

A Level Language Progression Map

<p>Intent</p> <p>The Benton Park English Language graduate will have:</p> <ul style="list-style-type: none"> • An understanding of the power of language to influence others, shape identity and define relationships • The skills to analyse language in use in a range of contexts • The ability to shape and adapt their language use appropriately for audience and purpose • A critical understanding of theories and concepts relevant to language study • An appreciation of how their English Language studies can apply to their life and opportunities beyond sixth form. 	
<p>Assessment Objectives:</p> <p>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.</p> <p>AO2: Demonstrate critical understanding of concepts and issues relevant to language use.</p> <p>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.</p> <p>AO4: Explore connections across texts, informed by linguistic concepts and methods.</p> <p>AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.</p>	
<p>Links to Prior Learning</p> <p>Builds on grammatical knowledge acquired since KS2.</p> <p>Text analysis skills from KS4 English further developed, with more focus on audience and media texts.</p> <p>Original writing builds on skills developed through KS3 and 4 in adapting writing to suit audience and purpose.</p>	
<p>Word Revolution</p> <p>Semantics, pragmatics, lexis, discourse, register, receiver, producer, representation, syntax, morphology, phonology, graphology, dialect, sociolect, convergence, divergence,</p>	<p>Memory and Recall Pedagogy</p> <p>Starter tasks to re-cap on prior learning.</p> <p>Regular assessment tasks mid and post unit to consolidate new learning.</p> <p>‘Throwback’ revision tasks throughout to recall earlier topics.</p>

GATSBY Benchmarks 4: (creative writing, journalism, job adverts, writing application letter, legalese, teaching through CLA and child psychology). 7: Link to Trinity, Manchester lectures, Sheffield Hallam Intro.		Emphasis on effective note-taking to facilitate revision and re-cap. Regular Q& A to re-call prior learning. Fortnightly focus on AO1, layering on AO3 moving forward.	
Paper 1 – Language, the individual and society		Paper 2 – Language Diversity and Change	
Textual variations and representation (AO1/AO3/AO4) Analysis and comparison of two texts		Evaluative essay (AO1/AO2)	
Child language development (AO1/AO2) Critical essay responding to data		- Text analysis (AO1/AO3/AO4) - Directed writing (AO2/AO5)	
		Coursework Original writing (AO5) + Commentary (AO1-5)	
		Language Investigation (AO1, AO2, AO3)	

Year 12

	CONTENT	AOs	Skills progression	Assessments
HT1	Introduction to language Study: How to study A Level language – expectations / study skills, note-taking, organisation What is Language? Start with David Crystal. Language as system – frameworks for analysis: lexis semantics graphology grammar pragmatics Language and representation Textual analysis Spoken language features Conversation / interactional features Texts to study: list here	AO1, AO3, AO4	Foundation skills in language analysis: terminology and identification. Exposure to a wide variety of texts, spoken and written. Students equipped to take a systematic approach to analysis of a range of texts. Begin to explore social issues related to language use through representation, exploring texts in relation to their social and cultural context. KO for different frameworks	Text analysis and comparison. Paper 1 Section A practice. ‘No joy in a dry sausage’ - grammatical features / text analysis

	Make links to diversity topics			
HT2	<p>Language and gender Gender representations Historical development of gender theories: deficit, dominance, difference, diversity, performative Language features: male firstness, marking gender, metaphor. Gender representations – text analysis.</p> <p>Texts for analysis: Mills & Boon He-man / She Ra Boys' / girls' toy adverts Magazine covers (Cosmopolitan / Men's Health) Apprentice transcripts</p> <p>Accent and dialect Geographical varieties Grammatical / Phonological variations Accent & dialect and identity Accommodation theory Dialect levelling Received pronunciation / standard English Estuary English MLE</p> <p>Mini investigation opportunities: Attitudes to language and gender – questionnaires / interviews Accent and dialect – dialect words research.</p>	<p>AO1, AO2, AO3</p> <p>AO5</p>	<p>Developing knowledge of linguistic research and theory. Articulating key ideas and theories linked to examples of language in use. Students encouraged to take a critical view of theories by charting development of gender and accent theories and viewing in the light of changing social attitudes.</p> <p>Opportunities to develop writing skills linked to key topics in preparation for original writing coursework and Paper 2 section C. Mini investigation tasks to develop research skills for investigation coursework.</p>	<p>Write an article about related issue (Paper 2 Q4 practice)</p> <p>Paper 2 Section A practice.</p>
HT3	<p>Language and power – general intro to theories and concepts underpinning occupational language:</p> <ul style="list-style-type: none"> Instrumental / influential power 	<p>AO1 AO2</p>	<p>Students will be able to apply their linguistic knowledge to a variety of</p>	<p>Transcript analysis for power /</p>

