

GCE English Language course planner: AS and A Level, co-teachable

Year 1

Autumn 1	<ul style="list-style-type: none">• Introduction• Language and context
Autumn 2	<ul style="list-style-type: none">• Language and context
Spring 1	<ul style="list-style-type: none">• Language and Identity
Spring 2	<ul style="list-style-type: none">• Child Language
Summer 1	<ul style="list-style-type: none">• AS revision
Summer 2	<ul style="list-style-type: none">• AS examinations• Investigating Language (for those students continuing to A level)

Year 2

Autumn 1	<ul style="list-style-type: none">• Crafting Language
Autumn 2	<ul style="list-style-type: none">• Crafting Language• Investigating Language
Spring 1	<ul style="list-style-type: none">• Investigating Language
Spring 2	<ul style="list-style-type: none">• Historical Variation
Summer 1	<ul style="list-style-type: none">• Revision - all components
Summer 2	<ul style="list-style-type: none">• Exams

Year 1

Autumn 1	Autumn 2
<p>Introduction to the Study of Language (2 weeks)</p> <ul style="list-style-type: none"> Students' personal language history Introduction to language frameworks: <ul style="list-style-type: none"> phonology/graphology lexis/semantics grammar/morphology/syntax discourse/pragmatics phonetics, phonology, prosody. <p>AS Component 1: Language: Context and Identity</p> <p>Focus on Context¹ (4 weeks)</p> <ul style="list-style-type: none"> Students to develop confidence in using a descriptive approach to analysing language. Focus on written/multimodal channel. Analyse data from a range of contexts, recognising how variation in field, audience and mode creates a specific register. Students to develop confidence in analysing coherence and cohesion. Focus on how context affects students' own writing of articles/leaflets, etc in preparation for creative writing element of AS Component 2: Child Language or A level Crafting Language coursework. <p>Possible data examples:</p> <ul style="list-style-type: none"> print media leaflets websites: commercial/informative. 	<p>AS Component 1: Focus on Context¹ (4 weeks)</p> <ul style="list-style-type: none"> Continue analysing data from a range of contexts. Focus on spoken/multimodal channel. Focus on phonetics, phonology and prosody. Students to develop confidence in applying technical terminology related to 'spoken discourse', eg: <ul style="list-style-type: none"> non-fluency features adjacency pairs and turn-taking politeness and face Leech, Levinson and Brown Grice's maxims dialect, sociolect and idiolect. Possible data examples include: <ul style="list-style-type: none"> transcripts: informal conversations; formal meetings/interviews; speeches. Focus on how context affects students' own writing of speeches/talks, etc in preparation for creative writing element of AS Component 2 or A level Crafting Language coursework. Analyse data which merge features of written/spoken channels: <ul style="list-style-type: none"> blogs: travel/personal social media. <p>AS Component 1: consolidation of Context (2 weeks)</p> <ul style="list-style-type: none"> Data will be thematically linked in Section A of the exam. Students to focus on making connections² across data from a range of contexts. <p><i>Informal assessment opportunity using SAMs</i></p>

¹ Although **context** is not a specific exam section for A level students, the ability to evaluate contextual factors (AO3) is assessed in every A level component.

² The ability to **make connections** (AO4) is also a key skill for A level students.

Spring 1	Spring 2
<p>AS Component 1: Language: Context and Identity and A Level Component 1: Language Variation Focus on identity (6 weeks)</p> <ul style="list-style-type: none">Analyse data in a range of modes focussing on how language choices reflect/construct identity/persona.Exploration of attitudes to language, to explore how choices are affected by:<ul style="list-style-type: none">the mode, field, function and audiencegeographical factorssocial factors such as, gender, age, ethnicity and other social identities. <p><i>Informal assessment opportunity using SAMs</i></p>	<p>AS and A level Component 2: Child Language (6 weeks)</p> <ul style="list-style-type: none">Introduction to key CLA theory and research.Focus on both written and spoken channel.Students to develop confidence in applying technical terminology related to CLA, eg:<ul style="list-style-type: none">stages of language acquisitionoverextension, underextension, overgeneralisationsubstitution, deletionchild-directed speech (CDS), caretaker language, motheresestages of writingKroll, Barclay.Students to consolidate understanding of grammar/morphology/syntax.Students to practice responding to data in creative³ and essay forms. <p><i>Informal assessment opportunity using SAMs</i></p>

³ Although A level Component 2 only requires a formal essay, this opportunity to practise creative writing will prepare A level students for their Crafting Language coursework.

