

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

Introduction to Levels: Phonology

Overall Objectives	<p>A01 – Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <p>A03 – Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</p> <p>Know key terms associated with Phonology level</p> <p>Be able to identify features of Phonology and analyse how such features help construct meaning</p>
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PLTS/6R's	<p>Independent Thinkers</p> <p>Reflective Learners</p> <p>Self Managers</p> <p>Effective Participants</p> <p>Creative Thinkers</p>
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SUGGESTED TASKS	ASSESSMENTS
	<p>Contributes towards initial assessments in first half term</p> <ul style="list-style-type: none"> • Early assessed task visual text (eg Shopping mall advert/Captain Pugwash) what do you notice about language use. <p>Text analysis – analyse a text using 3 frameworks</p>

Resources	<p>Past Papers data – AQA</p> <p>Past Papers data – Edexcel</p> <p>Various text books for past specifications</p> <p>English and Media Website</p> <p>Universal teacher website</p> <p>Teachit website</p>
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KNOWLEDGE	SKILLS
<p>Know: IPA – key symbols and how to use Distinction between phoneme and grapheme</p> <p>Know key terms Phonology Prosody/Prosodic (also spoken language) Phoneme Minimal pair Glottal stop Schwa Accent Dialect Received pronunciation Pitch Intonation Stress Syllable Rhythm Onomatopoeia Rhyme Alliteration Assonance Sibilance</p> <p>(additional terms to be covered in Child Language Acquisition)</p>	<ul style="list-style-type: none"> • Know key terms • Be able to learn key terms • Be able to identify features of phonology within texts • Analyse how phonology contributes to meaning and identity • Analyse how phonology is impacted by context and concepts • Apply knowledge to all relevant course components