

Key Stage: 5
Subject: English Language

Aims of the subject: As a student of English Language, you will come to realise that every word we say or write is a choice and is influenced by many different factors, including who we are talking to, our gender, where we are from and our social status. You will learn new ways to analyse those choices, as well as exploring how English has changed over time, how children acquire language, and developing your own original writing skills.

How have the huge advances in communication technology changed the way we use language? When a woman drops a hint is it that a man never picks it up? And when someone looks outside and says that it's raining cats and dogs, why don't we immediately phone the RSPCA? In your study of English Language at A-Level, you will explore the answers to these questions, and many more.

A-Level Examination Board: AQA

Course	What will I study?	Assessment
Year 12	Term 1: Developing analytical and interpretive approaches from GCSE to A level (textual analysis). Introduction to language levels, terminology and contextual concepts. Exploration of spoken, written and computer-mediated language using short extracts from different genres (political speeches, interviews, news articles, blogs, WhatsApp, Snapchat, etc). Terms 2 and 3: Explore the key contextual influences on language change and how these have influenced language change at different levels.	Terminology test on language levels and contextual concepts. Paper 1, Section A practice essay. January mock examination (Paper 1, Section A) Paper 2, Section A practice essay. Summer mock examination (Paper 1, Section A and Paper 2, Q3 and 4)

	<p>Begin looking at our key language diversity topics: gender, region, social groups, and occupation. How do these influence the way we and others use language?</p> <p>Term 3: Non-examination assessment (coursework)</p> <ul style="list-style-type: none">- Begin work on the original writing and commentary by looking at and annotating style models and planning and drafting your own writing.- Decide on a language investigation to study based on the topics we have looked at this year and begin to plan and acquire data for this.	<p>Students to complete first draft or original writing and have collected data.</p>
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Year 13	<p>Term 1: Early stages of children’s language: written, reading and spoken development.</p> <ul style="list-style-type: none"> • Focus on early stages and data. • Using language levels to approach different aspects of development. • Starting work on ideas around language development – innateness, interaction. • Analysis of data extracts. • Working on case studies and exploring theories. <p>Term 2: Revisit language diversity topics from Year One and add ethnicity and World Englishes. Explore concepts theories and ideas around ethnicity, World Englishes variation and attitudes to them:</p> <ul style="list-style-type: none"> • Case studies of specific varieties relating to regional, internationals, social and ethnicity • Work on pairs of texts for analysis and evaluation <p>Term 3: Revision and consolidation of materials from the two years.</p>	<p>Paper 2, Section A (language change) practice essay</p> <p>Paper 1, Section B (Child Language Development) practice essay</p> <p>Mock examination: Paper 1 – Section B and Paper 2 – Q3</p> <p>Deadline for original writing and commentary and language investigation NEAs</p> <p>Paper 1, Section A practice essay</p> <p>Two final A-Level examinations.</p>
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Enrichment opportunities: There are enrichment opportunities in creative writing, where you can plan, draft and write your own creative texts from a variety of different genres. There is also a film-making production club run by the Media Studies department, which gives students opportunities to develop a range of skills in a variety of production roles such as script writing, set design, make-up, directing and editing. Throughout the two-year course, there will also be opportunities to attend talks and lectures inside and outside school linked to topics you are studying, including at Lancaster University with whom we have a link.

Suggestions for wider reading: There are a wide range of resources available in the JCL. These include textbooks, academic books and EMagazine, a monthly English Language-focused publication featuring many of the linguists we look at in class. There is also an ever-growing bank of resources on Firefly. Engaging with the news is also encouraged – this could be in a range of forms from following The Guardian, Grammarly or Word of the Day on Instagram to buying newspapers, or reading articles focused on language use on the BBC website.