

Year 12 ENGLISH LANGUAGE Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	<p>OCR English language H470</p> <p>General Introduction to language levels; study of non-fiction texts and linguistic terminology</p> <p>Exploring language:</p> <p>Paper 1: Section A: language under the microscope</p> <p>Section C: comparing and contrasting texts</p>	<p>Phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed</p> <p>Lexis and semantics: the vocabulary of English, including social and historical variation</p> <p>Grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</p> <p>Pragmatics: the contextual aspects of language use</p> <p>Discourse: extended stretches of communication occurring in different genres, modes and contexts</p>	<p><u>Language under the microscope</u></p> <p>Students will show, in relation to unseen texts, knowledge and understanding of: – lexis and semantics; grammar, including morphology; pragmatics; discourse</p> <p>Students will show knowledge and understanding of how the language levels (above) can be applied to a range of contexts for language use, including: social and individual varieties of English; aspects of language and identity</p> <p>Students will apply language concepts and methods of analysis appropriately and systematically to data</p> <p>Students will apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses (discourses in this context means extended stretches of communication)</p>

			<p>Students will use accurately a range of terminology associated with the study of language</p> <p>Students will make accurate references to texts and sources</p> <p><u>Comparing and contrasting texts</u></p> <p><u>As above plus</u></p> <p>Students will explore connections across different texts and discourses</p> <p>Students will show understanding of how the different areas of study connect across the course as a whole.</p>
<p>Autumn 2</p>	<p><u>OCR English language H470</u></p> <p>General Introduction to language levels; study of non-fiction texts and linguistic terminology</p>	<p>Phonetics, phonology and prosodics:</p> <p>how speech sounds and effects are articulated and analysed</p> <p>Lexis and semantics: the vocabulary of English, including social and historical variation</p> <p>Grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level</p> <p>Pragmatics: the contextual aspects of language use</p>	<p><u>Language under the microscope</u></p> <p>Students will show, in relation to unseen texts, knowledge and understanding of: – lexis and semantics; grammar, including morphology; pragmatics; discourse</p> <p>Students will show knowledge and understanding of how the language levels (above) can be applied to a range of contexts for language use, including: social and individual varieties of English; aspects of language and identity</p>

	<p>Exploring language:</p> <p>Paper 1: Section A:</p> <p>language under the microscope</p> <p>Section C:</p> <p>comparing and contrasting texts</p>	<p>Discourse: extended stretches of communication occurring in different genres, modes and contexts</p> <p>Students should be prepared to compare spoken and written texts; spontaneous and crafted speech; and different forms of spoken English, including individual and social varieties of English, and British regional dialects.</p>	<p>Students will apply language concepts and methods of analysis appropriately and systematically to data</p> <p>Students will apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses (discourses in this context means extended stretches of communication)</p> <p>Students will use accurately a range of terminology associated with the study of language</p> <p>Students will make accurate references to texts and sources</p> <p><u>Comparing and contrasting texts</u></p> <p><u>As above plus</u></p> <p>Students will explore connections across different texts and discourses</p> <p>Students will show understanding of how the different areas of study connect across the course as a whole.</p>
<p>Spring 1</p>	<p>Paper 2 Section B:</p> <p>language in the media</p>	<p>As above plus</p>	<p><u>Language in the media</u></p> <p><u>As above plus</u></p>

	<p>Paper 1 Section B: topical issues</p>	<p>language and power: the ways power is represented in a variety of texts and discourses</p> <p>language and gender: the ways gender is represented and reproduced in a variety of texts and discourses</p> <p>language and technology: the ways language varieties are shaped by the mode of communication and how different modal influences impact language use beyond that specific</p> <p><i>This is essential knowledge for Topical Issues and Language in the Media</i></p>	<p>Students will consider the contextual aspects of language use and evaluate language in different genres, modes and contexts</p> <p>Students will synthesise and reflect on language knowledge and understanding drawn from different areas of their studies of English language.</p> <p><u>Topical Issues</u></p> <p>Students will show critical understanding of issues and concepts relevant to language use</p> <p>Students will critically evaluate attitudes towards language and its users</p> <p>Students will demonstrate how texts and discourses are shaped in different genres, modes and contexts</p> <p>Students will apply critical and creative skills in the production of texts and discourses.</p>
<p>Spring 2</p>	<p>Paper 2 Section B: language in the media</p>	<p>As above plus</p> <p>language and power: the ways power is represented in a variety of texts and discourses</p>	<p><u>Language in the media</u></p> <p>Students will consider the contextual aspects of language use and evaluate</p>

