



**Curriculum Map: Year: 13 Subject: English Language**

<b>Topic</b>	<b>Key Knowledge</b> <i>What will all students KNOW by the end of the topic?</i>	<b>Key Skills</b> <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	<b>Assessment Opportunities</b> <i>What are the key pieces of assessment? How will students be assessed?</i>
<b>Language Change</b>  <b>Paper 2, Language, Diversity and Change (Section A)</b>	All students will know: <ul style="list-style-type: none"> <li>• The basis of Language Change and how the English Language was formed</li> <li>• The way new lexis is formed and the linguistic terminology applied to this</li> <li>• General ideas about why language changes and what can cause these changes (social, economic and cultural factors)</li> <li>• How their own language has started to change over time</li> <li>• The driving forces in the change of language</li> <li>• How language has changed in relation to grammar, phonology, semantics and lexis</li> <li>• Key terminology relating to grammar, orthography, phonology, semantics and lexis change</li> <li>• Debates surrounding the positives and negatives of language change</li> <li>• Theory relating to change and case studies to support this theory</li> <li>• Up to date ideas of language change</li> <li>• An overview of standardisation and political correctness</li> <li>• How language change has/could impact on society</li> </ul>	All students should be able to: <ul style="list-style-type: none"> <li>• Correctly apply linguistic terminology to the formation of new lexis</li> <li>• Comment on how the English Language was formed/has changed and what factors have impacted it</li> <li>• Comment on how their own language has changed and why</li> <li>• Apply appropriate theory to support their own opinions and those ideas represented in texts studied</li> <li>• Structure an evaluate answer appropriately</li> <li>• Structure a comparison answer appropriately in relation to Paper 2 Section B</li> <li>• Structure an opinion article appropriately when linked to the topic</li> <li>• Self assess their answers against the assessment objectives</li> </ul>	All students will: <ul style="list-style-type: none"> <li>- Complete at least one full Paper 2 Section A exam question which will be marked in line with the A level mark scheme</li> <li>- Complete at last one full Paper 2 Section B (Comparison and creative writing) which will be marked in line with the A level mark scheme.</li> </ul>

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<p><b>Global English and Ethnolects</b></p> <p><b>Paper 2, Language, Diversity and Change (Section A)</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>- Theory related to Global English and how to incorporate them into essay writing. EG David Crystal and Braj Kachru</li> <li>- How ethnolects are created and study associated examples</li> <li>- Further key terminology that relates to Global English.</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Explain relevant terminology and theory associated with Global English. Provide examples of ethnolects and identify key features.</li> <li>• Structure an evaluate answer appropriately</li> </ul> <p>Self-assess their answers against the assessment objectives.</p>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Answer exam questions on Global English which will be marked in line with the A level mark scheme. (Language Paper 2 part A)</li> </ul>
<p><b>Language Investigation (continued from Y12)</b></p> <p><b>NEA</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The key elements that make up the investigation- Intro &amp; Aims, Methodology, Analysis, Conclusion &amp; Evaluation, Bibliography, Appendixes</li> <li>• What is required within each section to create a successful investigation (in relation to the mark scheme and AOs)</li> <li>• How to form the initial ideas for an investigation, then narrow down the focus into a practical investigation</li> <li>• How to create hypotheses and predictions for their investigation</li> <li>• The different resource methods for gathering data, as well as the advantages and disadvantages of each in general and in relation to their own investigation</li> <li>• How to gather data in an efficient, fair and ethical way</li> <li>• How to analyse data, applying appropriate linguistic terminology, theory and ideas plus in relation to wider contexts</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Clearly explain the focus of their investigation</li> <li>• Explain how they are going to gather their data</li> <li>• Write a simple abstract outlining their ideas and plans for their investigation</li> <li>• Gather data in a valid, effective and ethical way</li> <li>• Apply theory and linguistic concepts to analyse that data, as well as relating to wider social, cultural and historical contexts and contexts of production</li> <li>• Draw appropriate conclusions from their analysis and evaluate the effectiveness of their investigation.</li> <li>• Present their investigation in clearly structured sections, well presented with clear written expression and consistent use of linguistic terminology</li> <li>• Include appropriate references to external sources used and all data in the bibliography and appendix sections.</li> </ul>	<p>All students will:</p> <p>Complete their Language Investigation NEA as part of their external exam- marked in accordance with the A level Mar scheme</p>

