

English Department: A-level English Language Long Term Plan Year 1

Autumn Term - 14 weeks		Spring Term - 12 weeks		Summer Term - 12 weeks	
Content and Range					
<u>Teacher 1 - Paper 1</u> <u>Section A - Q1&2</u>	<u>Teacher 2 - Paper 2</u> <u>Section A - Q1</u>	<u>Teacher 1 - Paper 1</u> <u>Spring - Section A - Q1, 2 &3</u>	<u>Teacher 2</u> <u>Section A - Q1</u>	<u>Teacher 1</u> <u>Original Writing completion + commentary</u>	<u>Teacher 2</u> <u>Section A Q1&2</u>
<p>Developing analytical and interpretive approaches from GCSE to A level (textual analysis)</p> <p>Mini-text work to develop analysis, interpretation and understanding of language levels: vocabulary, grammar, graphology, discourse, pragmatics.</p> <p>Set up early work on grammar games and activities to reinforce key frameworks.</p> <p>Developing ability to write in different forms, using style models</p> <p>Mini-text work develops into longer text work</p>	<p>Introduction to sociolinguistics: Working from individual language styles out towards different groups and communities.</p> <ul style="list-style-type: none">• Language and the individual (idiolect)• Language and social groups (sociolect, ethnolect & occupational language)• Language and regions (dialect) <p>Individual language maps: activities in which students look at their own language use and map it out towards the social and occupational groups they are part of, the communities they belong to and the areas they are from.</p>	<p>Language and Representation: Developing earlier work on textual analysis to explore ideas around representation as a concept. Work with texts representing gender (and other wider social issues e.g. sexuality, religion, disability) to explore how meanings are created.</p> <p>Build on earlier work on language levels to focus on how ideas are represented</p> <ul style="list-style-type: none">• Introduce discourses and positioning as concepts through appropriate texts	<p>Sociolinguistics (continued): Developing earlier work on diversity to look at:</p> <ul style="list-style-type: none">• Language and occupation• Language and gender• Language and ethnicity• Communities of practice and models for explaining language diver <p>Develop earlier work on sociolinguistics topics into wider areas and with more use of case studies and research</p> <ul style="list-style-type: none">• Introduction to case studies and research (e.g. Trudgill, Cheshire, Kerswill, Fox, Tannen, Coates et al.)• Develop and consolidate work on	<p>Start work on different types of writing (for NEA task and Component 2 Question 4)</p> <p>Look at style models for range of different tasks</p> <ul style="list-style-type: none">• Integrate work on original writing with work on other topics (e.g. power of persuasion could be linked to writing own campaign of adverts for a charity; power of information could be linked to a 'How to' guide on avoiding offence to people with disabilities; power of storytelling could be a piece aimed at children	<p><u>Introduction to Language Change</u></p> <p>Start work on how and why language changes.</p> <p>Introduce older texts (use alongside other texts from mode and textual variation).</p> <ul style="list-style-type: none">• Start to look at examples of language change (technology, social change, movement of people).• Start to look at attitudes to change (link to attitudes to diversity).

<p>(whole texts and pairs of texts)</p> <ul style="list-style-type: none"> • Use longer extracts of texts (including articles from broadsheets, short research write-ups, op-eds from tabloids) to explore shape and structure of different texts • Creative writing tasks leading into creative assignment (perhaps based on exploration of a particular variety of language) <p>Introduction to modes and textual variation: Developing understanding of mode as a concept</p> <ul style="list-style-type: none"> • Focus on spoken language • Focus on Computer-Mediated Communication • Focus on genre and text type <p>Introduction to spoken language using short extracts from different genres of talk (political speeches, interviews, casual chat, teacher talk, coaching etc.)</p> <ul style="list-style-type: none"> • Analysis and discussion of extracts of 	<p>Start to look at ideas of standard and non-standard forms in vocabulary and grammar.</p>		<p>language levels and ideas around standard and non-standard English</p> <ul style="list-style-type: none"> • Assignment - mini-project researching and writing up own case study into language diversity <p>Sociolinguistics (continued):</p> <p>Develop to look at attitudes to variation and diversity.</p> <p>Start to look in more detail at models for explaining attitudes: complaint tradition; prescriptivism and descriptivism; discrimination and language issues.</p> <p>Start to integrate text analysis skills with grasp of wider issues around language.</p> <p>Look at media representations of different varieties of English: articles on accent discrimination, gender differences, multicultural London English and youth speak (and others –</p>	<p>telling them the history of English).</p>	
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CMC (e.g. Twitter, email, texting, Facebook, WhatsApp, WattPad, Shapchat, online forums, You Tube comments etc.) • Recording and transcription of spoken and CMC data • Grouping and text classification activities			see topic plans for further ideas) • Use wider reading resources to explore attitudes to diversity and variation in language.		
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Assessment Objectives

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4: Explore connections across texts, informed by linguistic concepts and methods

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways

Paper 1: AO1, AO2, AO3, AO4

Paper 2: AO1, AO2, AO3, AO4, AO5

Opportunities for assessment

- Autumn Term: October 2024
 - o Baseline assessment: Section A: Terminology text, Section B: Text analysis **[teacher made]**
- Spring Term: January 2025
 - o Paper 1 Section A: Question 1 **[June 2017 goths paper]**
 - o Paper 2 Section A: Question 1 **[June 2017 accents paper]**
- Spring Term: March 2025
 - o Paper 1 Section A: Question 1 & 2 (modern texts) **[June 2018 paper]**
 - o Paper 2 Section A: Question 1 **[June 2018 paper use Q2]**
- Summer Term: June 2025
 - o Paper 1 Section A: Question 1, 2 & 3 **[paper 1 November 2020 AS]**
 - o Paper 2 Question 1 or Question 2 **[paper 2 November 2020 A level]**

Suggested resources

Paper 1

English Language A/AS Level for AQA by Dan Clayton

Fiction, non-fiction, electronic texts, texts produced in spoken mode

The Language of Speech and Writing by Ronald Carter and Sandra Cornbleet

Paper 2

English Language A/AS Level for AQA by Dan Clayton

Fiction, non-fiction, electronic texts, texts produced in spoken mode

Sociolinguistics: a resource book for students by Peter Stockwell

World Englishes: a resource book for students by Jennifer Jenkins

Language and Gender by Angela Goddard

Language and Region by Joan Beal