

## The English Martyrs Catholic School and Sixth Form College

<u>English Year 13</u>	<u>Module 1</u>	<u>Module 2</u>	<u>Module 3</u>
<b><u>Topic Theme and Intent</u></b>	Students are introduced to the concept of Language Discourses and will further their study of Language Change.	Students undertake detailed revision of Paper 1, with a focus on writing about representation and evaluating techniques.	Students submit their NEA (coursework) and revise previous areas of study in preparation for final exams.
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>Understanding of the full language framework.</li> <li>Understanding of key theory links such as Language and Gender, Language and Power.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of linguistic patterning within spoken and written data.</li> <li>Building on the existing knowledge of the language framework.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Paper 1 and Paper 2 content.</li> <li>Full knowledge and revision of linguistic framework.</li> </ul> 
<b><u>Skills</u></b>	Students will <b>compare</b> a range of texts and <b>infer</b> viewpoints from opinion-based writing. They will also develop their skills of <b>evaluation</b> and <b>formal essay writing</b> .	Students will <b>evaluate</b> how linguistic patterning influences purpose, audience and format. Further development of <b>applying</b> the framework and <b>using terminology</b> in responses.	Revision of how to <b>construct</b> and <b>craft</b> responses including original creative pieces and formal essay responses. Revision of how to <b>evaluate</b> the viewpoints of others.
<b><u>Literacy Links</u></b>	<p><b>Reading</b> – reading from a variety of sources including opinion articles, blogs and more formal texts.</p> <p><b>Writing</b> – <b>analytical</b> responses and opinion-based writing. Written coursework will also be drafted by students during this time.</p> <p><b>Oracy</b> – debate of key areas of language change.</p>	<p><b>Reading</b> – a variety texts, including online data, newspaper articles and magazine articles.</p> <p><b>Writing</b> – analytical responses, crafting formal exam responses.</p> <p><b>Oracy</b> – students present their viewpoints and debate key linguistic ideas.</p>	<p><b>Reading</b> – a variety of unseen data and texts.</p> <p><b>Writing</b> – experience of crafting a final writing task before the exam.</p> <p><b>Oracy</b> – discussion and debate centred around key topics such as the causes of language change.</p>
<b><u>Essential Vocabulary</u></b>	Comparison, descriptivism, prescriptivism coherence, discourse, viewpoint.	Evaluation, cohesion, complexity, linguistic patterning, modes, multi-modal.	Theorist, structure, conceptualise, argument, synthesised.

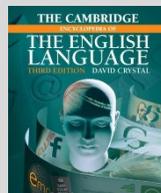
### Disciplinary Reading

A/AS Level English Language for AQA Student Book



### Reading for Pleasure

David Crystal - The Cambridge Encyclopaedia of the English Language



Laurie Bauer and Peter Trudgill – Language Myths



Jean Aitchison – The Language Web



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