

Key Stage Five: AQA English Language

Overall Curriculum Goals					
<ul style="list-style-type: none"> To introduce learners to the ways in which speakers use language and interact. To explore language and power and language and situation and how language affects all aspects of our lives. To explore how language is used distinctly in the 21st century. To engage in the creative process and write a commentary analysing and evaluation the language choices they have made. 					
Year 12 Half Term 1	Year 12 Half Term 2	Year 12 Half Term 3	Year 12 Half Term 4	Year 12 Half Term 5	Year 12 Half Term 6
<p>Teacher One</p> <ol style="list-style-type: none"> Lexis Lexis Semantics Semantics Grammar Grammar Phonetics, phonology, prosodics Phonetics, phonology, prosodics <p>Teacher Two</p> <ol style="list-style-type: none"> Discourse Discourse Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language Assessment 	<p>Teacher One</p> <ol style="list-style-type: none"> Language Issues: Power (Types of power, classifying power) Wareing/Fairclough, jargon, plain English campaign. Language and Occupation. Discourse Communities. Drew and Heritage/Koester Grice's Maxims. Goffman's Face Theory. Sapir Whorf. IRF Theory. Language in the Classroom. Assessment. Language and persuasion: speeches. MIB. Modelling. <p>Teacher Two</p> <ol style="list-style-type: none"> Creative and Critical Writing. Thriller/Crime. Conventions of the genre. Analysis of leading writers in the field. Write own examples. Write own examples. Write commentaries. Assessment: genre. Spoken Language MIB. Modelling. 	<p>Teacher One</p> <ol style="list-style-type: none"> Language Issues: Standard/Non-standard. History of language change. Standardisation process What is SE and Non-SE? RP Prescriptivism: Aitchison, Mackinnon, Cameron, Truss Descriptivism: David Crystal Deviations from SE. Teen speak. Slang/Jargon. Process of change Non-standard varieties: Milroy, Trudgill, Labov, Giles. Assessment. <p>Teacher Two</p> <ol style="list-style-type: none"> Creative and Critical Writing. Dramatic Monologues. Conventions of the genre Analysis of leading writers in the field Write own examples Write commentaries Assessment: Jane Eyre MIB: Modelling 	<p>Teacher One</p> <ol style="list-style-type: none"> Creative and Critical Writing. Travel. Conventions of the genre Analysis of leading writers in the field Write own examples Write commentaries Assessment <p>Teacher Two</p> <ol style="list-style-type: none"> Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language Analysis of Spoken Language 	<p>Teacher One</p> <ol style="list-style-type: none"> Language Issues: Situation. Pragmatics. Tenor/Mode/Field/Register. Spoken v Written Roman Jakobson's functions of language Social Interaction Political Correctness/ Theory. Politeness. Language of Newspapers. Language of Interviews Practice Question: Interviews <p>Teacher Two</p> <ol style="list-style-type: none"> Creative and Critical Writing. Reviews. Conventions of the genre Analysis of leading writers in the field Write own examples Write own examples Write commentaries Assessment 	<p>Teacher One</p> <p>REVISION</p> <p>FINAL EXAMS</p> <p>Teacher Two</p> <ol style="list-style-type: none"> MIB: Modelling. Assessment Language Investigation: NEA Component 4 (2500-3500) Questions – exemplar materials Hypothesis
Year 13 Half Term 1	Year 13 Half Term 2	Year 13 Half Term 3	Year 13 Half Term 4	Year 13 Half Term 5	Year 13 Half Term 6
<p>Teacher One</p> <ol style="list-style-type: none"> ENGLISH IN THE 21st CENTURY. Timeline Neologisms Electronic Communication. Webpages – blogging Social Media. Twitter/Facebook Telephone and Texting Chatrooms. Internet Dating Writer's representations and attitudes: women, relationships, religion, social and cultural expectations. Assessment 	<p>Teacher One</p> <ol style="list-style-type: none"> LANGUAGE CHANGE OVER TIME. History of English EME/LME. Contextual factors that change language DIVERSITY & CHANGE. History of English EME/LME. Contextual factors that change language. DIVERSITY & CHANGE Revise functional theory. Revise random fluctuation theory VOCABULARY. Lexical change. Semantic change GRAMMAR. Syntax and Morphology. EME PHONOLOGICAL CHANGE and SPEECH STYLES. 	<p>Teacher One</p> <ol style="list-style-type: none"> LANGUAGE CHANGE OVER TIME. Unseen texts – model. 1 a-d (SAMs) Unseen texts – apply 1 a-d. British Library Online Unseen texts – create own questions and answers using British Library Online Sec A 1a-d. Assessment/20 Summer 2018 (SAMs) Essay: structure/plan. Models Essay. Assessment Summer 2018 	<p>MOCK EXAMS</p> <p>Teacher One</p> <ol style="list-style-type: none"> Revise Language and Power/Situation Revise Language and Power/Situation Revise Language and Power/Situation <p>Teacher Two</p> <ol style="list-style-type: none"> Creative and Critical Writing ARTICLES. Conventions of the genre Write own example Write own commentary 	<p>Teacher One</p> <p>Revise Standard/Non-Standard</p> <p>Revise English in the 21st Century</p> <p>Teacher Two</p> <ol style="list-style-type: none"> Revise Language Change Over Time Revise Language Change Over Time Revise Language Change Over Time Creative and Critical writing. Conventions of the genre Write own examples Write own commentaries 	

