

A LEVEL 2 YEAR PROGRAMME  
YEAR 12: YEAR 1

TERM	Teacher 1 (UKI)	Teacher 2 (AQU)
Year 12 AUTUMN: 1 (7/8 weeks)	<p><b>COMPONENT 1: LANGUAGE VARIATION</b> Introduction to the course <b>FRAMEWORKS and LEVELS</b> <b>AUDIENCE, FIELD, MODE, FUNCTION</b> <b>CONTEXT</b> <b>REPRESENTATION</b> <b>IDEOLOGY/DISOURSE</b> <b>REGISTER/FORMALITY</b> LEXIS GRAPHOLOGY IDIOLECT/SOCIOLECT PHONOLOGY and PROSODY</p> <p><b>ASSESSMENT:</b> Component 1: Section A Analysis of a Visual text</p>	<p><b>COMPONENT 1: LANGUAGE VARIATION</b> Introduction to the course <b>FRAMEWORKS and LEVELS</b> <b>AUDIENCE, FIELD, MODE, FUNCTION</b> <b>CONTEXT</b> <b>REPRESENTATION</b> <b>DISCOURSE/IDEOLOGY</b> <b>REGISTER/FORMALITY</b></p> <ul style="list-style-type: none"> <li>- PRAGMATICS</li> <li>- MORPHOLOGY</li> <li>- SYNTAX</li> </ul> <p><b>ASSESSMENT:</b> Component 1: Section A Analysis of a written text</p>
Year 12 AUTUMN: 2 (7 weeks)	<p><b>COMPONENT 1: LANGUAGE VARIATION</b> <i>Section A: Individual Variation</i> Spoken Language Multi-modal texts Theory of conversation and spoken language Spoken Pragmatics and Politeness Format of Transcripts IPA Accent and Dialect Phonology and Prosody Global English – written and spoken and media – link to Historical Variation</p> <p><b>ASSESSMENT:</b> Component 1: Section A Comparison of texts: two unseen 21<sup>st</sup> century linked texts</p>	<p><b>COMPONENT 1: LANGUAGE VARIATION</b> <i>Section A: Individual Variation</i> Concepts of identity and representation Gender Power: Applying theory to texts Class</p> <p>Comparing texts/identifying key frameworks and levels in a variety of texts (spoken and written)</p> <p><b>ASSESSMENT:</b> Component 1: Section A Comparison of texts: two unseen 21<sup>st</sup> century linked texts (written and spoken)</p>

<p>Year 12 SPRING: 1 (6 weeks)</p>	<p><b>COMPONENT 1: LANGUAGE VARIATION</b>  <b>Section B: Variation over Time</b>  Introduction to Language Change and Theory</p> <ul style="list-style-type: none"> <li>- prescriptive/descriptive</li> <li>- diachronic/synchronic</li> <li>- factors impacting on language change</li> <li>- key historical landmarks in language change</li> <li>- shifting attitudes</li> <li>- standardisation</li> <li>- great vowel shift</li> <li>- mode, field, audience</li> <li>- context and genre</li> <li>- lexical change</li> <li>- semantic change</li> <li>- grammatical change – syntax and morphology</li> <li>- orthographical change</li> </ul> <p>Analyse a variety of texts from Old English, Middle English, Early Modern English and Twentieth Century</p> <p><b>ASSESSMENT:</b>  Analyse an unseen pre-20<sup>th</sup> century text</p>	<p><b>COMPONENT 2: CHILD LANGUAGE ACQUISITION</b>  Introduction to CLA and theory  Spoken Acquisition</p> <ul style="list-style-type: none"> <li>- Theory of acquisition – and evaluation of theory</li> <li>- Theories linked to play and development</li> <li>- Stages of Acquisition</li> <li>- Phonology</li> <li>- Lexis</li> <li>- Syntax</li> <li>- Morphology</li> <li>- Discourse of speech</li> <li>- Role of adult</li> </ul> <p>Applying theory to texts  Consolidate understanding of grammar/morphology/syntax  Develop ability to respond to data in analytical form</p> <p>Written acquisition</p> <ul style="list-style-type: none"> <li>- role of reading in preparation for writing</li> <li>- transition from reading to writing</li> <li>- mechanical and special</li> <li>- orthography</li> <li>- lexis and semantics</li> <li>- syntax</li> <li>- discourse and genre of texts</li> <li>-</li> </ul> <p><b>ASSESSMENT:</b> Child Language Acquisition Analysis of Spoken Text</p>
<p>Year 12 SPRING: 2 (6 weeks)</p>	<p><b>COMPONENT 1: LANGUAGE VARIATION</b>  <b>Section B: Variation over Time</b>  Analyse and compare texts from different periods and different genres and apply knowledge and theory to texts in context</p> <p><b>ASSESSMENT:</b>  Compare two texts from different periods</p>	<p><b>COMPONENT 2: CHILD LANGUAGE ACQUISITION</b>  Focus on Spoken and Written language and theory continued as per above</p> <p><b>ASSESSMENT:</b> Child Language Acquisition Analysis of Written Text</p>

