

English Language Progression Model			Paper 1: Language, the Individual and Society (40%)		Paper 2: Language Diversity and Change (40%)		Non Examination Assessment: Language in Action (20%)	
Year 12	Topics taught	Cycle 1		Cycle 2		Cycle 3		
		Teacher A: Introduction to Paper 1 Section A / Language Levels	Teacher B: Language and identity / spoken discourse	Teacher A: Child language Acquisition - Spoken	Teacher B: Diversity topics	Teacher A: Introduction to Language Investigation NEA / Written CLA	Teacher B: Introduction to Original Writing / Commentary NEA / Diversity Topics	
	Justification	Students will be familiarised with the requirements of Paper 1 as well as the assessment objectives, before exploring elements of context and how this affects language use, since this underpins all other aspects of study throughout the course. Key ideas such as text producer and receiver, audience positioning, register and levels of formality will be studied. Language levels and related terminology will be applied to a range of texts: <ul style="list-style-type: none">• Morphology• Lexis and semantics• Grammar• Discourse• Pragmatics	Students will be introduced to Sociolinguistics, studying how language links to identity. They will explore modes of texts, focusing particularly on spoken mode and will consider aspects such as the discourse structures, levels of formality, non-fluency features. Discussion of this area links closely with students' own experiences. Language levels and related terminology will be applied to a range of texts: <ul style="list-style-type: none">• Phonology• Lexis and semantics• Grammar• Discourse• Pragmatics Theories related to spoken language will also be explored: Grice's Maxims, Accommodation, Speech Act, Politeness and Face	Section B of Paper 1 assesses students' knowledge and understanding of Child Language Acquisition, a highly accessible element of the course as they will usually have anecdotal information to refer to. The more accessible of the two elements is spoken acquisition, so this is studied first. Students will learn first about the meaning and contexts of human communication. After this, the course is broadly divided into: <ul style="list-style-type: none">• Stages of acquisition• Theories of acquisition• Development of Language levels	Continuing with the study of Sociolinguistics, students will explore links between language and identity. They will then begin studying the Diversity topics assessed on Paper 2. Geographical variation is studied first, as students will usually have their own strong attitudes opinions about accents and dialects. This then develops into the study of a specific variety: Multicultural London English. Language and Gender is then studied. This is of particular pertinence in the 21st century as gender roles in society change. Both theories and case studies will be explored. Language and Sexuality will also be covered.	Students will complete a Paper 1 for their formal end of year assessment. Following this, they will be introduced to the Language Investigation element of the NEA. They will be guided in how to gather appropriate data, how to construct a question or hypothesis and how to structure a formal report. Data will be gathered over the summer break ready for use in the Autumn term of Y13. They will then return to their CLA studies, this time with the focus on Written acquisition. They will study contextual influences, theoretical approaches and the application of these to a range of texts.	Students will complete a Paper 1 for their formal end of year assessment. They will then be introduced to the Original Writing and Commentary element of the NEA. They will study a range of style models in terms of genre, audience and language levels, with a view to selecting one model for their own piece. They will also be guided in how to write a commentary, linking and comparing their own piece to the model. Further Diversity topics will also be studied, namely Social Networks and Language and Age. Theories and relevant case study texts will be explored.	
		Cultural capital	The study of English Language at A Level is full of opportunities to develop students' cultural capital. No other subject enables them to explore their own and others' use of the spoken and written word, which is the means by which we all communicate with each other and upon which our relationships, both personal and professional, are built. Alongside their academic studies, students will be offered opportunities to participate in online and face to face activities related to the subject. Past activities have included visits to Seven Stories in Newcastle, study days at Northumbria University, a Press Conference Experience at Sunderland University and an online workshop from <i>The Guardian</i> newspaper about producing opinion pieces. Alongside their lessons, students will also be expected to access sites such as emagazine, Massolit and the British Library to develop and consolidate their knowledge and understanding of taught topics. Skills such as researching, presenting and essay writing will enhance their ability to access higher education courses.					

Year 13	Topics taught	Cycle 1		Cycle 2		Cycle 3	
		Teacher A: Language Change - stages and influences	Teacher B: Diversity / Language discourses	Teacher A: Language Change - models and attitudes	Teacher B: World Englishes and English as a Global Language	Teacher A: Final exam practice	Teacher B: Final exam practice
	Justification	<p>Mocks will take place during this cycle therefore some lessons will be dedicated to preparation.</p> <p>Students will study how the English Language has changed through time. They will start by exploring the origins of English, to include OE texts, before moving on to ME and key influences on the language. EME and attempts to standardise or fix the language will be explored, before studies come up to the present day. Aspects such as semantic, phonological, grammatical and orthographic change will be covered. Essay writing skills will be developed for Paper 2.</p>	<p>Mocks will take place during this cycle therefore some lessons will be dedicated to preparation.</p> <p>Further Diversity topics will be studied, beginning with Ethnicity and attitudes to Black British / American English. Students will then study Occupational Language, or Workplace modes, such as Legalese, Journalese and the language of medicine. They will move on to explore Closed groups, such as the Mafia and the Military, as well as practising skills in how to answer Paper 2 Section B questions (Language Discourses and producing Opinion pieces)</p>	<p>Final draft of Language Investigation NEA piece will be produced, students having had time, with guidance, to make revisions and corrections to first drafts.</p> <p>Students will explore Attitudes to Language Change, to include Prescriptive and Descriptive approaches, Aitchison's metaphors and Mackinnon's model. They will also consider Political Correctness as part of semantic change. Causes of change and the spread of changes will also be studied.</p>	<p>Final draft of Original Writing and Commentary NEA piece will be produced, students having had time, with guidance, to make revisions and corrections to first drafts.</p> <p>Students will now study World Englishes / English as a Global Language. They will explore how the language has spread as well as attitudes to its spread. Varieties such as American, Australian and Indian English will be covered, as well as the potential future of the language across the globe.</p> <p>Essay writing, comparison and opinion writing skills will be covered.</p>	<p>Students will have opportunities to practise their skills for Paper 1, Language, the Individual and Society, including timings and ensuring that the appropriate AOs are addressed in each question.</p>	<p>Students will have opportunities to practise their skills for Paper 2, Language Diversity and Change, including timings and ensuring that the appropriate AOs are addressed in each question.</p>

Curriculum Intent

This Progress Model means that by the end of the course all students will be equipped to demonstrate skills in:

- Textual analysis, related to mode, audience, purpose and context
- Oral and written communication, with understanding over overt and pragmatic meanings
- Using a wide range of linguistic terminology with discrimination and accuracy
- Application of language theories in relation to a wide range of linguistic topic areas
- Writing analytically and creatively, as well as knowing how to produce formal reports

Next steps:

Having studied English Language to A Level standard, students may go on to many different areas of employment and further or higher education:

- Undergraduate degrees in English, Creative Writing or Media / Communications
- Undergraduate degrees which require skills in oral or written communication / analysis, which covers a hugely diverse range of subjects
- Careers involving communication, both spoken and written
- Careers involving creative thinking and adaptability