



Curriculum Map

Subject: English Language (AQA)

Year group: 12

Time period	Autumn 1: Paper 1 Introduction (September - October)	Autumn 2: Paper 2 Introduction (October-December)	Spring 1: Diversity, Change and NEA introduction (January - February)	Spring 2: NEA	Summer 1: NEA Revision	Summer 2: NEA Thresholds
<p>Content</p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>Introduction to linguistic methods and Paper 1 skills: Language and the Individual.</p> <p>Core language skills developed with higher order technical linguistic methods introduced.</p> <p>Develop understanding of how linguistic methods are used to create representations and meanings.</p>	<p>Introduction to Paper 2 skills: Language Varieties.</p> <p>Introducing linguistic theories, concepts, ideas and attitudes towards issues relating to identity: regional variations, gender and age (mainly adolescent).</p> <p>Develop understanding of how to craft a line of argument within academic essays.</p> <p>Developing expertise and understanding of how to represent an opinion in the form of commission writing.</p>	<p>Developing Paper 2 skills: Language Varieties.</p> <p>Introducing linguistic theories, concepts, ideas and attitudes towards issues relating to occupational language and power.</p> <p>Introduction to historical contextual and influential factors affecting language change across time.</p> <p>NEA Original Writing</p> <p>Main expectations and requirements introduced.</p> <p>Development of written expertise. Students prepare to produce one piece of original writing following explorations and analysis of a range of genres and style models.</p>	<p>NEA Original Writing skills continued</p> <p>Students develop writing expertise by selecting their own style model to research and inform their own piece of original writing.</p> <p>Students evaluate effectiveness of their original writing in the form of a commentary.</p> <p>NEA: Investigation</p> <p>Main expectations, requirements and skills introduced.</p> <p>Students explore and independently research areas of English that they are interested in evaluating and analysing as part of this extended project.</p>	<p>NEA Original Writing skills continued</p> <p>Students work under teacher guidance towards the Original Writing NEA completion. Final drafts submitted.</p> <p>NEA Investigation continued:</p> <p>Students decide upon data to be analysed and methods to be adopted for production and organisation of data for analysis.</p> <p>Threshold Exam Revision</p> <p>To understand the main expectations and requirements of every section in the exams by consolidating knowledge acquired across Y12.</p>	<p>Revision and threshold exam preparation:</p> <p>To have a strong understanding of the knowledge and skills needed for both parts of the exams.</p> <p>Submission of Original Writing NEA</p> <p>Submission of first full draft of Investigation NEA</p> <p>To understand personal targets that must be met to ensure effective progress into Y13.</p>