	<p>Coursework - Original Writing Audience, purpose and form – range of texts for different audience and purpose.</p> <p>Style model analysis</p> <p>Re-drafting and editing</p>	AO2 AO5	<p>Students to explore different styles of creative writing – power of information, power of storytelling, power of information.</p> <p>Explore different audiences, genres and purposes.</p> <p>Close analysis of style model (lexis, cohesion, structure, graphology etc).</p>	
HT5	<p>Language Change Diachronic change - invasions through history Loan words and the British Empire Changes in orthography and grammar Inkhorn debate Printing press- Caxton Grammar - Lowth Dictionary - Johnson Standardisation Prestige (at different points in history - French, Latin etc)</p> <p>Paper 2 Section B Exploration of a range of articles exploring language diversity issues.</p> <p>Further supervision of original writing coursework – re-drafting and commentary writing.</p>	AO5 AO1 - AO4	<p>Students to acquire knowledge about historical change in language and key ideas about how and why language changes.</p> <p>Students to engage in the prescriptivist vs descriptivist debate.</p> <p>Developing essay writing skills and evaluative skills.</p> <p>Develop line of argument and cohesion in essay writing.</p>	<p>Coursework drafts</p> <p>Mock exam. Paper 2?</p>

HT6	<p>Language Change (continued)</p> <p>American English Modern technology -neology Prescriptivist vs Descriptivist debate Aitchinson's metaphors - is language decaying? David Crystal - language change debate Changes in lexis - borrowing, coining, clipping, acronyms, compounding, blending Semantic changes - broadening, narrowing, amelioration, pejoration, idioms, euphemisms</p> <p>Complete Original writing coursework</p>		<p>Students develop understanding of how language continues to evolve in a modern context, applying issues to their own experience and usage.</p>	<p>Final draft of original writing completed.</p>
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Year 13

	CONTENT	AOs AO1, AO2		
HT1	<p>Language Change continued: Global English - L1, L2 countries, lingua francas, use of English as a second language (Singlish etc) American English Pidgins and Creoles</p> <p>Language investigation intro – research methods Transcribing</p>	<p>AO1, AO3, AO4</p> <p>AO1, AO2, AO3</p>	<p>Broadening understanding of English as a global language. Developing grammatical awareness by studying example of new varieties of English developing through creolisation process.</p>	<p>Language Change Practice question eg. Assessment Evaluate the idea that the English language has been decaying over time and continues to do so. (30 marks)</p>

	<p>Gathering data Norms and variations Frameworks for analysis Investigation structure Look at exemplars as style models. Topic overview and selection.</p> <p>1-2-1 supervision to agree title, supervise data collection and guide analysis.</p>		<p>Through the language investigation, students become increasingly independent in gathering data and applying relevant linguistic knowledge. They also experience writing in a distinct form and have to organise ideas in a systematic way.</p>	<p>2018 paper</p>
HT2	<p>Child Language Acquisition</p> <p>My Childhood discussions at home: baby photos and first words. Reading Pack Nature/Nurture exploration (Review back to gender) Pre-verbal Stages First Year Second Year Holophrastic Telegraphic Post-telegraphic Phonology Morphology (touch on Wug Test, CDS, LAD and LASS here)</p> <p>The Wug Test Nativism/Innateness Theory Linguistic Nativism Chomsky Berko and Brown</p>	<p>AO1 AO2</p> <p>AO3</p>	<p>Students develop knowledge and understanding of the language acquisition process, from birth to around 8 years old. They develop skills of grammatical and phonological analysis through detailed exploration of data from different stages of acquisition. Students also have further opportunity to evaluate different theories relating to language acquisition, developing their own responses to the nature / nurture debate.</p>	<p>Practice question on CLA – nature / nurture debate.</p>

	<p>Revision of frameworks and language features – particular focus on grammatical features.</p> <p>Exposure to 19th and early 20th century texts for comparison:</p> <ul style="list-style-type: none"> • Dandy dogs • Riots and hooligans • Captain Scott’s diary • Florence Nightingale 		language and complex sentence structure.	
HT3	<p>Language Diversity Section A re-cap (change, occupation, gender, accent & dialect, sociolect)</p> <p>Revision / recall of key theories.</p> <p>Analysis of articles to link with Section B tasks eg. Accent prejudice, Business jargon, gender differences</p> <p>Language diversity section B – revision and further practice</p> <p>Q3:</p> <ul style="list-style-type: none"> • Re-visit representation, positioning, discourse as key areas for analysis. • Revision of key linguistic terminology / concepts, especially grammar for higher level analysis – modals, voice, aspect. <p>Q4:</p> <ul style="list-style-type: none"> • Close analysis of newspaper articles for language and form features • Practise writing articles. 	AO1, AO2, AO3, AO4, AO5	<p>Students consolidate knowledge of language diversity and associated theories / concepts.</p> <p>Exposure to a range of texts for different audiences exploring issues around language diversity and change.</p> <p>Exposure to examples of quality journalism to secure understanding of register and style features.</p> <p>Honing own writing skills in appropriate journalistic style and articulating personal view informed by language study.</p>	<p>Paper 2 Section A practice essay</p> <p>Paper 2 Section B practice</p>

	Coursework intervention as required			
HT4	<p>Revision and exam practice:</p> <ul style="list-style-type: none"> • Gender • Occupation / power • Sociolect • Accent and dialect <p>Text analysis and representation</p>	AO1, AO2, AO3, AO4, AO5	<p>Increasing independence and confidence in analysing a range of texts and developing comparison.</p> <p>Ability to articulate clear arguments in responses to exam questions and evaluate relevant ideas from language study</p>	
HT5	<p>Revision and exam practice:</p> <ul style="list-style-type: none"> • CLA • Language Change <p>Language discourses</p>	AO1, AO2, AO3, AO4, AO5		