<p>Teacher Two CHILD LANGUAGE ACQUISITION.</p> <ol style="list-style-type: none"> Interleave Language and Gender CHILD LANGUAGE ACQUISITION. Interleave Language and Gender CHILD LANGUAGE ACQUISITION. Interleave Language and Gender CHILD LANGUAGE ACQUISITION. Interleave Language and Gender Revisit C1 and C3 powerful knowledge and key skills. Revisit C1 and C3 powerful knowledge and key skills. Revisit C1 and C3 powerful knowledge and key skills. Revisit C1 and C3 powerful knowledge and key skills. 	<ol style="list-style-type: none"> ORTHOGRAPHY (spelling/punctuation/capitalisation) EME. Standardisation <p>Teacher Two Creative and Critical Writing</p> <ol style="list-style-type: none"> DYSTOPIAN FICTION. Conventions of the genre Analysis of leading writers in the field Write own examples Write own examples Write own commentaries Assessment: genre MIB 	<p>Teacher Two</p> <ol style="list-style-type: none"> Revise Child Language Acquisition Revise Child Language Acquisition Revise Child Language Acquisition Revise Spoken Language Revise Spoken Language Assessment 			
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Key Vocabulary/Concepts/Ideas

<p>COMPONENT ONE: SECTION A (YEAR 12 AND YEAR 13 REVISION) For this component, learners should have a sound knowledge of:</p> <ul style="list-style-type: none"> the key features of spoken language e.g. transience, immediate interactions and feedback, spontaneity, prosodic features, paralinguistics etc. conversation analysis e.g. openers and closings, topic shifts, terms of address, turn-taking, normal non-fluency features, adjacency pairs, deixis, hedges, interactive/monitoring features, discourse markers, minimal responses etc. key theories e.g. cooperative principle (Grice), implicature (Grice), politeness and face needs (Brown and Levinson, Leech's maxims), footing (Goffman), speech acts (Austin), accommodation etc. register e.g. mode, tenor, field different kinds of spoken language e.g. broadcast speech, informal conversation, child language, formal speeches, advertisements, interviews, vlogs, sports commentaries mixed mode e.g. dictated letter, 'thinking aloud' while writing a shopping list, telephone call from a call centre where a script is followed, reading from autocue. the influence of speech on written language in the twenty-first century. the language levels, in particular, discourse. 	<p>COMPONENT ONE: SECTION A</p> <ul style="list-style-type: none"> Adjacency pairs Adjuncts Adverbials Anaphoric reference Apologising Back-channelling Backtracking Cataphoric reference Co-operative signals Critical Discourse analysis (CDA) Deictics Discourse markers Disjuncts Exophoric reference Feedback Fillers Hedging Indicating deference Impersonalising Implicatures (implication) Initiate Interdiscursivity (or intertextuality) Mode Narrative structures Opening conversation: request, question, offer Overlap (co-operative) Pauses
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COMPONENT ONE: SECTION B POWER (YEAR 12 AND YEAR 13 REVISION)

