

**ENGLISH DEPARTMENT: SCHEME of WORK OVERVIEW  
A Level English Language (from 2015)**

**Introduction to Levels : Spoken Language**

<b>Overall Objectives</b>	<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</p> <p>A03 – analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p><b>Know key features of spoken language and conversational theory/pragmatics</b>  <b>Be able to identify features of spoken language and analyse how such features are impacted by context and help construct meaning</b>  <b>Be able to apply relevant theory to spoken texts</b></p>
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<b>PLTS/6R's</b>	<p><b>Independent Thinkers</b>  <b>Reflective Learners</b>  <b>Self Managers</b>  <b>Effective Participants</b>  <b>Creative Thinkers</b></p>
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<b>SUGGESTED TASKS</b>	<b>ASSESSMENTS</b>
	<p>Contributes towards initial assessments in first half term</p> <ul style="list-style-type: none"> <li>• <b>Early assessed task visual text (eg Shopping mall advert/Captain Pugwash) what do you notice about language use.</b></li> </ul> <p><b>Text analysis – analyse a text using 3 frameworks</b></p>

<b>Resources</b>	<p><b>Texts from past papers (AQA)</b>  <b>Texts from Sample Data (Edexcel)</b>  <b>Nelson Thornes English Language for AQA (AS)</b>  <b>Nelson Thornes English Language for AQA (A2)</b>  <b>Letts Revision Guide</b>  <b>David Crystal: Encyclopedia of English</b>  <b>English and Media Centre website</b></p>
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	<b>Teachit – Teachers Resource site</b> <b>Universal Teacher website</b> <b>Various YouTube guides</b>
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<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>Know key terms relating to modality: Spontaneous, planned, multi-modal, representation, re-counts</p> <p>Know purposes of speech Referential Expressive Transactional Interactional Phatic</p> <p>Know key terms relating to spontaneous speech:</p> <ul style="list-style-type: none"> <li>• Contraction</li> <li>• Phatic</li> <li>• Deictic expression</li> <li>• Filler</li> <li>• Filled pause</li> <li>• Unvoiced pause</li> <li>• False start</li> <li>• Non-standard</li> <li>• Hedging</li> <li>• Repair</li> <li>• Fixed expressions</li> <li>• Vague expressions</li> <li>• ellipsis</li> <li>• Topic marker</li> <li>• Topic shifter</li> <li>• Topic loop</li> <li>• Adjacency pairs</li> <li>• Tag questions</li> <li>• Verbal responses</li> <li>• Non verbal responsid</li> <li>• Prosodic/paralinguistic</li> <li>• Dominance</li> <li>• IRF</li> <li>• Insertion sequence</li> </ul> <p>Know key terms relating to narrative categories:</p> <ul style="list-style-type: none"> <li>• Abstract</li> <li>• Orientation</li> </ul>	<p>Be able to identify relevant features of spoken language</p> <p>Be able to analyse talk using correct terminology and applying relevant concepts</p> <p>Be able to apply terminology and concepts across all aspects of the course</p>

- Complicating action
- Resolution
- Evaluation
- Coda

Know key terms relating to individual identity:

- Idiolect
- sociolect

Know key terms and concepts relating to pragmatics and conversational theory

- Shared understanding
- Implied meaning
- Sub text
- Deixis: personal; spatial; temporal; distal; proximal
- Grice's maxims
- Flouting maxims
- Co-operative principle
- Accommodation theory
- Convergence (downward/upward)
- Divergence
- Face and politeness theory
- Face saving
- Face threatening
- Speech acts
- Felicity conditions