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<p>Skills</p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<ul style="list-style-type: none"> - To confidently read unseen discourses in the mode of spoken/written, fiction/non-fiction texts from the 19th, 20th and 21st centuries. - To identify and interpret explicit and implicit information. - To explain, comment and analyse how representations and meanings are created using linguistic methods and frameworks of analysis. - To discuss and make links to contextual factors which influence language use and audience reception. - To develop an understanding of ideas relating to synthetic personalisation, pragmatics, mode, genre and writer/reader positionings and stance. - To identify techniques used by writers using relevant subject terminology to support views. - To evaluate texts critically and support this with textual references. 	<ul style="list-style-type: none"> - To write discursive essays that effectively develop academic lines of argument. - To embed theoretical knowledge and critical approaches to their arguments. - To explore a range of texts and transcripts and confidently apply linguistic methods and frameworks. - To analyse transcripts by applying precise linguistic terminology and discourse analysis skills. - To use terminology appropriate to language and gender, regional variations and adolescent speech. - To write evaluative responses which explore ideas, concepts and attitudes shown towards those variations. - To develop their ability to communicate their own opinions in relation to English language issues in a creative and accurate written form. 	<ul style="list-style-type: none"> - To develop analysis of linguistic methods and framework. - To develop their ability to craft an effective line of argument supported with linguistic evidence and theory. - To use terminology appropriate to language variation and change. - To evaluate and explore attitudes, concepts and issues in language, including attitudes towards change. - To understand the historical influences on language and the resulting changes. - To develop their proficiency when writing their own opinion in response to an attitude towards language issues. <p>NEA Original Writing</p> <ul style="list-style-type: none"> - To craft and manipulate language to meet genre conventions and audience expectations. 	<ul style="list-style-type: none"> - To develop their writing expertise, drawing on genre conventions - To analyse and recreate in the style of a persuasive, storytelling or information text. - To identify and select data from an area of English language to investigate and develop into an extended project - Students prepare to conduct an academic investigation establishing a hypothesis and exploring with data and linguistic analysis. - To independently conduct wider reading to support their analysis and knowledge. - To evidence how they have attended and acted on feedback from individual tutorials - To use guidance to make improvements to their NEA tasks. 	<p>Original Writing: students reflect and evaluate upon recreated feedback and develop their own self-reflection skills by completing the first draft of the Commentary section.</p> <p>Investigation: students decide upon the main purpose/premise of Investigation. They independently apply language knowledge by choosing the most appropriate methodology and most salient questions to analyse in relation to chosen data.</p> <p>Students prepare to write accurately and develop their understanding of how to present the results of their findings in an appropriate academic style and format, including using accurate linguistic terminology.</p> <p>Threshold revision: To be able to review and successfully understand how to address the expectations of all sections in both exam papers.</p>	<ul style="list-style-type: none"> To have reflected upon feedback and finalised Original Writing NEA ready for submission. To have reflected upon feedback on the first full draft of Investigation NEA and understood which targets for development need to be undertaken over the summer break. To be able to organise and prepare for examination across both papers. To reflect and evaluate exam performance and respond to individual feedback. To reflect on progress overall and know how to continue following an upward trajectory.
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			<ul style="list-style-type: none"> - To develop awareness of audience, positioning, stance. - To understand the genre conventions: the power of persuasion, storytelling and communicating information. 			
<p>Key Questions</p>	<p>How do a range of texts use language/linguistic methods to create meanings and representations?</p> <p>Compare how two texts use language/linguistic methods to create meanings and representations.</p>	<p>How does language vary?</p> <p>Respond to the statement/belief.</p> <p>Having read the article, write your own opinion piece in response to the attitude shown towards language.</p>	<p>How does language change over time?</p> <p>Respond to the statement ...</p> <p>What do you identify as being a main convention of this textual genre: inform, persuade, entertain?</p>	<p>Original Writing:</p> <ul style="list-style-type: none"> - What are the language and structure conventions of the genre you have selected? - What aspects of language have you found most effective/interesting in your chosen text? - How will you effectively recreate your own text in that genre/style? <p>Investigation:</p> <ul style="list-style-type: none"> - Which area have you chosen to investigate? - How will you collect your data? - Why have you chosen that data set? - What is it you are most interested in finding out by the end of your Investigation? 	<p>Original Writing:</p> <ul style="list-style-type: none"> - What changes are required to improve the quality of your initial response? - How effectively does your commentary evaluate your final piece and recreation of chosen genre as studied in your style model? - How effectively does your commentary evaluate the process of producing your writing and your final written response? <p>Investigation:</p> <p>Which sections of your data are most salient and relevant to your Investigation's data?</p> <p>Which linguistic methods will you focus on mainly using as part of your close discourse analysis (CDA)?</p>	<p>Original Writing:</p> <p>Have you addressed all of the targets before handing in your final submission?</p> <p>Are there any areas you are unsure of how to address?</p> <p>Investigation:</p> <p>Have you actioned everything on the checklist before handing in your first full draft for review?</p> <p>Do you fully understand how to progress with your Investigation over the summer break?</p> <p>Threshold Exams:</p> <p>Following your reflections and ReAct response to your exam feedback, what are your main strengths/weaknesses?</p> <p>What are the main areas you need to target?</p>



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					Which AO2 concepts, ideas, theories will you evaluate/prove/disprove?	
Assessment	AS Specimen Paper1 AS 2016 Exam Paper 1	AS Specimen paper 2 AS 2016 Exam Paper 2	A Level Paper 2 - Section A and Section BQ4 Explorations and student presentations of research into generic convention of their own choosing. Regular 1-2-1 tutorials where progress is closely monitored.	NEA Original Writing: Students submit first full draft of recreated response with annotated style model. NEA Investigation: students to have decided upon their area of interest and at least started to formulate data. Regular 1-2-1 tutorials where progress is closely monitored.	NEA - Original Writing following draft feedback, students submit their final folder: recreated piece, annotated style model and commentary Investigation NEA: data sets completed and processes of analysis to have started. Regular 1-2-1 tutorials. Revision: students to have completed and received feedback on at least one AS Paper 1 and one Paper 2 exam practice.	Threshold Exams (TBC) Feedback to Investigation NEA's first full draft - to develop over the summer break.
Literacy/Numeracy/ SMSC/Character	<ul style="list-style-type: none"> - Reading for meaning. - Close language development. - Sequencing, categorisation. - Confidence in identifying techniques and analysing their effects. - Accurate use of key subject terminology and grammar. - Confidence, resilience, aspiration, initiative. - Explore a range of texts that raise issues in relation to SMSC. 	<ul style="list-style-type: none"> - Fluency and accuracy in spoken and written tasks. - Confidence applying terminology and frameworks. - Confidence developing an academic style of writing. - Confidence to develop own written voice. - SMSC: we explore and challenge how pejorative attitudes are represented through language in relation to discrimination against social groups across the whole of society and how unconscious biases are 	<ul style="list-style-type: none"> - Fluency and accuracy in spoken and written tasks. - Confidence applying terminology and frameworks. - Confidence developing an academic style of writing. - Confidence to develop arguments and use supporting theories and linguistic evidence. 	<ul style="list-style-type: none"> - Confidence in using language and structural techniques in fiction and non-fiction writing. - Accurate use of key subject terminology and grammar. - Character: developing confidence and independence as they begin to explore how language use in an area or issue that is of individual interest and follow academic processes. 	<ul style="list-style-type: none"> - Independent application and analysis of more advanced linguistic methods. - Character: resilience and continued development of becoming an independent learner as they react to feedback and learn to follow academic processes such as meeting deadlines. Organisation skills: course and revision materials. 	<ul style="list-style-type: none"> - Self reflection - Resilience



Curriculum Map

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