For this component, learners should have a sound knowledge of:

- the significance of contextual factors e.g. register, purpose, situation, genre
- the relationship between participants e.g. age, gender, experience, rank, expertise etc.
- conversation analysis e.g. topic management, turn-taking, monitoring devices, non-fluency features, prosodics, politeness principle, Grice's Maxims, speech acts etc.
- language used to control and limit (instrumental power) e.g. legal language, language of government, education, business, religion
- the use of prestige forms (Standard English) vs regional forms (Non-Standard English)
- the language levels

This knowledge will help learners to identify and describe:

- different kinds of power e.g. political/official, social group, personal
- the relationship between participants (producers and receivers) in a range of contexts
- the ways in which lexical choices (e.g. terms of address, pronouns, evaluative expressions, unambiguous/direct words, connotations), grammatical choices (e.g. modality, grammatical mood, use of the passive voice, negative tag questions) and stylistic choices (e.g. tripling, repetition, figurative language) can be used to manipulate, dominate or control.

Using their knowledge to develop an argument will help learners:

- to analyse the linguistic indicators of power in written and spoken language
- to explore the differences between equal and unequal interactions
- to describe and interpret a range of examples, using theorists to support their points where appropriate.

COMPONENT ONE: SECTION B SITUATION (YEAR 12 AND YEAR 13 REVISION)

Learners should have a sound understanding of:

- pragmatics (linguistic and physical contextual factors)

- Rapport talk/report talk:
- Recast
- Response
- Relevance
- Repetition
- Simultaneous speech
- Tag questions
- Topic Initiation
- Turn-taking
- Utterance types: statement (declarative); question (interrogative); command (imperative); exclamation

COMPONENT ONE: SECTION B POWER

- Boulomaic Modality
- Conditionals
- Constraints
- Deontic modality
- Discourse Community
- Epistemic modality
- Face
- Face Threatening Act
- Holding the Floor
- Influential power
- Initiating (topic management)
- Initiation
- Response
- Feedback
- Instrumental power
- Parallelism
- Personal power
- Political power
- Positive and negative politeness
- Positive face
- Negative Face
- Power asymmetry
- Power behind discourse
- Power in discourse
- Powerful participant
- Simultaneous Speech
- Small talk
- Social group power
- Synthetic personalisation
- Unequal encounter

COMPONENT ONE: SECTION B SITUATION

AS ABOVE

- register e.g. mode, tenor, field
 - language and purpose (Jakobson's functions of language; speech acts)
 - the key features of spoken and written discourse
 - social interaction: politeness, face theory, Grice's Maxims, political correctness etc.
 - Standard English, Non-Standard English and Other Englishes
 - the language levels.
- This knowledge will help learners to identify and describe:
- the level of formality
 - the relationship between producers and receivers
 - the ways in which audience, purpose and context shape the linguistic choices made by speakers and writers
 - the effectiveness of a particular spoken or written discourse.
- Using their knowledge to interpret texts will help learners:
- to analyse and evaluate the form of English used in different situations
 - to explore the key linguistic features and to understand their effect
 - to describe and interpret a range of examples, using theorists to support their points where appropriate
 - to experiment with creating original writing shaped by different situations.

COMPONENT ONE: SECTION B STANDARD AND NON-STANDARD (YEAR 12 AND YEAR 13 REVISION)

Learners should have a sound understanding of:

- the emergence of Standard English (SE)
- the function of rule-books, education, the law etc. in establishing SE as an elite form
- RP and regional and social accents
- the role of SE and Received Pronunciation (RP) as familiar language models against which comparisons can be made
- descriptivist and prescriptivist attitudes
- accommodation: divergence and convergence
- acceptability and appropriateness i.e. the production and interpretation of language in a social context
- changing attitudes in the twenty-first century
- register and the language levels.

