

KS5 English Language Curriculum Mapping 2022-2023

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	<p>Transition tasks for both teachers accessed via Satchel: EMC 'Leaping into Language' workbook, OU Grammar courses, Extension tasks: recommended podcasts / documentaries / wider reading. (See 'Transition Tasks' folder)</p> <p>Teacher 1: Introduction to A Level textual analysis and frameworks. (Synoptic unit but with PAPER 1 SECTION A focus)</p> <p>Assessment: Quiz on all framework key terminology covered to date.</p> <p>Teacher 2: Introduction to sociolinguistics Language and the Individual PAPER 2 SECTION A</p> <p>Assessment: Knowledge retention quiz on topics covered to date.</p>	<p>Teacher 1: Continuation of study of frameworks. Textual analysis continues to include different modes of language: spoken language, computer mediated communication. Twitter, message boards, Facebook, texting, WhatsApp... (Synoptic unit but with PAPER 1 SECTION A focus)</p> <p>Assessment: Paper 1 Section A – one question 'in the style of' a Variations and Representations Q1, using the frameworks to analyse a text.</p> <p>Teacher 2: Language and Gender Language and social groups (inc technology) Skills for evaluate questions PAPER 2 SECTION A</p> <p>Assessment: A2 Paper 2 section A exam Q - choices of questions on topics covered to date.</p>	<p>Teacher 1: Folder Check (Use tick sheet)</p> <p>Language and Representations: Teach methodology for all questions for Textual Variations and Representations for Paper 1 Section A. Texts should begin to include Teacher 2's sociolinguistic work: gender, social groups, occupation, ethnicity etc. PAPER 1 SECTION A</p> <p>Assessment: AS Paper 1 Section A: full section: two text and one comparison</p> <p>Teacher 2: Folder Check (Use tick sheet)</p> <p>Language and Occupation Language and Ethnicity Skills for evaluate questions PAPER 2 SECTION A</p> <p>Assessment: A2 Paper 2 Section A exam Q - choices of questions on topics covered this half term.</p>	<p>Teacher 1: Continue to teach Textual Variations and Representation. PAPER 1 SECTION A</p> <p>Revise course to date in preparation for SAS exam.</p> <p>Informal assessment: Paper 1 Section A practice papers</p> <p>Teacher 2: Language and Regions Sociolinguistics: attitudes to variation and diversity Prescriptivism etc. PAPER 2 SECTION A</p> <p>Revise TWO topics (Selected by teacher) in preparation for SAS exam.</p> <p>Informal assessment: Knowledge retention quiz on topics covered to date.</p>	<p>Teacher 1: SAS Formal Assessment at start of term: Complete SAS exam and deliver feedback. Opportunity for further teaching of V&R if needed.</p> <p>Begin NEA Original writing prep: style models, annotations, preparation of chosen style models for coursework.</p> <p>Choices: The Power of Persuasion / The Power of Storytelling</p> <p>Teacher 2: SAS Formal Assessment at start of term: Complete SAS exam and deliver feedback. Opportunity for further teaching of sociolinguistics / evaluate if needed.</p> <p>Begin NEA Investigation: Teaching components, sharing exemplar material, refining questions and beginning data collection.</p>	<p>Teacher 1: Completing first draft of NEA Original Writing. Begin to introduce Commentary writing.</p> <p>Assessment: Teachers should have seen and given feedback on first draft of Original Writing NEA before summer holidays.</p> <p>Teacher 2: Continue NEA: Complete data collection, annotate data, begin to draft sections of investigation.</p> <p>Assessment: Teachers should have seen and given feedback on drafting to date before summer holidays.</p>
Knowledge and skills (Content)	<p>Teacher 1: Textual variations and representations - Students should study a range of texts:</p> <ul style="list-style-type: none"> • about various subjects • from various writers and speakers • for various audiences • for various purposes • in a variety of genres • using a variety of modes (written, spoken, electronic) • from different times & different places (global, national, regional). <p>When analysing texts, students should explore how language is:</p> <ul style="list-style-type: none"> • shaped according to audience, purpose, genre and mode • shaped according to context • used to construct meanings and representations • used to enact relationships between writers, speakers and audiences or between participants within a text. <p>This exploration will include:</p> <ul style="list-style-type: none"> • methods of language analysis 				<p>Language in action (NEA) The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It requires students to carry out two different kinds of individual research: • a language investigation (2,000 words excluding data) • a piece of original writing and commentary (750 words each). Students can choose to pursue a study of spoken, written or multimodal data, or a mixture of text types, demonstrating knowledge in areas of individual interest. In preparation for this, students need to study how to:</p> <ul style="list-style-type: none"> • identify an appropriate investigation topic and research questions • select and apply a methodology for data collection and analysis 	

