



Term	Autumn Teacher 1	Autumn Teacher 2	Spring Teacher 1	Spring Teacher 2	Summer Teacher 1	Summer Teacher 2
Topic	Introduction to Language Study	Defining Language NEA Creative 1	Variations: Social and Regional	Variations: Gender	NEA Creative 2 Variations: Global	Variations: Occupation
Content	<p>Students are introduced to the concept of Meanings and Representations, as part of core language concepts.</p> <p>Students explore the concepts of spoken and written mode, developing into an understanding of how these are challenged with modern technologies, and issues/arguments relating to the impact of technology on language. The significance of audience/purpose and genre contexts are explored.</p>	<p>Students first undertake activities to consolidate their bridging work, applying these to unseen texts.</p> <p>Students then complete their first NEA piece: a creative piece of fiction and supporting commentary. This is free choice, supported by style models introduced by the teacher.</p>	<p>In this unit, students are introduced to the concept of language variation according to contextual aspects of the user, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Social Class</li> <li>• Social Networks</li> <li>• Perceived social relationships</li> <li>• Location within the UK</li> </ul> <p>They are also introduced to concepts such as accommodation, lexical attrition and standard/non-standard variations.</p>	<p>Students will first explore the contextual element of gender, exploring the impact that a speaker's gender or sexual identity has on their language choices. This is explored through a range of theoretical frameworks: deficit, dominance, difference and diversity.</p>	<p>Students will start exploring travel writing as a genre, exploring the impact of audience and purpose on writers' choices. They will then complete a free choice non-fiction text inspired by the unit, plus associated commentary.</p> <p>Students will then explore the concept of Global English, looking at the language's reach across the world and the issues associated with this. They will explore specific variations: their features, debates and futures.</p>	<p>In this units, students will explore the contextual impact of occupation: both in terms of occupation specific language and the ways this is influenced by – and influences – other contexts such as gender, power, region etc. This unit ensures students are confident in the key concepts associated Diversity, ready to complete their Year 12 examination (Paper 2 Sections A and B)</p>
Rationale/ Linking	<p>The main focus for this unit is an introduction to the core elements of Language study, particularly the unseen components of Paper 1 Section A (Meanings and Representations) and Paper 2 Section B (Discourses). It builds on similar skills from GCSE. The comparative element also supports the NEA commentary completed with Teacher 2.</p>	<p>The bridging work and subsequent development gives students a secure base from which to begin their studies. This links to the work of Teacher 1 in this term.</p> <p>The NEA practice gives students a chance to write creatively, as in GCSE Paper 1, but with the complexity of a style model and commentary building on Teacher 1 work</p>	<p>Students here build on the contextual studies of last term (gender), considering how other variables have similar/different effects, and the interrelated nature of contextual variables.</p> <p>Assessment focuses on Paper 2 Section A (Evaluate) and Paper 2 Section B (Discourses), which in itself builds on the M&amp;R work from Term 1.</p>	<p>The gender unit offers an engaging introduction to the concept of social variations, looking ahead to Spring 1 (Teacher 1) and subsequent studies. Gender is often a core compounding variable in later studies.</p> <p>Assessment focuses on Paper 2 Section B (Opinion pieces), completing students' introduction to the Paper 2 question types.</p>	<p>The NEA practice gives students a chance to write creatively, as in Autumn 1, this time in a specified genre. The consolidation of comparison skills supports an assessment of Paper 1, Section A.</p> <p>The Global unit acts as a conceptual bridge between the Year 12 Diversity studies, and Year 13 Language Change.</p>	<p>This unit completes the study of Diversity (Paper 2), through the study of a contextual aspect which interrelates with other areas studied.</p> <p>It provides a base from which to explore level 4 AO2 ideas, and allows students to practice synthesising different theories and ideas.</p>
