**Gateacre English Department Year 13 AQA A level English Language Curriculum 2022/23**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Autumn term 1 | Autumn term 2 | Spring term 1 | Spring term 2 | Summer term 1 |
| Syllabus Element | **Teacher 1:**   1. Component 2: Section A Language diversity: Language Change. 2. Component 3 Non-exam assessment - language investigation   **Teacher 2:**   1. Component 2, Section A Language diversity: Social groups – Occupation 2. Component 3 Non-exam assessment –drafting original writing | **Teacher 1:**   1. Component 2: Section A Language diversity: language evolution in the technological age 2. Component 3 Non-exam assessment - language investigation   **Teacher 2:** Component 3 Non-exam assessment **–** original writing redrafting and editing pluscommentary writing – drafting, re-re-drafting and editing. | **Teacher 1:** Component 2 , Section B – Language Discourses and directed writing – World English  **Teacher 2:** Component 2 , section B – Language discourses and directed writing – Social groups and gender | **Teacher 1:** **:** Component 2 , Section B – Language Discourses and directed writing – language change  **Teacher 2:** Component 2, Section B – Language Discourses and directed writing – accent & dialect and Occupation | **Teacher 1:**  **Review and revise**  **Component 1, section A**  **Component 2**  World English  Language Change  Language and Technology  **Teacher 2:**  **Review and revise**  **Component 1, Section B**  **Component 2**  Language and Power  Language and social groups  Language and gender  Accents and dialects |
| Knowledge | Why language varies and changes, developing critical knowledge and understanding of different views and explanations  Narrative strategies and how they are used to create meaning | Application of language levels to analyse:  • phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed  • graphology: the visual aspects of textual design and appearance  • lexis and semantics: the vocabulary of English, including social and historical variation  • grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level.  **.** pragmatics: the contextual aspects of language use  • discourse: extended stretches of communication occurring in different genres, modes and  contexts. | How audiences:  • are addressed and positioned  • the functions of the texts  • the structure and organisation of the texts  • how representations are produced. | How texts:  • represent language  • construct an identity for the producer  • position the reader and seek to influence them  • are connected to discourses about language. |  |
| Skills | Applying methods of language analysis to:  • identify and describe features of language diversity and change;  • research diversity and change;  • analyse how texts present ideas about language. | Application of a distinctive approach to analysis that is shaped by the particular needs of the research pathway &/or theme chosen. | •writing discursively about language issues in an academic essay  • writing analytically about texts as parts of discourses about language  • writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience. | •writing discursively about language issues in an academic essay  • writing analytically about texts as parts of discourses about language  •writing about language issues in a variety of forms to communicate their ideas to a non-specialist audience. |  |
| Teacher assessment | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions | Short class room activities  On-going note taking  Regular exam style questions |  |
| Interleaving | 5 a-day  Linguistic frameworks and terminology  Research skills | 5 a-day  Linguistic frameworks and terminology  Research skills | 5 a-day  Linguistic frameworks and terminology  Research Skills | 5 a-day  Linguistic frameworks and terminology  Research skills |  |
| Rationale & sequencing | Application of the knowledge of linguistic analysis developed in Y12 to individual, autonomous academic study for the NEA | Consolidation of the knowledge of linguistic analysis to individual, autonomous academic study through the completion of the NEA | Application of the knowledge developed of linguistics and language diversity from Y12 and term 1 of Y13 to the production of original writing. | Consolidation of the knowledge developed of linguistics and language diversity from Y12 and Y13 study to the production of original writing. |  |
| Cultural capital | Understanding of the historical development of the English language and the relationship between language change and social change.  Understanding of language as a reflection of evolving social constructs and cultures.  Awareness of the role language plays in occupational settings and its relationship with both instrumental and influential power structures. | Awareness of the impact of the technological revolution on language, modes of communication and levels of formality.  Understanding of language as a reflection of evolving social constructs and cultures.  Appreciation of language and writing as a creative outlet and force for sharing ideas and initiating social change. | Understanding of the status of English as a world language and issues relating to power and privilege.  Knowledge of the role language plays in the construction of personal identity and how it can both encode and challenge prejudice and discrimination. | Awareness of the relationship between social change and language change.  Knowledge of the role language plays in the construction of personal identity and how it can both encode and challenge prejudice and discrimination. |  |
| Careers Links | Literacy  Effective communication in writing  Higher order thinking skills  Journalism  Speech writing  Discursive argument  Objective discussion | Literacy  Effective communication in writing  Higher order thinking skills  Journalism  Speech writing  Discursive argument  Objective discussion | Literacy  Effective communication in writing  Higher order thinking skills  Journalism  Speech writing  Discursive argument  Objective discussion | Literacy  Effective communication in writing  Higher order thinking skills  Journalism  Speech writing  Discursive argument  Objective discussion |  |