This knowledge will help learners to identify and describe:

- non-standard features of spoken and written English language in each period
- the acceptability of language use i.e. evaluation based on the connection between form, sequential position and social context
- the appropriateness of language use i.e. pragmatics (linked to speaker, hearer and intention)
- attitudes to language use.

Using their knowledge to develop an argument will help learners:

- to explain how context shapes the language choices speakers and writers make
- to comment on the use of non-standard features and evaluate the effectiveness of the communication
- to discuss attitudes to language and the ways these have changed over time
- to describe and interpret a range of examples, using theorists to support their points where appropriate.

COMPONENT TWO SECTION A LANGUAGE CHANGE OVER TIME (YEAR 13)

Learners should have a sound understanding of:

- the contextual factors that change language
- the key periods: Early Modern English (1500-1700), Modern English (1700-1900), Late Modern English (1900-2000), present day English (2000-)
- etymology and word formation

COMPONENT ONE: SECTION B STANDARD AND NON-STANDARD

- accent
- accommodation
- codification
- convergence
- declinism
- descriptivist / descriptivism
- determinism
- dialect
- divergence
- dynamic
- elaboration
- hypercorrection
- jargon
- libfix
- pedant
- prescriptivist / prescriptivism
- reflectionism
- Received Pronunciation (RP)
- Selection
- slang
- Standard English (SE)
- standardisation
- implementation
- static
- sticklerism
- slang
- variation

COMPONENT TWO SECTION A

- Abbreviation
- Acronym
- Affixation
- Amelioration
- Back Formation

- the spelling system and dictionaries; language rule-books and the punctuation system
 - the significance of informalisation in the twenty-first century and its effect on written language
 - genre and the ways in which specific text types change over time e.g. letters, newspaper reports, advertisements, narratives, prefaces, reviews, biographies, 'conduct' literature, diaries etc.
 - twenty-first century genres e.g. digital media and electronic communication
 - writers' representations of and attitudes to their subject matter e.g. women, religion, relationships, social and cultural expectations
 - the language levels.
- This knowledge will help learners to identify and describe:
- the distinctive orthographic, lexical and grammatical, and punctuation features of the English language in each period
 - the ways in which a specific text type has changed over time
 - changes in attitude.
- Using their knowledge to interpret texts will help learners:
- to set texts in their physical and linguistic context
 - to explore how texts work in the light of a focused question
 - to make connections between texts of similar genres, or with similar content.

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- Borrowing
- Blend
- Broadening
- Clipping
- Coinage
- Compound/ing
- Conversion
- Euphemism
- Idiom
- Initialism
- Inkhorn
- Metaphor
- Morphology
- Narrowing
- Negation
- Neologism
- Pejoration
- Prefix
- Semantic drift
- Suffix
- Weakening

COMPONENT TWO SECTION B

- Abbreviation
- Acronym
- Affixation
- Amelioration
- Back Formation
- Borrowing
- Blend
- Broadening
- Clipping
- Coinage
- Compound/ing
- Contraction
- Conversion
- deletion
- Dysphemism
- Emoji
- Emoticon
- Elision
- Elliptical Features
- Euphemism
- Hashtag
- Idiom
- Initialism
- Jargon
- Unfollow
- Unfriend
- Rebus Abbreviation
- Retweet

- Metaphor
- Morphology
- Narrowing
- Negation
- Neologism
- Netspeak
- Pejoration
- Podcast
- Phatic
- Prefix
- Semantic drift
- Sexting
- Slang
- Social Media
- Specialist Lexis
- Suffix
- Textspeak
- Tweet
- Vlog (ing)
- Weakening

COMPONNET THREE (YEAR 13 AND TEAR 13 REVISION)

Original Writing Key Points:

Learners should have a sound knowledge of:

- register e.g. mode, tenor, field
- the distinctive linguistic features of different literary and non-literary text types
- the influence of contextual factors on linguistic choices
- punctuation and the ways in which it can be used to create different effects
- the language levels. This knowledge will help learners to produce:
- a range of different literary and non-literary text types.

