

GCE English Language 2015 course planner: A Level, 2 years (Option A)

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">• Individual Variation
Spring 2	<ul style="list-style-type: none">• Historical Variation
Summer 1	<ul style="list-style-type: none">• Child Language
Summer 2	<ul style="list-style-type: none">• Investigating Language

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">• Investigating Language• Revision - Language Variation
Summer 1	<ul style="list-style-type: none">• Revision – Child Language• Revision – Investigating Language
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>All A level components: 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 A level Crafting Language coursework. <p>Possible data examples:</p> <ul style="list-style-type: none"> print media leaflets websites: commercial/informative. 	<p>All A level components: Focus on context¹ (6 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: <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 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.

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.

Spring 1	Spring 2
<p>A Level Component 1: Language Variation, Section A: Individual Variation (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 audience geographical factors social factors such as, gender, age, ethnicity and other social identities. <p><i>Informal assessment opportunity using SAMs</i></p>	<p>A level Component 1: Language Variation, Section 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: <ul style="list-style-type: none"> Romaine, Bex, Crystal, Fairclough. <p><i>Informal assessment opportunity using SAMs</i></p>

Summer 1	Summer 2
<p>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 acquisition • overextension, underextension, overgeneralisation • substitution, deletion • child-directed speech (CDS), caretaker language, motherese • stages of writing • Kroll, Barclay. • Students to consolidate understanding of grammar/morphology/syntax. <p><i>Informal assessment opportunity using SAMs</i></p>	<p>A level Component 3: Investigating Language² (6 weeks)</p> <ul style="list-style-type: none"> • Research main topic areas: <ul style="list-style-type: none"> • Global English • Language and Gender Identity • Language and Journalism • Language and Power • Regional Language Variation. • Investigation skills could be scaffolded/developed through group investigations.

² 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 texts key features of a variety of written genres key 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"> entertain persuade inform advise/instruct consider the writing process select their genre plan two pieces of writing where function and/or audience are different produce 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 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, eg 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 to 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>Coursework submission deadline: 15 May</p> <p>A level Component 3: Investigating Language (2 weeks)</p> <ul style="list-style-type: none"> Students to consolidate understanding of research and complete a mock investigation/exam paper. <p>Revise A level Component 1: Language Variation</p> <p><i>Informal assessment opportunity using SAMs</i></p>

Summer 1	Summer 2
<p>Revision</p> <p>A level Component 2: Child Language</p> <p>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>