

English Language

Curriculum Intent: We teach English to enable students to become better communicators: better at reading, better at writing and better at speaking and listening. In English, we follow a spiral curriculum. This means that all core skills are revisited each year with an increased level of challenge as the years progress.

Year 12	Year 13
<p>Core knowledge: Introduction to Advanced Level language study/methods/linguistics [grammar, lexis and semantics, discourse, pragmatics, phonology, graphology including vocabulary/terminology] Understanding of textual variety introducing students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation in a variety of discourses. Sociolinguistic knowledge and understanding, including focus upon language and gender, regional/non-Standard varieties, occupational language. Advanced Level academic writing skills and discourse production for non-specialist audiences.</p> <p>Procedural knowledge (how to.): Discourse analysis and evaluative skills, including understanding of the discourse context and application of linguistic methods in a systematic and perceptive fashion under time pressure. Comparative analytical skills, enabling learners to make relevant and insightful connections across discourses. Capacity to write in a variety of styles, with emphasis on formal, academic register and vocabulary required at this level. Authorial awareness of audience, genre requirements and the purpose of the discourse being written. Ability to understand the implications of data, applying it to discuss linguistic concepts and issues in a considered manner that demonstrates a secure understanding of wider social contexts.</p> <p>Assessment: Baseline independent learning project [mini-investigation] first half-term to gauge level of knowledge, skills, learning behaviours. Baseline formal assessment [Paper 2 exam-style task] to formatively assess academic progress/performance in the first half-term. January formal 'mock' assessment to track progress/performance and feedback formatively/advise on AS exam entry. Potential AS candidates sit 'mocks' in February to determine entry/identify areas for development. AS candidates sit x2 AS exams [AQA 7701: Paper 1 – Language and the Individual; Paper 2 – Language Varieties] in May/June. All other learners do internal exams in June – x2 Papers as per AS.</p>	<p>Core knowledge: Deepening knowledge and understanding of the Y12 curriculum, including a more in depth look at aspects of language diversity including ethnicity and language, language and technology, attitudes to variation globally. New topic: Language Change – This topic covers how the language is evolving/change processes and attitudes to change in the UK and globally New topic: Language Acquisition – This topic covers theories about how language is acquired, the stages of acquisition, how children learn to read and write</p> <p>Procedural knowledge (how to.): Deepening the skills set already embedding at Y12, but with greater emphasis on higher order skills [e.g. evaluation, synthesis of ideas, higher level inferential skills, more secure use specialist methods and terminology]. Learners are required to produce a formal academic investigation of language data they have chosen and we develop the formal methodology and higher order skills required. Learners continue to grow as writers, aiming for 'expertise' in both their Original Writing coursework and media discourses about language produced in exam conditions.</p> <p>Assessment: NEA [coursework] Investigation/Original Writing in Autumn term [20% of final award] February/March formal 'mock' assessments to track progress/performance and feedback formatively/advise on A Level exam skills. Ongoing 'lower stakes' exam practice opportunities in class/at home.</p> <p>Homework: Weekly tasks set on Satchel:One These typically include: reading/research; exam practice opportunities; knowledge retention and retrieval opportunities [e.g. quizzes and similar]; knowledge organisation opportunities</p> <p>Links to careers and personal development include: With its focus on communication in a range of contexts, Advanced Level English Language prepares learners for careers in all walks of life, ranging from the more obvious [e.g. journalism,</p>

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With its focus on communication in a range of contexts, Advanced Level English Language prepares learners for careers in all walks of life, ranging from the more obvious [e.g. journalism, linguistics, speech and language therapy] to careers in Law, Medicine, Education and beyond. Personal development: This curriculum is designed to address a range of personal development aims including mutual respect and tolerance; confidence, resilience and knowledge; preparing learners for future success; social and cultural development.

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