



# Curriculum Map

Subject: English Language (AQA)

Year group: 13

Time period	Autumn 1: NEA A Level Paper 1B Introduction (September - October)	Autumn 2: A Level Paper 2 Introduction A Level Paper 1 (October- December)	Spring 1: Trial Examinations (January - February)	Spring 2: Exam Practice	Summer 1: Examination preparations and revision	Summer 2: NEA Thresholds
<p><b>Content</b></p> <p><i>Declarative Knowledge – 'Know What'</i></p>	<p>NEA Investigation: completion of final draft</p> <p><b>A Level Paper 1B:</b> Introduction to core language analysis skills needed for Paper 1B <b>Child Language Development (CLD)</b></p> <p>Introduction of key linguistic theories, ideas and concepts relating to spoken child language development.</p> <p>Understand how children develop spoken skills.</p>	<p><b>Paper 1A: Language, the Individual and Society</b></p> <p>Strengthen understanding of spoken child language development and move on to literacy.</p> <p>Revisit Y12 Paper 1 units and language change features and understand how these now apply as part of Paper 1A of the A level paper.</p> <p><b>Introduction to A Level Paper 2: Language Diversity and Change</b></p> <p>Students explore a range of texts, attitudes and issues relating to language diversity and change over time: in Britain as well as globally.</p> <p>Develop understanding of how to evaluate and write discursively about language issues in an academic essay.</p> <p>Write analytically about texts as parts of discourses about language</p>	<p>Preparation for January A Level Trial Exams</p> <p>To have a strong understanding of the knowledge and skills needed for every part of both examinations: Paper 1 and Paper 2.</p> <p>To evaluate exam performance and understand how to develop responses according to AOs.</p>	<p>Preparation for Easter English A Level Trial Exams</p> <p>To have a strong understanding of the knowledge and skills needed for every part of both examinations: Paper 1 and Paper 2.</p> <p>To have evaluated and reflected upon January's responses to understand how progress can be made.</p>	<p>Revision and final exam preparations:</p> <p>To evaluate Easter exam performance and understand how to move forwards towards the final exam.</p> <p>To understand the main expectations and requirements of every section in the exams by consolidating knowledge acquired across both Year 12 and 13..</p>	<p>Revision and final exam preparation:</p> <p>To have a strong understanding of the knowledge and skills needed for both parts of both exam: Paper 1 and Paper 2</p> <p>To understand personal targets to ensure success.</p>



# Curriculum Map

		Writing about language issues in a variety of forms to communicate ideas to a non-specialist audience.				
<p><b>Skills</b></p> <p><i>Procedural Knowledge – 'Know How'</i></p>	<p><b>CLD - students study and learn to evaluate/ analyse:</b></p> <ul style="list-style-type: none"> <li>- the development and functions of children's spoken language</li> <li>- phonological, pragmatic, lexical, semantic and grammatical development</li> <li>- theories, concepts, research and the debates surrounding CLD.</li> </ul> <p><b>Investigation:</b></p> <p>Students develop and improve extended Investigation in consultation with supervising teacher.</p> <p>Students submit final Investigation, which is organised in the form of an academic document, including: Introduction, Methodology, Analysis, Conclusion, References and Appendices.</p>	<ul style="list-style-type: none"> <li>- To write discursive essays that effectively develop academic lines of argument.</li> <li>- To embed theoretical knowledge and critical approaches to their arguments.</li> <li>- To explore a range of texts and transcripts from 1600s to present.</li> <li>- To confidently apply linguistic methods and frameworks.</li> <li>- To analyse transcripts by applying precise linguistic terminology and discourse analysis skills.</li> <li>- To use terminology appropriate to diverse social groups and individuals including CLD.</li> <li>- To write evaluative responses which explore ideas, concepts and attitudes shown towards language diversity, the individual and change.</li> <li>- To develop written expertise and ability to write creatively about English</li> </ul>	<ul style="list-style-type: none"> <li>Use of past papers, revision techniques and sample responses to develop understanding:</li> <li>- in the application of linguistic methods and terminology</li> <li>- ability to identify patterns and complexities across texts and discourses</li> <li>- ability to formulate and present academic discursive essays that present/evaluate clear lines of arguments</li> <li>- analyse, evaluate and explore ideas, concepts, theories and attitudes towards language or language development</li> <li>- evaluate how linguistic methods create representations and meanings</li> <li>- evaluate the significance of a discourse's context: production/reception and producer's positioning</li> </ul>	<ul style="list-style-type: none"> <li>Use of past papers, revision techniques and sample responses to develop understanding and for students to show progress:</li> <li>- in the application of linguistic methods and terminology</li> <li>- ability to identify patterns and complexities across texts and discourse</li> <li>- in ability to formulate and present academic discursive essays that present/evaluate clear lines of arguments</li> <li>- analyse, evaluate and explore ideas, concepts, theories and attitudes towards language or language development</li> <li>- evaluate how linguistic methods create representations and meanings</li> <li>- evaluate the significance of a discourse's context: production/reception</li> </ul>	<ul style="list-style-type: none"> <li>To be able to organise, revise and prepare for the final examinations.</li> <li>To reflect, evaluate and act upon feedback from previous exam practice questions.</li> <li>To reflect on progress overall and know how to prepare for the final exam.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how to target specific areas of weaknesses.</li> <li>To independently work towards preparing for the final exam by making use of revision strategies employed in class.</li> </ul>



