Sir Thomas Wharton Academy

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom

Year 13 Language	HT1-HT2	HT3-HT4	HT4	HT5-HT6
Text or Theme	Diversity and Discourse	Variations and Representations	NEA – Language in Action	Bespoke Consolidation
Developing Cultural Capital	**Child Language Development:** This area of study introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language. **Language Change:** Students study a range of examples of language in use and research data under the topic of language change. Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts represent language, construct an identity for the producer, position the reader and seek to influence them and are connected to discourses about language.	Exploring Variations and Representations in Language introduces students to the variety in language and the various texts that students will study throughout the course. Students explore purpose and audience, as well as the different language levels that students examine throughout A-level English Language. Students are encouraged to examine the reasons for language choices, and the effect of choices on audiences as well as examine their own preconceptions in doing so.	Students will produce one piece of original writing based the Power of Persuasion, the Power of Storytelling or the Power of Information and one accompanying commentary. In preparation for the writing, students will study a range of style models before selecting and analysing one style model in detail to consider how this will inform their Original Writing. Students will create their own piece of original writing, accompanied by a commentary exploring the effects created by the choices they have made in their writing.	**Representations:** This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. **Child language Development:** This area of study introduces students to the study of children's language development, exploring how children learn language and how they are able to understand and express themselves through language. **Language Diversity and Change:** Students study a range of examples of language in use and research data under the following topics; language and region, language and social class, language and gender, language and occupations, language and ethnicity, language and technology and language change. Students will explore how texts are produced to convey views and opinions about language issues. They will explore how texts represent language, construct an identity for the producer, position the reader and seek to influence them and are connected to discourses about language.
Retainable Knowledge	● Language levels – terminology. ● Child language theorists and concepts ● Language change theorists and concepts ● Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing	● Language levels – terminology. ● How language is shaped according to context, used to construct meanings and representations and to enact relationships between participants within a text. ● Conventions of a variety of texts.	● Language levels – terminology. ● Conventions of a variety of texts. ● Social and historical context that is relevant to texts. Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas.	● Language levels – terminology. ● How language is shaped according to audience, purpose, genre and mode, shaped according to context, used to construct meanings and representations and used to enact relationships between writers, speakers and audiences or between participants within a text.

	ideas.	• Social and historical context that is relevant to texts. • Essay writing – selecting quotations, analysing the writer's choices, evaluating and comparing ideas.		• Child language theorists and concepts • Language change theorists and concepts • Language diversity theorists and concepts
Cross Curricular Links	• **English Literature** – study of language use • **Psychology** – child language development • **History –** language change	• **English Literature** – study of language use, essay skills. • **Sociology** – social groups and diversity	• **English Literature** – study of language use, essay skills.	• **English Literature** – study of language use • **Psychology** – child language development • **History –** language change • **Sociology** – social groups and diversity
Vocabulary	Technical terminology is listed in the SoL vocabulary list.			
Assessments	**Child language:** Referring to Data Set… in detail, and to relevant ideas from language study, evaluate this view of children's language development. **Language Change:** Evaluate the idea that… Analyse how language is used in Text A and Text B to present views about politically correct language. Write an opinion article about…in which you assess the ideas and issues raised in Text A and Text B.	**Representations:** • Analyse how Text A/B uses language to create meanings and representations. Explore the similarities and differences in the ways that Text A and Text B use language.	**NEA:** • A language investigation (2,000 words excluding data). • A piece of original writing and commentary (750 words each).	**Representations:** Analyse how Text A/B uses language to create meanings and representations. Explore the similarities and differences in the ways that Text A and Text B use language. **Child Language:** Referring to Data Set… in detail, and to relevant ideas from language study, evaluate this view of children's language development **Language Diversity/Change:** Evaluate the idea that… Analyse how language is used in Text A and Text B to present views about politically correct language. Write an opinion article about…in which you assess the ideas and issues raised in Text A and Text B.