Long Term Plan A Level English Language

Term 1 0/09/2020 – 21/12/2020 14 weeks

Term 2 05/01/2021 – 29/05/2021 14 weeks

Term 3 31/05/2021 – 20/06/2021 14 weeks

Term 1: Half Term 26/10/2020- 30/11/2020

Term 2: Half Term 20/03/2021- 26/00/2021

Term 3: Half Term 02/05/2021- 06/05/2021

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| Subject: AS/A Level: 9093 English Language New Syllabus for 2021 onwards— Main Text: Mike Gould and Marilyn Rankin, Cambridge International AS and A Level English Language, Subject: AS/A Level: 9093 English Language —  Main Text: Mike Gould and Marilyn Rankin, Cambridge International AS and A Level English Language, University of Cambridge. (May not be available this academic year) |

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| Syllabus Aims  The syllabus aims to develop:  • a critical and informed response to texts in a range of forms, styles, contexts and audiences  • the interdependent skills of reading, analysis and research  • effective, creative, accurate and appropriate communication  • a firm foundation for further study of language and linguistics University of Cambridge Syllabus Aims  The syllabus aims to develop:  • a critical and informed response to texts in a range of forms, styles, contexts and audiences  • the interdependent skills of reading, analysis and research  • effective, creative, accurate and appropriate communication  • a firm foundation for further study of language and linguistics |

