

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

Introduction to Language: Social Concepts

Overall Objectives	<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>Introduce Key concepts that will be relevant across all components Know the terminology relevant to the concepts Know how context impacts on understanding of concepts</p>
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PLTS/6R's	<p>Independent Enquirers Reflective Learners Self Managers Effective Participants Creative Thinkers Team Workers</p>
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SUGGESTED TASKS	ASSESSMENTS
<ul style="list-style-type: none"> - teacher introduction of key ideas - mini investigations – students to recognize concepts in own contexts - analysis of variety of texts to apply knowledge - research, using EMC, of up to date thinking and ideas relating to concepts 	<p>Feeds into assessments of written and spoken texts in Year 12; individual variation; historical variation; child language acquisition</p> <p>Feeds into assessment of written and spoken texts in Year 13</p> <p>Feeds into Component 3 – Investigation in Year 13</p>

Resources	<p>Resources in shared area Nelson Thornes AQA textbooks</p>
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	Edexcel online text book 'Context and Identity' English and Media Centre Investigation research texts (various)
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KNOWLEDGE	SKILLS
<p>Gender</p> <ul style="list-style-type: none"> - know key models of gender theory: deficit; dominance; difference; discussion - know difference between sex and gender - know concepts of social construct; stereotypes; representation; conditioning - know how language contributes to representation of gender and re-enforces stereotyping - know key terms and ideas behind them: marked terms; diminutive suffixes; lexical asymmetry; semantic derogation; address terms; generic terms - Revise verb process terms - Know key theories applicable to male and female speech styles <p>Power</p> <ul style="list-style-type: none"> - know key terms relating to power: - instrumental/influential - overt/covert - behind/within - asymmetric - constraints - formulation - epistemic modality - deontic modality - verb choices - imperative - Wareing: political, personal, social - Fairclough: Synthetic personalization; Ideology - Jargon - sociolect - Status 	<p>Be able to categorise and organize data, ask questions and draw conclusions in relation to concepts</p> <p>Be able to evaluate strength of theories and concepts from own investigations</p> <p>Be able to apply knowledge and theory to data across the course</p>

- Prestige
- features of Rhetoric
- Face
- Active
- Passive
- Mitigated imperative

Accent and Dialect (geographical variation)

- know key terms:
- accent
- dialect
- RP
- Standard English
- Regional variation
- Prestige
- Stigmatized
- Covert prestige
- demotic
- Colloquial
- slang
- Know relevant levels from other aspects of the course: lexis; grammar; phonology
- Know research into attitudes to regional accents and dialects including Black Vernacular English (BVE); Estuary English
- Representation of accent

Class

- stigmatized terms

Age (generational variation)

- link to historical variation and terms related to lexical and semantic change
- synonyms

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