Summer 1	Summer 2
<p>AS Components 1: Language: Context and Identity, and 2: Child Language (6 weeks)</p> <p>Revise both components before formal examinations.</p> <p><i>Informal assessment opportunity using SAMs</i></p>	<p>AS External Examinations</p> <p>AS Paper 1: 1hr 30 AS Paper 2: 1hr 30</p> <p>A level Component 3: Introduction to Investigating Language⁴</p> <ul style="list-style-type: none"> ● Introduction to main topic areas: <ul style="list-style-type: none"> ● Global English ● Language and Gender Identity ● Language and Journalism ● Language and Power ● Regional Language Variation. <p>Investigation skills could be scaffolded/developed through group investigations.</p>

⁴ A level students may be sitting AS exams in some of their subjects; teaching may be disrupted by this, so independent research is suggested. Centres may prefer to begin coursework research in this half-term.

Year 2

Autumn 1	Autumn 2
<p>A level Coursework: Crafting Language</p> <p>Assignment 1: Original Writing (6 weeks)</p> <p>An exploration of a range of selected genre.</p> <p>Students will analyse:</p> <ul style="list-style-type: none">the influence of purpose/audience/context on the construction of a range of written textskey features of a variety of written genreskey concepts: register/mode/idiolect/dialect/sociolect'real' and represented spoken language. <p>Students will:</p> <ul style="list-style-type: none">deconstruct a range of texts, both spoken and written, for the following purposes:<ul style="list-style-type: none">entertainpersuadeinformadvise/instructconsider the writing processselect their genreplan two pieces of writing where function and/or audience are differentproduce their own piece of writing in response to the exemplar style model(s)record their writing process to be used in the creation of a commentary. <p>Students to complete Assignment 1: Two pieces of creative writing.</p>	<p>A level Coursework: Crafting Language</p> <p>Assignment 2: Commentary (3 weeks)</p> <ul style="list-style-type: none">Evaluate exemplar commentaries against the assessment criteria.Reflect on techniques used in the style models and those they have used in their creative writing.Students may need to redraft Assignment 1 in light of reflection and evaluation required for the commentary.Produce a commentary reflecting on both pieces of original writing, considering the process taken and the differences in the language choices made for both texts. <p>A level Component 3: Investigating Language (3 weeks)</p> <ul style="list-style-type: none">In advance of the subtopics being pre-released in January, students to explore the main topics and consider a range of data.Teachers should focus on ensuring students understand the main features of all main topics, so they can make an informed choice when the subtopic is pre-released.More sophisticated investigation methods should be introduced and practised, e.g. corpus studies.Students should be introduced to the SAMs and the evaluative style of the Section B questions – opportunity for class debates/presentations to engage with attitudes towards language.

Spring 1	Spring 2
<p>A level Component 3: Investigating Language (6 weeks)</p> <p>January: Subtopics pre-released.</p> <ul style="list-style-type: none"> ● Research one of the subtopics pre-released by Pearson Edexcel: <ul style="list-style-type: none"> ● Global English ● Language and Gender Identity ● Language and Journalism ● Language and Power ● Regional Language Variation. ● Students should research the following aspects, as appropriate for their chosen topic: <ul style="list-style-type: none"> ● the origins/development ● the main features ● different varieties ● changing attitudes ● the influence of social/historical/cultural factors. ● Students will: <ul style="list-style-type: none"> ● work independently, using appropriate methods and techniques to investigate language ● apply critical and creative skills when analysing a range of texts and discourses ● consider attitudes towards language and consider the context in which the text is produced. <p><i>Informal assessment opportunity using SAMs</i></p>	<p>Coursework submission deadline: 15 May</p> <p>A level Component 1: Language Variation, B: Variation Over Time (6 weeks)</p> <ul style="list-style-type: none"> ● Analyse the development of English as a national language. ● Consider the effect of historical variation across the language frameworks for example changes in: <ul style="list-style-type: none"> ● lexis – borrowing, affixation, compounding, blending, conversion, clipping, initialism, acronyms, back-formation, archaisms/obsolete words, neologisms, coinage, back-formation ● semantics – amelioration, pejoration, broadening, generalisation, expansion, extension, narrowing, specialisation, restrictions ● grammar, phonology, graphology. ● Students will consider the changes in regional variations. ● Students will explore the main causes of language change over time, to include: <ul style="list-style-type: none"> ● social, cultural, economic, immigration, globalisation technology. ● Students to develop an understanding of attitudes to change – prescriptivism, descriptivism and key theorists: Romaine, Bex, Crystal, Fairclough. <p><i>Informal assessment opportunity using SAMs</i></p>

Summer 1	Summer 2
<p>Revise A level Component 1: Language Variation</p> <p>Revise A level Component 2: Child Language</p> <p>Revise A level Component 3: Investigating Language</p> <p>Complete revision for all units, before formal examinations.</p>	<p>External examinations</p> <p>A level Component 1: 2 hours 15 mins</p> <p>A level Component 2: 1 hour</p> <p>A level Component 3: 1 hour 45 mins</p>