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| Year  12  12  12  12  13  13  13 | **Term 1**  **Course Outline:**  **SOW: Reading Non-fiction**  **Exam Paper 1: Passages**  **Introduction to AS and A Level**  **Course**  This unit is the introduction to the course and gives an overview of the skills needed to analyse texts, both written and spoken, and to write them.  The unit re-visits skills, concepts and interests developed at IGCSE, and introduces ideas of spoken language to add to the analysis of texts in a variety of written forms  **Reading Non-fiction**  Students will explore different  forms and genres of non-fiction  writing:  • analyse and interpret texts in a range of ways  • explore the techniques writers use and the effects they create  • plan and develop the skills  needed to write your own extended commentaries on language and style  • link what has been learned to  the requirements of the ‘Writing non-fiction’ aspect of the  course  **Reading & writing skills - in this**  **section students will:**  • consider what non-fiction is and the sorts of texts you might encounter  • look at a range of commentary-style questions  • explore what language and style are.  **SOW: Writing Non-fiction**  **(Discursive/Argumentative)**  **Exam Paper 2: Writing Section B**  Students will explore the types of writing, purposes and forms which they might encounter in an exam situation in directed writing tasks, and when writing for specified audiences.  **In this unit students will**  **learn:**  • what the different sorts of non-fiction tasks are  • how to identify and extract the key information from them.  **Students will be able to complete directed writing assignments based on either:**  • the style and language of the original passage  or  • the material of the original passage  **Directed writing may involve:**  • adapting a piece of  writing for a similar task but maybe for a different purpose using the same language and style  • rewriting a passage with a different purpose and/or viewpoint  **Discursive Writing & Writing to Argue**  Students will learn:  • about key features of discursive writing and writing to argue  •about different ways of structuring discursive and argument texts.  • how to plan and write directed  and extended responses with these purposes  **SOW: Imaginative**  **Writing (Narrative/**  **Descriptive)**  **Exam Paper 2: Writing Section A**  The principal focus on this section will be on extended imaginative  writing. Students will also look at passages of text, comment on them and respond to tasks arising from them.  Students will consider:  • what ‘imaginative writing is’  • they types of questions you might  meet in examinations  • which kinds of  questions you need to work most  on  **Year 13 SOW: Unit 4 (A Level Paper 3)**  **Text and Discourse Analysis**  **In this A level part of the English**  **language course students will**  **build on the skills which formed**  **the basis of the AS level**  **program:**  Students will begin by looking at the content of spoken language, exploring the ways in which our spoken language is influenced and altered by the people and situations we encounter.  **Key Terms:**  Discourse  Adjacency Pairs  Phatic Communion  Clashing  Repairing  Hedges/Vague Language  High Modality  False-starts  Back-channeling  Deixis  Non-standard features/forms  Conversational Face  Positive Politeness  Negative Politeness  Grice’s Maxims of Conversation  **5 Key Points for Discourse Analysis**:  1. Language Features  2. Context  3. Purpose  4. Register  5. Topic Shift | **Term 2**  **SOW: Writing Non-fiction**  **(Discursive/Argumentative)**  **Exam Paper 2: Writing Section B**  Students will explore the  types of writing, purposes  and forms which they might  encounter in an exam situation in directed writing tasks and when writing for specified audiences.  **In this unit students will**  **learn:**  • what the different sorts of  non-fiction tasks are  • how to identify and extract  the key information from  them  **Students will be able to complete directed writing assignments based on either**:  • the style and language  of the original passage  or  • the material of the  original passage  **Directed writing may involve:**  • adapting a piece of writing for a similar task but maybe for a different purpose using the same language and style  • rewriting a passage with a different purpose and/or viewpoint  **Discursive Writing & Writing to Argue**  Students will learn:  • about key features of discursive writing and writing to argue:  • about different ways of  structuring discursive and argument texts how to plan and write directed and extended responses with these purposes  **Spoken Language and Social Groups**  In this unit students will  look at how language is used across social groups, levels of society and between men and women.  **Students will come to understand language use**  **across a broad range of social situations and contexts.**  **Key Theorists**:  Howard Giles  James Milroy  Pamela Fishman  Sapir/Whorf  Robin Lakoff  Deborah Tannen  Deborah Cameron  Christine Howe  William Labov  Jennifer Coates  Pilkington  **Students will be given a**  **transcript of a conversation**  **that will need to be**  **analysed for CAPF, as well**  **as language features and**  **various areas of social language interest, including:**  Language and Power  Language and Gender  Language to Include/Exclude Slang  Teenage use of Language  Political Correctness and  Language  Dialect Sociolect and Idiolect | **Term 3**  **SOW: Imaginative Writing (Narrative/Descriptive)**  **Exam Paper 2: Writing Section A**  The principal focus on  this section will be on  extended imaginative  writing. Students will  also look at passages  of text, comment on  them and respond to  tasks arising from  them.  **Students will consider:**  • what ‘imaginative  writing is’  • they types of questions you might meet in examinations  • which kinds of questions you need to work most  on  **SOW: Unit 7 (A Level**  **Paper 4) Child and**  **Teenage Language**  **Acquisition**  In this unit students  will explore the journey of infant and  childhood language  acquisition. They will  gather information,  ideas and theories  about the stages that  babies, infants, and  young children pass  through in order to  become proficient in  language(s) spoken  around them.  The unit also exams  teenage language use.  Primary Theorists:  B.F. Skinner  Noam Chomsky  Jean Piaget  Jerome Bruner  Vygotsky  Secondary Theorists:  Jean Aitcheson  Basil Bernstein  Ursula Bellugi  Berko/Brown  Bard/Sacks  Eva Clark  Alan Cruttenden  Pamela Fishman  Katherine Garvey  Halliday  Kuhl  Nelson  **Students will be given**  **a transcript of a conversation that will**  **need to be**  **analysed for CAPF, as**  **well areas of Child**  **Language Acquisition**  **interest, including:**  Established Language  Development Stage  Lexis Development  Grammatical Development  Phonetical Development  Child Directed  Speech/Social Context  Appraisal of Child’s  Language Acquisition  in terms of primary  theorists. | **Term 3**  **Exam Preparation:**  **Final Exams:**  **Paper 1: Passages (2**  **hours 15mins) 50**  **marks**  The paper contains  three questions.  Candidates answer  two questions:  Q1, and either Q2 or  Question 3.  Questions carry  equal marks.  **Paper 2: Writing (2**  **hours) 50 marks**  **Two sections: Section A and Section B.**  Candidates answer  two questions:  one from Section A and  one from Section B.  Questions carry  equal marks.  **Paper 3: Text Analysis (2 hours 15 mins)**  **50 marks**  The paper contains  two questions.  Candidates must answer both questions.  Questions carry  equal marks.  **Paper 4: Language**  **Topics ( 2 hours 15**  **mins) 50 marks**  The paper contains  three questions,  each on a separate  topic area.  Candidates answer  two questions.  Questions carry  equal marks. |