# Curriculum Map

		<p>issues in a variety of forms to a non-specialist audience.</p>	<ul style="list-style-type: none"> <li>- explore significance of wider social and cultural contexts</li> <li>- explore connections across texts, informed by linguistic concepts and methods</li> <li>- write creatively about English issues with expertise and accuracy to a non-specialist audience.</li> </ul>	<p>and producer's positioning</p> <ul style="list-style-type: none"> <li>- explore significance of wider social and cultural contexts</li> <li>- explore connections across texts, informed by linguistic concepts and methods</li> <li>- write creatively about English issues with expertise and accuracy to a non-specialist audience.</li> </ul>		
<p><b>Key Questions</b></p>	<p><b>Investigation:</b></p> <p>How much progress have you made since our last meeting?</p> <p>Have you actioned all of the advice/feedback points in our last discussion?</p> <p>Which areas have you struggled to address?</p> <p>Have you actioned everything on the checklist before handing in your final draft?</p> <p><b>CLD: Paper 1B:</b></p> <p>In response to a statement ...</p> <p>Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view</p>	<p><b>Paper 1A :</b></p> <p>Analyse: how does Text ... use linguistic methods to create meanings and representations?</p> <p>Explore: what are the similarities and differences in the ways that Text A and Text B use language</p> <p><b>Paper 1B:</b></p> <p>How would you plan and write an evaluative response to the following task: 'Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children's language development.'</p> <p><b>Paper 2:</b></p> <p>P2A - how would you plan and write a discursive</p>	<p>Evaluate: what steps have you taken in response to your feedback that will ensure progression and understanding of how to respond to each section of the exams?</p> <p>Evaluate: which areas of the exams do you now need to address/target?</p> <p><b>Paper 1A :</b></p> <p>Analyse: how does Text ... use linguistic methods to create meanings and representations?</p> <p>Explore: what are the similarities and differences in the ways that Text A and Text B use language</p> <p><b>Paper 1B:</b></p>	<p>Evaluate: what steps have you taken in response to your feedback that will ensure progression and understanding of how to respond to each section of the exams?</p> <p>Evaluate: which areas of the exams do you now need to address/target?</p> <p><b>Paper 1A :</b></p> <p>Analyse: how does Text ... use linguistic methods to create meanings and representations?</p> <p>Explore: what are the similarities and differences in the ways that Text A and Text B use language</p> <p><b>Paper 1B:</b></p>	<p>Evaluate: what are the main action points that you need to take to ensure success in the final exams?</p> <p>Evaluate: which revision strategies are working / not working for you.</p> <p>How would you address each section's question/assessment focus as detailed below:</p> <p><b>Paper 1A :</b></p> <p>Analyse: how does Text ... use linguistic methods to create meanings and representations?</p> <p>Explore: what are the similarities and differences in the ways that Text A and Text B use language</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 as you make your final preparations for the exams?</p> <p>Which revision strategies are effective/not effective?</p>