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	<ul style="list-style-type: none"> <li>• How to draw sound conclusions from their analysis</li> <li>- How to effectively gather and present all relevant data and sources in their bibliography and appendixes.</li> </ul>		
<p><b>Child Language Acquisition (continued from Year 12)</b></p> <p><b>Paper 1, Language, the Individual and Society (Section B)</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• The developmental stages by which children’s speech progresses</li> <li>• How aspects of children’s pronunciation, vocabulary, grammar and social language skills develop</li> <li>• The impact of caregivers on speech</li> <li>• Theories of how speech is acquired and mastered</li> <li>• The findings of research and case studies into spoken language development</li> <li>• How children learn to write – stages and processes</li> <li>• The different aspects of writing that must be mastered (handwriting, punctuation, grammar, whole text structure etc)</li> <li>• Debates surrounding the best approaches to teaching writing</li> <li>• The assessment objectives for this section of the exam.</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse a transcript or written data</li> <li>• Apply technical terms to their analysis</li> <li>• Apply theories and the findings of research to their response</li> <li>• Answer an evaluative exam question, linking to the data accordingly</li> <li>• Structure an answer appropriately and complete it in timed exam conditions</li> <li>• Self assess their answer against the assessment objectives</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a series of answers in increasingly formal conditions (self, peer and teacher assessed using criteria taken from the markscheme)</li> <li>- Complete at least one full exam answer in exam conditions that will be marked using the AQA markscheme</li> </ul>
<p><b>Textual Variations and Representations</b></p>	<p>All students will know:</p> <p>(the key knowledge for this was learnt in Y12 – they are recapping it and now applying it to a wider range of texts)</p>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse how meanings and representations are constructed in a range of old and contemporary texts</li> <li>• Apply linguistic terminology to their analysis of texts</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a series of answers in increasingly formal conditions (self, peer and teacher assessed using criteria taken from the markscheme)</li> </ul>

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<p><b>Paper 1, Language, the Individual and Society (Section A)</b></p>	<ul style="list-style-type: none"> <li>• What question 3 looks like and how to approach a comparative response</li> <li>• How to structure a comparative answer</li> <li>• The assessment objectives for Q3</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how wider issues and ideas are constructed and represented through language</li> <li>• Compare how texts use language to present these ideas</li> <li>• Compare how contexts of texts influence their language use</li> <li>• Complete answers in exam conditions</li> <li>• Self assess answers against assessment objectives</li> </ul>	
<p><b>Language Discourses</b></p> <p><b>Paper 2, Language, Diversity and Change (Section B)</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• What section B of the exam looks like</li> <li>• The rhetorical devices employed by writers to make a point or express an idea</li> <li>• How media texts are structured</li> <li>• How writers adapt their language to suit GAP</li> <li>• How to compare texts effectively</li> <li>• How to plan and write their own journalistic opinion piece</li> <li>• The assessment objectives for Q3 (comparative analysis) and Q4 (creative response)</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Read and understand media opinion texts about a language issue</li> <li>• Identify the main points in the writers' arguments</li> <li>• Analyse how the writers have used rhetorical devices to express their ideas</li> <li>• Compare the ideas expressed / how they are expressed</li> <li>• Employ these devices effectively themselves to write their own journalistic piece about a language issue</li> <li>• Write in an accurate and engaging way, that is appropriate for the GAP</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete practice responses in class and at home (to be marked using A level markscheme criteria)</li> </ul>
<p><b>Revision</b></p> <p><b>Paper 1, Language, the Individual and</b></p>	<p>All students will know:</p> <ul style="list-style-type: none"> <li>• Suitable revision strategies for English Language</li> <li>• How the whole exam papers are structured</li> </ul>	<p>All students should be able to:</p> <ul style="list-style-type: none"> <li>• Use revision strategies to recap all the topics covered in the course</li> <li>• Confidently complete whole papers in exam conditions</li> </ul>	<p>All students will:</p> <ul style="list-style-type: none"> <li>- Complete a range of in class quizzes, online tests at home, mini exam questions, full exam questions</li> </ul>

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<p><b>Society (Sections A &amp; B)</b></p> <p><b>Paper 2, Language, Diversity and Change (Sections A &amp; B)</b></p>	<ul style="list-style-type: none"><li>• The associated linguistic key terms, theories and debates for each topic</li><li>• How to structure analytical, evaluative, comparative and creative responses appropriately</li><li>• The marks, timings and assessment objectives for each question</li></ul>	<ul style="list-style-type: none"><li>• Apply their learnt knowledge to exam questions</li><li>• Self / peer assess their answers against the assessment criteria</li></ul>	<p>Complete a full A level English Language Paper 1 and Paper 2 as part of their external exam</p>
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