

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 12 Language	HT1-HT6	HT1-HT2	HT3-HT5	HT6
Text or Theme	Diversity and Discourse	Variations and Representations	Child Language Development	NEA – Original Writing
Developing Cultural Capital	Examining Diversity and Discourses encourages students to examine language in a real-world context based on the ever-changing world around them. Aiming to explore the variety of language that exists according to age, gender and sexuality, class and region, occupation, ethnicity and simply as a result of changing technologies, students explore the features of these diverse language types as well as the reasons for the diversity and the sociological as well as linguistic implications. This topic has potential to shape students' understanding of politics, history and sociology as they explore the language that exists around them in a variety of different contexts.	Exploring Variations and Representations in Language introduces students to the variety in language and the various texts that students will study throughout the course. Students explore purpose and audience, as well as the different language levels that students examine throughout A-level English Language. Students are encouraged to examine the reasons for language choices, and the effect of choices on audiences as well as examine their own preconceptions in doing so.	Exploring Children's Language Development aims to introduce students to the most important and influential theorists and research regarding how children first learn language. Students are introduced to the learning of language chronologically, from pre-birth to early education. The links are not limited to child psychology or sociology, but with any other study of how human beings use language in general. Students will not only gain a broader understanding of the way children develop language but also deepen their understanding of phonetics, graphology, and other key levels of language covered elsewhere in the course. This topic acts as an ideal introduction to any psychological, anthropological or sociological study of children or of linguistics in general.	Students will produce one piece of original writing based the Power of Persuasion, the Power of Storytelling or the Power of Information and one accompanying commentary. In preparation for the writing, students will study a range of style models before selecting and analysing one style model in detail to consider how this will inform their Original Writing. Students will create their own piece of original writing, accompanied by a commentary exploring the effects created by the choices they have made in their writing.
Retainable Knowledge	<ul style="list-style-type: none"> ● Language levels – terminology. ● Language diversity theorists. ● Language diversity concepts. ● Variations in English Language and the reasons for the variations (GCSE English Language). ● Conventions of a variety of texts. ● Social and historical context that is relevant to texts. ● Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. 	<ul style="list-style-type: none"> ● Language levels – terminology. ● How language is shaped according to context, used to construct meanings and representations and to enact relationships between participants within a text. ● Conventions of a variety of texts. ● Social and historical context that is relevant to texts. ● Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. 	<ul style="list-style-type: none"> ● Language levels – terminology. ● Child language development theorists. ● Child language development concepts. ● Conventions of a variety of texts. ● Social and historical context that is relevant to texts. ● Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas. 	<ul style="list-style-type: none"> ● Language levels – terminology. ● Conventions of a variety of texts. ● Social and historical context that is relevant to texts. ● Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas.

Cross Curricular Links	<ul style="list-style-type: none"> ● English Literature – study of language use, essay skills. ● Sociology – social groups and diversity. 	<ul style="list-style-type: none"> ● English Literature – study of language use, essay skills. ● Sociology – social groups and diversity 	<ul style="list-style-type: none"> ● English Literature – study of language use ● Psychology – child language development 	<ul style="list-style-type: none"> ● English Literature – study of language use, essay skills.
Vocabulary	Technical terminology is listed in the SoL vocabulary list .			
Assessments	Language Diversity: <ul style="list-style-type: none"> ● Evaluate the idea that... ● Analyse how language is used in Text A and Text B to present views about politically correct language. ● Write an opinion article about...in which you assess the ideas and issues raised in Text A and Text B. 	Representations: <ul style="list-style-type: none"> ● Analyse how Text A/B uses language to create meanings and representations. Explore the similarities and differences in the ways that Text A and Text B use language. 	Child Language: <ul style="list-style-type: none"> ● Referring to Data Set... in detail, and to relevant ideas from language study, evaluate this view of children’s language development. 	NEA: <ul style="list-style-type: none"> ● A language investigation (2,000 words excluding data). ● A piece of original writing and commentary (750 words each).