# Curriculum Map

	<p>of children's language development.</p>	<p>response to the following P1A task: 'Evaluate the idea that ...'?</p> <p>P2BQ3 - how would you plan and write a response to the following P2Q3 task: 'Analyse how language is used in Text A and Text B to present views about emojis and language change. In your answer you should:</p> <ul style="list-style-type: none"> <li>• examine any similarities and differences you find between the two texts</li> <li>• explore how effectively the texts present their views.'</li> </ul> <p>P2Bq4 - how would you plan and write a response to the following P2Q4 task: 'Write your opinion ... in response to the views /issues / attitudes represented in Texts A and B of P2BQ3 - you should:</p> <ul style="list-style-type: none"> <li>• assess the ideas and issues raised in Text A and B</li> <li>• refer to ideas from language study</li> <li>• argue your own views.'</li> </ul>	<p>How would you plan and write an evaluative response to the following task: 'Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children's language development.'</p> <p><b>Paper 2:</b></p> <p>P2A - how would you plan and write a discursive response to the following P1A task: 'Evaluate the idea that ...'?</p> <p>P2BQ3 - how would you plan and write a response to the following P2Q3 task: 'Analyse how language is used in Text A and Text B to present views about emojis and language change. In your answer you should:</p> <ul style="list-style-type: none"> <li>• examine any similarities and differences you find between the two texts</li> <li>• explore how effectively the texts present their views.'</li> </ul> <p>P2BQ4 - how would you plan and write a response to the following P2Q4 task: 'Write your opinion ... in response to the views</p>	<p>How would you plan and write an evaluative response to the following task: 'Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children's language development.'</p> <p><b>Paper 2:</b></p> <p>P2A - how would you plan and write a discursive response to the following P1A task: 'Evaluate the idea that ...'?</p> <p>P2BQ3 - how would you plan and write a response to the following P2Q3 task: 'Analyse how language is used in Text A and Text B to present views about emojis and language change. In your answer you should:</p> <ul style="list-style-type: none"> <li>• examine any similarities and differences you find between the two texts</li> <li>• explore how effectively the texts present their views.'</li> </ul> <p>P2BQ4 - how would you plan and write a response to the following P2Q4 task: 'Write your opinion ... in response to the views /issues / attitudes represented in</p>	<p><b>Paper 1B:</b></p> <p>How would you plan and write an evaluative response to the following task: 'Referring to Data Set 1 in detail, and to relevant ideas from language study, evaluate this view of children's language development.'</p> <p><b>Paper 2:</b></p> <p>P2A - how would you plan and write a discursive response to the following P1A task: 'Evaluate the idea that ...'?</p> <p>P2BQ3 - how would you plan and write a response to the following P2Q3 task: 'Analyse how language is used in Text A and Text B to present views about emojis and language change. In your answer you should:</p> <ul style="list-style-type: none"> <li>• examine any similarities and differences you find between the two texts</li> <li>• explore how effectively the texts present their views.'</li> </ul> <p>P2BQ4 - how would you plan and write a response to the following P2Q4 task: 'Write your opinion ... in response to the views /issues / attitudes represented in</p>	
--	--	--	---	--	--	--



# Curriculum Map

			<p>/issues / attitudes represented in Texts A and B of P2BQ3 - you should:</p> <ul style="list-style-type: none"> <li>• assess the ideas and issues raised in Text A and B</li> <li>• refer to ideas from language study</li> <li>• argue your own views.'?</li> </ul>	<p>Texts A and B of P2BQ3 - you should:</p> <ul style="list-style-type: none"> <li>• assess the ideas and issues raised in Text A and B</li> <li>• refer to ideas from language study</li> <li>• argue your own views.'?</li> </ul>		
<b>Assessment</b>	<p><b>Investigation</b> - progress monitored at each stage and final grading.</p> <p><b>CLD: A Level</b> (spoken)            Specimen Paper 1 B            2016 Paper 1 B</p>	<p><b>Paper 1: A Level</b></p> <p>Specimen Paper 1A            Specimen Paper 1B (literacy)            2017 Paper 1</p> <p><b>Paper 2: A Level</b></p> <p>Specimen Paper 2            2017 Paper 2</p>	<p>Trial exams tbc (2019/2020/2021?)</p>	<p>Supervised practice in lessons:</p> <p>A Level 2018            Paper 1            Paper 2</p> <p>Easter trial exam papers tbc (2019/2020/2021?)</p>	<p>ReAct tasks and targeted supervised exam practice responses.</p> <p>Opportunities for students to reflect on progress through other AfL opportunities too.</p>	<p>ReAct tasks and targeted supervised exam question skills/approaches.</p> <p>Opportunities to target any specific areas of concern/weaknesses.</p> <p>Use other AfL opportunities too.</p> <p>Final exam.</p>
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>- Reading for meaning</li> <li>- Close language development</li> <li>- Sequencing, categorisation</li> <li>- Confidence in identifying techniques and analysing their effects.</li> <li>- Accurate use of key subject terminology and grammar.</li> <li>- Confidence, resilience, aspiration, initiative.</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency and accuracy in spoken and written tasks.</li> <li>- Confidence applying terminology and frameworks</li> <li>- Confidence developing an academic style of writing</li> <li>- Confidence to develop own written voice</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency and accuracy in spoken and written tasks.</li> <li>- Confidence applying terminology and frameworks</li> <li>- Confidence developing an academic style of writing</li> <li>- Confidence to develop arguments and use supporting theories and linguistic evidence</li> <li>- Growing expertise and understanding of</li> </ul>	<ul style="list-style-type: none"> <li>- Character: resilience and developing confidence as students independently begin to take more ownership of what they need to do as they prepare for the exams.</li> <li>- students become more adept in identifying which revision strategies that work more effectively than others</li> </ul>	<p>Self-reflection and resilience.</p>	<p>Self reflection and resilience</p>



# Curriculum Map

	- Explore a range of texts that raise issues in relation to SMSC	unconscious biases are represented; including by the media and how these might shift over time.	strategies that help when working towards the challenges of final examinations.			
--	--	---	---	--	--	--