Assessment	<p>Students will undertake a range of assessments, including regular formal examination style practice for each unit. In Year 12, texts chosen as data for unseen will always be 21<sup>st</sup> century. Two pieces of NEA creatives / commentaries are also produced, allowing one to be chosen and carried forward to the portfolio.</p>			Learning Resources		



Term	Autumn Teacher 1	Autumn Teacher 2	Spring Teacher 1	Spring Teacher 2	Summer Teacher 1	Summer Teacher 2
<b>Topic</b>	CLA: Spoken; NEA Investigation	Synchronic Change; NEA Investigation	CLA: Literacy; NEA Investigation	Diachronic Change	Exam Preparation: Paper 1	Exam Preparation: Paper 2
<b>Content</b>	<p>Students explore the theoretical frameworks of spoken child language acquisition, including:</p> <ul style="list-style-type: none"> <li>• Behaviourism</li> <li>• Interactionism</li> <li>• Cognitivism</li> <li>• Nativism</li> </ul> <p>Students will learn to identify specific linguistic features, using these to assess a given statement in light of theories and learned knowledge.</p>	<p>Students explore a range of contemporary language changes, including:</p> <ul style="list-style-type: none"> <li>• Orthographical change (apostrophes and Oxford commas)</li> <li>• Semantic change (political correctness and language reform)</li> <li>• Language variations (AAVE)</li> <li>• Attitudes to language change/variations</li> </ul> <p>Other areas may be explored if relevant / in the news at the time.</p>	<p>Building on the concepts of Autumn, students will explore the ideas and issues associated with childrens' acquisition of literacy, such as:</p> <ul style="list-style-type: none"> <li>• Accuracy v creativity</li> <li>• Use of reading schemes</li> <li>• 'Ages and stages'</li> <li>• Role of informal support and formal assessment</li> </ul>	<p>Students explore a range of historical language changes, including:</p> <ul style="list-style-type: none"> <li>• The development of English: Anglo Saxon, Middle English and Early Modern English</li> <li>• Lexical and semantic change</li> <li>• The history and methods of standardisation, both in UK and USA</li> <li>• Issues relating to codification</li> </ul>	<p>In this final unit, students refine exam technique for Paper 1: securing and extending Meanings and Representations practice, and refining approaches to Child Language.</p>	<p>In this final unit, students review aspects of Diversity and Change from across the 2 years, focusing on application of ideas into examination skills. They explore different approaches to assessments, securing progression across answers. Most importantly, students are supported to understand the synoptic nature of the A Level, and encouraged to develop and refine their own views.</p>
<b>Rationale/ Linking</b>	<p>This unit introduces the topic of Child Language Acquisition for Paper 2, Section A. Students have a new question type for this section.</p> <p>Working with Teacher 2, students are introduced to the independent Language Investigation.</p>	<p>This unit builds on the technology and regional/national language studies of Year 12. Assessment focuses on Paper 2 Discourses and Opinion pieces.</p> <p>Working with Teacher 2, students also begin the independent Language Investigation.</p>	<p>This unit gives students the option of answering on spoken or literacy development in the final exam.</p> <p>This teacher will also take the lead on the Investigation at this stage.</p>	<p>This summative units adds a historical angle to earlier studies, contextualising, complementing and developing issues relating to standard and non-standard forms. Assessment focuses on Paper 2 Evaluate, and Paper 1 Meanings and Representations.</p>	<p>The unit starts with those ideas studied earliest in Year 12: meanings and representations. Students practice these issues in light of subsequent skills development.</p>	<p>The unit starts with those ideas studied earliest in Year 12: regional variation and technologies. Students review these issues in light of subsequent learning.</p>
<b>Assessment</b>	<p>Students will undertake a range of assessments, including regular formal examination style practice for each unit. In Year 12, texts chosen as data for unseen will always be 21<sup>st</sup> century. Two pieces of NEA creatives / commentaries are also produced, allowing one to be chosen and carried forward to the portfolio.</p>			<b>Learning Resources</b>		