	<ul style="list-style-type: none"> • how identity is constructed • how audiences are addressed and positioned • the functions of the texts • the structure and organisation of the texts • how representations are produced. <p>Methods of language analysis - students will be required to identify and describe salient features of language in the texts.</p> <p>Frameworks:</p> <ul style="list-style-type: none"> • 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. <p>Teacher 2: Language diversity - Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social and geographical contexts. Students also study social attitudes to, and debates about, language diversity. Students should study a range of examples of language in use and research data to inform their study of diversity:</p> <ul style="list-style-type: none"> • texts using different sociolects (to include social and occupational groups, gender and ethnicity) • texts using different dialects (to include regional, national and international varieties of English) • texts that use language to represent the different groups above • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). <p>When analysing texts and data, students should explore:</p> <ul style="list-style-type: none"> • how language varies because of personal, social, geographical and temporal contexts • why language varies and changes, developing critical knowledge and understanding of different views and explanations • attitudes to language variation • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships. <p>This exploration will include:</p> <ul style="list-style-type: none"> • methods of language analysis • how identity is constructed • how audiences are addressed and positioned • the functions of the texts • the structure and organisation of the texts • how representations are produced. <p>Methods of language analysis:</p> <ul style="list-style-type: none"> • identify and describe features of language diversity • research diversity • analyse how texts present ideas about language. <p>The following list is a guide to the areas of language students are expected to examine:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • work in greater depth and with greater range • transcribe spoken data where appropriate • use language concepts and ideas • evaluate and draw conclusions on the findings of the investigation • present findings in an appropriate and accessible way • reference reading materials correctly • evaluate the structures and conventions of a variety of genres • plan, draft and redraft as part of the writing process • reflect on the writing process using methods of language analysis.
Assessment	Students are assessed using short quizzes at each midpoint and using exam style written responses at the end of topics. NEA: Language Investigation & Original Writing	
Cross Curricular Links	Psychology, Sociology, History, RE, English Literature, Media, Child Care (Child Language Acquisition)	
SMSC, British Values, Cultural Capital	Equality, Gender, Power, Social Groups, Class, Occupations, Ethnicity, Regional and National Diversity, Britain's place within the world, use of technology in society	
CEIAG	During the course, students are taught a wide range of skills applicable to different careers and the link between strong literacy skills, empathy and understanding and successful, fulfilling careers is made. Teachers make explicit links to careers in lessons; materials are provided for registration and departmental displays focus on English careers. There is often reference to previous students' careers and	

	University courses	
Learning outside the classroom	Wider Reading – Bibliography provided. Directed Study – Articles provided weekly for students to read. These will be collated at the end of the year as additional revision material. Regular homework tasks plus holiday projects focusing upon feedback upon wider reading. English and Media Centre courses – both online and face to face where possible.	
Additional Subject Specific Information	Independent reading and research skills Further discussion and evaluation of big ideas, issues, history and theories across time	

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Teacher 1: Folder Check (Use tick sheet) Assessment: September exam – Paper 1 Section A Q1-3 Completion of Original Writing NEA plus commentary Start Language Change PAPER 2 SECTION A/PAPER 1 SECTION A Teacher 2: Folder Check (Use tick sheet)	Teacher 1: Language Change contd. PAPER 2 SECTION A/PAPER 1 SECTION A Mini-Assessment: Quiz on all Language Change key terminology covered to date. NOVEMBER MOCK EXAM: Paper 1 Teacher 2: NEA Investigation: consolidation and completion CLD: reading and writing PAPER 1 SECTION B Assessment: CLD – choice of	Teacher 1: Practise Language Change Paper 2 Section A Evaluate-style questions. World Englishes PAPER 2 SECTION A Assessment: World Englishes Evaluate question SPRING MOCK: Paper 1 & Paper 2 Section A Teacher 2: Directed writing PAPER 2 SECTION B (Using same texts / exam papers as teacher 1 in Spring 2)	Teacher 1: Language Discourses PAPER 2 SECTION B (Using same texts / exam papers as teacher 2 in Spring 1) Assessment: Language Discourses question (Same paper as Teacher 2 in Spring 1 assessment) EASTER HOL REVISION SESSION (Subject to exam dates)	Teacher 1: Exam Prep/Revision WHIT HOLIDAY REVISION SESSION (Subject to exam dates) Teacher 2: Exam Prep/Revision WHIT HOLIDAY REVISION SESSION (Subject to exam dates)	

	<p>Assessment: September exam – Paper 1 Section A Q1-3</p> <p>NEA Investigation Child Language Development: speech PAPER 1 SECTION B</p>	<p>questions NOVEMBER MOCK EXAM: Paper 1</p>	<p>Assessment: directed writing task SPRING MOCK: Paper 1 & Paper 2 Section A</p>	<p>Teacher 2: Language Diversity Revision of Year 12 PAPER 2 SECTION A EASTER HOL REVISION SESSION (Subject to exam dates)</p>		
<p>Knowledge and skills (Content)</p>	<p>See Knowledge and Skills content for Summer Year 12 for NEA (Both teachers)</p>	<p>Teacher 1: Language diversity and change - Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts. They will explore processes of language change. This part of the subject content also requires students to study social attitudes to, and debates about, language diversity and change. Students should study a range of examples of language in use and research data to inform their study of diversity and change:</p> <ul style="list-style-type: none"> • texts using different sociolects (to include social and occupational groups, gender and ethnicity) • texts using different dialects (to include regional, national and international varieties of English) • texts that use language to represent the different groups above • texts from different periods, from 1600 to the present day • written, spoken and electronic texts about a range of subjects, for various audiences and purposes in a variety of genres • items from collections of language data (eg dictionaries, online resources, language corpora) • research findings (eg tables, graphs, statistics). 	<p>Teacher 1: World Englishes: See Knowledge and Skills content for Autumn 2 Year 13</p> <p>Teacher 2: Language discourses - Students will study a range of texts that convey attitudes to language diversity and change. The texts studied will include those written for non-specialist audiences. Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts:</p> <ul style="list-style-type: none"> • represent language • construct an identity for the producer • position the reader and seek to influence them • are connected to discourses about language <p>Writing skills Students will develop skills in:</p> <ul style="list-style-type: none"> • 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 			

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		<ul style="list-style-type: none"> • 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. <p>Teacher 2: Students should explore how children develop their spoken and written skills. To achieve this, students should study:</p> <ul style="list-style-type: none"> • the functions of children's language • phonological, pragmatic, lexical, semantic and grammatical development • different genres of speech and writing • different modes of communication (spoken, written, multimodal) • theories and research about language development. 				
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