

## GCE English Language course planner: AS level, 1 year

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### Year 1

<b>Autumn 1</b>	<ul style="list-style-type: none"><li>• Introduction</li><li>• Language and context</li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• Language and context</li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• Individual and Identity</li><li>• Revision – Language, Context and Identity</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Child Language</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Revision</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Examinations</li></ul>

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

Spring 1	Spring 2
<p><b>Component 1: Language: Context and Identity (focus on Identity) (4 weeks)</b></p> <ul style="list-style-type: none"> <li>Analyse data in a range of modes, focussing on how language choices reflect/construct <b>identity/persona</b>.</li> <li>Exploration of attitudes to language, to explore how choices are affected by: <ul style="list-style-type: none"> <li>the mode, field, function and audience</li> <li>geographical factors</li> <li>social factors such as, gender, age, ethnicity and other social identities.</li> </ul> </li> </ul> <p><b>Revise Component 1: Language: Context and Identity(2 weeks)</b></p> <p><i>Informal assessment opportunity using SAMs</i></p>	<p><b>Component 2: Child Language (focus on Acquisition (CLA) (6 weeks)</b></p> <ul style="list-style-type: none"> <li>Introduction to key CLA theory and research.</li> <li>Focus on both <b>written</b> and <b>spoken</b> channel.</li> <li>Students to develop confidence in applying technical terminology related to CLA, eg: <ul style="list-style-type: none"> <li><b>stages of language acquisition</b></li> <li><b>overextension, underextension, overgeneralisation</b></li> <li><b>substitution, deletion</b></li> <li><b>child-directed speech (CDS), caretaker language, motherese</b></li> <li><b>stages of writing</b></li> <li><b>Kroll, Barclay.</b></li> </ul> </li> <li>Students to consolidate understanding of grammar/morphology/syntax.</li> <li>Students to practice responding to data in creative and essay forms.</li> </ul> <p><i>Informal assessment opportunity using SAMs</i></p>
Summer 1	Summer 2
<p><b>Revise</b> both Components before formal examinations.</p>	<p><b>External examinations</b></p> <p>AS Paper 1: 1 hour 30 minutes</p> <p>AS Paper 2: 1 hour 30 minutes</p>