</li> <li>• Grammar</li> <li>• Lexis</li> </ul> <p><b>Language Theories:</b></p> <ul style="list-style-type: none"> <li>• Nativist theory.</li> <li>• Behaviourist theory.</li> <li>• Cognitivist theory.</li> <li>• Social interactionist theory.</li> </ul> <ul style="list-style-type: none"> <li>• Developing understanding of acquisition through key theorists including</li> <li>• <b>Chomsky</b></li> <li>• <b>Skinner</b></li> <li>• <b>Bruner</b></li> <li>• <b>Atkinson</b></li> <li>• <b>Vygotsky</b></li> </ul> <p>Studying of case studies, both self-researched and given , so support theoretical understanding. These to include...</p> <ul style="list-style-type: none"> <li>• Infinite Monkey Theory</li> <li>• Genie</li> <li>• Fis/Fish</li> </ul>	<p><b>Recap English Language Theories:</b></p> <ul style="list-style-type: none"> <li>• Occupation</li> <li>• Gender</li> <li>• Language change</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>• Gender theorists – dominance, difference and deficit theories</li> <li>• Occupational Theories – codifying/excluding language, Accommodation Theory/ Prescriptivism</li> </ul> <p><b>Contextual Factors relating to theories:</b></p> <ul style="list-style-type: none"> <li>• The work place, inter -, intra-, and extra- communication</li> <li>• The role of men and women through time</li> <li>• Confidence and power in both gender and the work place</li> <li>• Change theories</li> </ul> <p><b>Language Theory Terminology:</b></p> <ul style="list-style-type: none"> <li>• Gender Theory - Fillers, hedges, tag questions etc.</li> <li>• Occupation theory – clippings, acronyms, neologisms etc.</li> </ul> <p><b>Focus Paper 2:</b> How to answer Paper 2 Section A using theorists. How to embed quotes, write an introduction thesis, writing a good essay</p>	<p><b>Preparing for the exam:</b></p> <p>Focus on Paper 2: <i>Language Diversity and Change</i></p> <p><b>Language Levels Focus:</b></p> <p>Graphology Lexis Phonology</p> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>• Complete Paper 2 mocks</li> <li>• Self, peer and teacher feedback</li> <li>• Revise course content</li> <li>• Recap tests</li> </ul> <p><b>Paper 2 Question 3:</b></p> <ul style="list-style-type: none"> <li>• Compare Text A and Text B</li> </ul> <p><b>Paper 2 Question 4:</b></p> <ul style="list-style-type: none"> <li>• How to write a good opinion article.</li> <li>• Introductions/ conclusions</li> </ul> <p>SPG</p>
	<p><b>Week 4: Content tests on key theories and case studies</b> <b>Week 7: Written exam response to Spoken Language Acquisition</b> <b>Week 12/13: Mock exam: Paper 1 and 2 Section B.</b></p>	<p><b>Ensure that all coursework is fully moderated and submitted by Easter.</b> <b>Content tests and practice essays throughout the term to ensure readiness for the final exams.</b></p>	<p><b>Content tests and practice essays throughout the term to ensure readiness for the final exams.</b></p>
13 Lang GSH	<p><b>Language Change:</b></p> <ul style="list-style-type: none"> <li>• How language has changed over time and what has influenced/ caused this change?</li> <li>• Language change terminology e.g. broadening</li> </ul> <p><b>Contextual factors:</b></p> <ul style="list-style-type: none"> <li>• Historical factors</li> <li>• Industry/ inventions/ internet</li> <li>• Societal changes</li> <li>• Youth culture</li> </ul> <p><b>Language Theories/Theorists:</b></p> <ul style="list-style-type: none"> <li>• Prescriptivism vs. descriptivism, Aitchison, Honey</li> <li>• Theory of Lexical gaps, Bailey’s Wave, Chen’s S-Curve.</li> </ul>	<p><b>English Language Theories:</b></p> <ul style="list-style-type: none"> <li>• Social Groups</li> <li>• Dialect and Region</li> <li>• Language and ethnicity</li> </ul> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>• Social Group Theories –</li> <li>• Dialect and Region Theories –</li> <li>• Language and ethnicity case studies and theory.</li> </ul> <p><b>Contextual Factors relating to theories:</b></p> <ul style="list-style-type: none"> <li>• British history of ethnic language classification.</li> <li>• Class and social-grouping factors.</li> </ul> <p><b>Language Theory Terminology:</b></p> <ul style="list-style-type: none"> <li>• BAME</li> <li>• Communities of practice</li> </ul> <p><b>Focus Paper 1:</b> How to answer Paper1 Section A with reference to older texts and Language Change.</p>	<p><b>Preparing for the exam:</b></p> <p>Focus on Paper 1: <i>Language, the Individual and Society</i></p> <p><b>Language Levels Focus:</b></p> <p>Pragmatics Grammar Discourse</p> <p><b>Specifics:</b></p> <ul style="list-style-type: none"> <li>• Complete Paper 1 mocks</li> <li>• Self, peer and teacher feedback</li> <li>• Revise course content</li> <li>• Recap tests</li> </ul> <p><b>Paper 2 Question 4:</b></p> <ul style="list-style-type: none"> <li>• How to write a good opinion article.</li> <li>• Introductions/ conclusions</li> </ul> <p>SPG</p>
	<p><b>Week 12/13: Mock exam: Paper 1 and 2 Section B.</b></p>	<p><b>Ensure that all coursework is fully moderated and submitted by Easter.</b> <b>Content tests and practice essays throughout the term to ensure readiness for the final exams.</b></p>	<p><b>Content tests and practice essays throughout the term to ensure readiness for the final exams.</b></p>