Year 12 SUMMER: 1 (5 weeks)	REVISION AND CONSOLIDATION COMPONENT 1B – Historical Variation  <b>Assessment: Exam preparation questions – Historical Variation</b>	REVISION AND CONSOLIDATION COMPONENT 1A: Individual Variation COMPONENT 2: CLA  <b>Assessment: Exam preparation questions Language variation Sections; CLA</b>
Year 12 SUMMER: 2 5 weeks	<b>1 week of Mock exams )W/B 15th June</b> <b>1 week of Uni Trip</b>  COMPONENT 1B – Preparation for Mock Feedback and consolidation activities resulting from Mock	<b>1 week of Mock exams )W/B 15<sup>th</sup> June</b> <b>1 week of Uni Trip</b>  COMPONENT 1A; 2 – Preparation for Mock Feedback and consolidation activities resulting from Mock
YEAR 13 AUTUMN 1	COMPONENT 4: COURSEWORK – CRAFTING LANGUAGE <ul style="list-style-type: none"> <li>• Tutorials supporting crafting of writing</li> <li>• Principles of commentary</li> </ul> Students <ul style="list-style-type: none"> <li>• Selecting genre</li> <li>• Planning writing to ensure function and/or audience is varied</li> <li>• Producing own writing</li> <li>• Recording their writing process to be used in commentary</li> </ul> <b>First drafts to be completed by End of Autumn 1</b> Potential revision of COMPONENT 1B Historical Variation – exam practice and analysis of texts  <b>Assessment: first draft of cw</b>	COMPONENT 3: INVESTIGATION <ul style="list-style-type: none"> <li>• Gender and Power revision</li> <li>• Individual research and group presentations</li> <li>• Sample investigations</li> <li>• Evaluative responses</li> </ul> Research/ Investigation skills <ul style="list-style-type: none"> <li>• Asking relevant questions</li> <li>• How to collect data</li> <li>• Methods of analysis</li> <li>• Qualitative and quantitative research</li> <li>• Framing a hypothesis</li> </ul> Potential revision of COMPONENT 1A Individual variation <b>Assessment: presentation of research; 1A analysis of texts</b>
YEAR 13 AUTUMN 2	COMPONENT 4: CREATING TEXTS	COMPONENT 3: INVESTIGATION

	<p>Redrafting of Assignments Drafting commentaries Compiling coursework</p> <p><b>Coursework to be completed by End of Autumn 2</b></p> <p><i>Assessment: Revision of Component 1B Historical variation – exam practice and analysis of texts</i></p> <p><i>Mock exam – Week beginning 25 November</i></p>	<p>Continuing research and principles of investigation as above</p> <p><b>Revision of Component 1A Individual variation</b> Revision of Component 2: CLA – written and spoken</p> <p><i>Assessment: CLA analysis of texts</i> <i>Mock Exam – Week beginning 25<sup>th</sup> November</i></p>
YEAR 13 SPRING 1	<p>COMPONENT 1B - Revision Historical Variation</p> <p>Preparation for exam – developing analytical skills</p> <p><b>Commentaries Completed by End of Spring 1 – Coursework folders compiled</b></p> <p><i>Assessment: Historical Variation exam practice and analysis of texts</i></p>	<p>COMPONENT 3 : INVESTIGATION</p> <p>Pre-release material issued in Jan Tutorial to support individual investigation Revision of investigation principles Individual focused research</p> <p>DRAFT investigation completed by half term Full investigation completed by Easter</p> <p><b>Revision of COMPONENT 1A: Individual Variation</b></p> <p><i>Assessment: Investigation draft</i> <i>Individual variation question</i></p>
YEAR 13 SPRING 2	<p>Component 1B - Revision of Historical Variation – preparation for exam – developing analytical skills</p> <p><i>Assessment: Individual Variation question</i></p>	<p>Exam practice for Unit 3 – Investigation: stress testing robustness of research and investigation</p> <p>Revision of Component 2: CLA – written and spoken</p> <p><i>Assessment: Practice exam question Unit 3</i></p>
YEAR 13 SUMMER 1	<p>Component 1B revision (Possible Component 1A revision)</p>	<p>Component 1A : Language Variation Component 2: CLA Component 3: Investigation Revision and preparation</p>