Using their experience as writers will help learners:

- to be creative in engaging with a task
- to demonstrate expertise, writing in different ways for different audiences and purposes
- to manipulate language to create specific effects
- to develop a personal voice

Critical Commentary Key Points:

Learners should have a sound understanding of:

- register e.g. mode, tenor, field
- the distinctive linguistic features of different literary and non-literary text types
- the influence of contextual factors on linguistic choices
- punctuation and the ways in which it can be used to create different effects
- the language levels.

This knowledge will help learners to produce:

- a commentary which assesses the effectiveness of their original writing.

Using their experience as critics will help learners:

- to analyse and evaluate their own writing using the language levels and associated terminology
- to explain what they have tried to achieve
- to explore the influence of the contextual factors
- to consider the ways in which they have shaped meaning.

COMPONENT THREE

- Audience
- Primary audience
- Intended audience
- Secondary audience
- Text producer
- Text receiver
- Narrative hook
- Genre
- Field
- Mode
- Tenor
- Formality
- Tone
- Register
- Style
- Stage Directions
- Cyclical structure
- Direct address
- Narrative voice
- Narrative arc: exposition, problem, conflict, resolution
- Conventions
- Characterisation
- Setting
- Pun

COMPONENT FOUR NON-EXAMINATION ASSESSMENT (YEAR 12 AND YEAR 13)

This component gives opportunities for learners to select an aspect of study that interests them from the list below related to the theme of language and identity. Learners are required to independently conduct a language investigation, to develop their methods of language analysis through research, data collection and interpretation and to select material that is culturally, personally and academically of interest to them. Learners must select one of the following four areas for their language investigation.

Language and self-representation

A study of how context affects the learner's own language choices. This topic would allow learners to use their knowledge of the levels of language and of key concepts and issues to explore and interpret their own idiolect. Learners are free to define their own area(s). Possible areas for investigation could include:

- register
- communication strategies
- accommodation
- politeness.

Language and gender

A study of how gender might affect language choices. This topic would allow learners to use their knowledge of the levels of language and of key concepts and issues to explore and interpret gender issues. Learners are free to define their own area(s). Possible areas for investigation could include:

- representation
- attitudes
- gender neutral language
- linguistic conventions.

Language and culture

A study of how language reflects culture. This topic would allow learners to use their knowledge of the levels of language and of key concepts and issues to explore and interpret cultural ideologies. Learners are free to define their own area(s). Possible areas for investigation could include:

- the arts
- sports and entertainment
- education
- belief systems.

Language diversity

A study of how a distinctive variety of English differs from Standard English. This topic would allow learners to use their knowledge of the levels of language and of key concepts and issues to explore and interpret aspects of diversity. Learners are free to define their own area(s). Possible areas for investigation could include:

- geographical and social variation
- African American Vernacular English (AAVE)
- other Englishes
- occupational language.

Application of the Frameworks (AO1)

Learners will be required to apply knowledge and understanding of the different language levels to their own data. Accurate application of the language levels underpin this task. Learners are not expected to cover all of the language levels throughout their investigation, but instead select those that are best fitting to their question. Being able to rationalise this process is an intrinsic part of the task.

The language levels are:

- phonetics, phonology, prosodics: how speech sounds and effects are articulated and analysed
- lexis and semantics: the vocabulary of English, including historical, geographical, social and individual varieties of English
- grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics: the contextual aspects of language use
- discourse: extended stretches of communication occurring in different genres, modes and contexts

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<ul style="list-style-type: none"> • Creative Writing Club • Poet Laureate • Book Club (TBC) • Lectures (Subject to availability) 		<ul style="list-style-type: none"> • Creating Writing Club • World Book Day • Book Club (TBC) • Lectures (Subject to availability) 		<ul style="list-style-type: none"> • Creative Writing Club • Book Club (TBC) • Lectures (Subject to availability) 	