	<p>Paper 1 Section B: topical issues</p>	<p>language and gender: the ways gender is represented and reproduced in a variety of texts and discourses</p> <p>language and technology: the ways language varieties are shaped by the mode of communication and how different modal influences impact language use beyond that specific</p> <p><i>This is essential knowledge for Topical Issues and Language in the Media</i></p>	<p>language in different genres, modes and contexts</p> <p>Students will synthesise and reflect on language knowledge and understanding drawn from different areas of their studies of English language.</p> <p><u>Topical Issues</u></p> <p>Students will show critical understanding of issues and concepts relevant to language use</p> <p>Students will critically evaluate attitudes towards language and its users</p> <p>Students will demonstrate how texts and discourses are shaped in different genres, modes and contexts</p> <p>Students will apply critical and creative skills in the production of texts and discourses.</p>
<p>Summer 1</p>	<p>Independent language research (03) 40 marks Non-exam assessment</p>	<p><u>Independent investigation</u></p> <p>Students will be taught how to write an academic formal language investigation within a restricted word count (2000-2500)</p>	<p><u>Independent Investigation</u></p> <p>undertake an independent investigation of language, selecting and applying appropriate methods and techniques systematically</p>

	<p>This term will also include revision of the units studied earlier in the academic year:</p> <p>Exploring Language</p> <p>Paper 1</p> <p><u>Section A:</u></p> <p>Language under the microscope</p> <p>Exploring Language</p> <p>Paper 1</p> <p><u>Section C:</u></p> <p>Comparing and contrasting texts</p>	<p>and including the relevant assessment objectives:</p> <p>A01 Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>A02 Demonstrate critical understanding of concepts and issues relevant to language use. AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>A05 Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>	<ul style="list-style-type: none"> • demonstrate knowledge of the language levels and how these can be applied in the chosen context • demonstrate understanding of how the different areas of study connect across their course as a whole • apply language concepts and methods of analysis appropriate and systematically to data. • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • critically evaluate attitudes towards language and its users • demonstrate critical understanding of concepts and issues relevant to their chosen area of language study • analyse how contextual factors and language features shape meaning in their chosen area of study • synthesise and reflect on language knowledge and understanding drawn from
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Summer 2	As above		

Year 13 ENGLISH Language Curriculum Map

Term	Topic/Unit title	Essential knowledge (what students should know and understand by the end of the unit/topic)	Essential skills (what students should be able to do by the end of the unit/topic)
Autumn 1	Paper 2 Section C: Language Change (1600s-Present Day)	<u>Language Change:</u> -Students will study the ways that the English language has developed and changed over time, including methodologies for the study of language change from 1600 onwards -Key historical events will be evaluated and sociological factors such as gender issues, the development of technology, historical and political changes will be studied -Students will study a range of historical texts and genres. -Students will learn important dates leading to language change -Students will learn the differences between descriptive attitudes and prescriptive attitudes to language change. -They will learn about the processes of language change	<u>Language Change:</u> -Students should be able to analyse language features in a range of contexts, comparing and contrasting the possible effects of contextual factors on the way language is produced in each text and is received and understood by their audiences.

	<p>Paper 2 Section A: Child Language Acquisition (0-7 years old)</p>	<p><u>Child Language Acquisition</u> -Students will learn the key theories about child language acquisition and consider the temporal and social contexts which surround these theories. -Students will learn to identify the key stages of CLA -Students will learn new vocabulary for CLA</p>	<p><u>Child Language Acquisition:</u> -Students should be able to do linguistic analysis of a short sample of authentic children’s spoken text and some aspects of the spoken text will be transcribed phonemically, using symbols from the International Phonetic Alphabet (IPA). -Students should be able to develop their analysis of linguistic features in the text with reference to theoretical concepts of child language acquisition to aid interpretation of the data.</p>
<p>Autumn 2</p>	<p>Independent language research (03) 40 marks Non-exam assessment</p> <p><i>This will be studied for one lesson a fortnight until the end of the autumn term. It may be necessary to use more lessons as we near the end of the autumn term.</i></p>	<p><u>Independent Investigation:</u> -Students will be taught how to write an academic formal language investigation within a restricted word count (2000-2500) and including the relevant assessment objectives: AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression. AO2 Demonstrate critical understanding of concepts and issues relevant to language use. AO3 Analyse and evaluate how</p>	<p><u>Independent Investigation:</u> Students will</p> <ul style="list-style-type: none"> • identify a research focus • select and apply an appropriate methodology for data collection • apply an appropriate method of linguistic analysis to the data collected • present and analyse their results • suggest possible conclusions • evaluate their investigation • include a bibliography. All learners will be expected to demonstrate the methodology used to conduct their investigation as part of their report, and to include

		contextual factors and language features are associated with the construction of meaning. A05 Demonstrate expertise and creativity in the use of English to communicate in different ways.	some use of quantitative data analysis.
Spring 1	<u>Academic Poster:</u>	<u>Academic Poster:</u> -Students will be taught how to present a formal academic poster which is concise and logically constructed -Students will be taught how to use graphs or charts to visually present data.	<u>Academic Poster:</u> Students will -produce a well researched and effectively organised overview of his/her own -produce an independent investigation in a form that would be suitable for display at an undergraduate conference for English language research. This will include: <ul style="list-style-type: none"> • An introduction or description of the context • Aims and/or influences • An explanation of the methodology • A presentation of results • Conclusions • An evaluation exploring limitations to the study, and potential next steps.
Spring 2	Revision of units studied throughout years 12 and 13		
Summer 1	Revision of units studied throughout years 12 and 13		

