

**KS5 English Language 2024- 2025**

**Year 12**

**Curriculum Overview: KS5 English Language**

**Rationale:** To expose students to a variety of texts from different eras and cultural contexts (including articles, web pages, adverts and moving image) in order to fully prepare them for their English Language exam whereby students will need to analyse and respond to unseen texts. Students will be exposed to a range of subject specific terminology as well as theoretical approaches, and will learn how to apply this accurately and appropriately in their critical and creative writing.

**Assessment Objectives:**

**AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

**AO2:** Demonstrate critical understanding of concepts and issues relevant to language use.

**AO3:** Analyse and evaluate how contextual features are associated with the construction of meaning.

**AO4:** Explore connections across texts, informed by linguistic concepts and methods.

**AO5:** Demonstrate expertise and creativity in the use of English to communicate in different ways.

Term / Length of Unit	Outline		Assessment	Home Learning	Resources	Knowledge/Skills End Points
<p><b>Autumn 1</b> 8 weeks</p>	<p><b>Language Levels (2 weeks)</b> Students will explore the fundamental “Language Levels” that underpin the basis for analysis of the English Language, looking at differences between Spoken and Written modes. Students will explore how the building</p>	<p><b>Gender</b> Students will explore and read a range of unseen texts, including articles transcripts and adverts to understand how gender and stereotypes impacts language use and representations. Lessons will incorporate a series of discussion and analytical activities. Students will understand a range</p>	<p><b>Progress Check:</b> <b>Paper 2 Q1/2</b> Evaluate the idea that women’s language makes them seem weaker than men.</p> <p><b>End assessment:</b> <b>Paper 2 Q1/2</b> Evaluate the idea that men and women communicate differently.</p>	<p>To add to their glossary of key terms completed over the summer holidays</p> <p>To read a range of wider reading and revise theoretical approaches.</p>	<p>Schemes on the Shared Area</p>	<ul style="list-style-type: none"> <li>- AO1 &amp; AO2</li> <li>- Debating points of view based on language</li> <li>- Understanding of Level 3-5 terminology</li> <li>- Understanding of historical context</li> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Understanding theory and concepts</li> <li>- Critical writing style</li> </ul>

	<p>blocks of language: lexis, syntax, grammar semantics, discourse, pragmatics, phonetics and graphology.</p>	<p>of Language and Gender theory as well as develop a critical analytical essay response.</p>				
		<p><b>Meanings &amp; Representations</b> Students will explore and read a range of texts to understand the conventions of meanings and representations in language. This scheme aims to encourage sophisticated analysis of all aspects of language with a focus on key terminology required for the exam, across a range of texts and links to other elements of the course including gender, class and attitudes to language.</p>	<p><b>Progress check:</b> Analyse how Text A uses language to create meanings and representations.</p> <p><b>End assessment:</b> <b>Paper 1 Section A</b></p>	<p>To read a range of texts (e.g. blogs, forums, articles, websites, etc.) and analyse independently.</p>	<p>Schemes on Shared Area</p>	<ul style="list-style-type: none"> <li>- AO1, AO3 &amp; AO4</li> <li>- Retrieval skills</li> <li>- Analysis of unseen text</li> <li>- Comparison of texts</li> <li>- Understanding of A Level terminology</li> <li>- Analysis of language choices</li> <li>- Understanding of contextual influences on representations and meanings created</li> </ul>
	<p><b>Occupation &amp; Power</b> Students will explore and read a range of unseen texts, including job descriptions, transcripts and articles to understand</p>	<p><b>Progress Check: Paper 2 Q1/2</b></p>	<p>Tasks include creating revision material of theory and terminology, reading articles, creating</p>	<p>Schemes on Shared Area</p>	<ul style="list-style-type: none"> <li>- AO1 &amp; AO2</li> <li>- Debating points of view based on language</li> </ul>	

<p><b>Autumn 2</b> 7 weeks</p>	<p>how occupation impacts language use. Lessons will incorporate a series of discussion and analysing activities. Students will understand a range of Language and Occupation theory as well as develop a critical analysis and creative writing style.</p>	<p>Evaluate the idea that power can be welded through language.</p> <p><b>End Assessment:</b> <b>Paper 2 Q1/2</b> Evaluate the idea that a person's language use is highly impacted by the job they do.</p>	<p>your own articles, and completing language surveys on their own idiolect.</p>		<ul style="list-style-type: none"> <li>- Understanding of Level 3-5 terminology</li> <li>- Understanding of historical context</li> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Understanding theory and concepts</li> </ul>
	<p><b>Feature articles and Blogs</b> Students will explore and read a range of newspaper articles and blogs to understand the conventions of news writing through a series of discussion and analytical activities. Students will explore how writers' create certain effects through language and also learn how to apply these in their own writing style.</p>	<p><b>Progress check:</b> <b>Paper 2 Qu4</b> Write an opinion blog in which you discuss the issues surrounding claims about accent use.</p> <p><b>End Assessment:</b> <b>Paper 2 Qu4</b> Write an opinion article in which you discuss the issues surrounding claims about gendered language use.</p>	<p>To begin to collate further exemplar feature articles and blogs to immerse them in the stylistic features of the genre.</p>	<p>Schemes on Shared Area</p>	<ul style="list-style-type: none"> <li>- AO2, AO5</li> <li>- Debating points of view based on language</li> <li>- Understanding of Level 5 terminology</li> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Understanding theory and concepts</li> <li>- Creative writing</li> <li>- Accuracy &amp; control of writing</li> </ul>

<p><b>Spring 1</b> 6 weeks (2 weeks Rev 2 weeks PPEs 2 weeks study)</p>	<p>In first two weeks, revision of topics previously covered in preparation for PPEs on P1 and Paper 2.</p> <p>For the last week work can begin on Spring 2 topics.</p>	<p><b>PPEs:</b> <b>Paper 1 Section A</b></p> <p><b>Paper 2 Section B (Choice of two questions x1- gender and x1 Power or occupation)</b></p>	<p>Revision</p>	<p>Use of knowledge organisers (A3)</p>	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> </ul>
<p><b>Spring 2</b> 6 weeks</p>	<p><b>Accent, Dialect, Social Class &amp; Ethnicity</b> Students will understand how a person's accent, dialect, race, ethnicity and social class may contribute to the way in which they speak. Students will explore the diversity in speech based on background factors of the speaker. Students will construct meaningful exam responses in preparation for their examinations and receive written and verbal feedback which enables them to progress.</p>	<p><b>Progress Check:</b> <b>Paper 2 qu 1/2</b> Evaluate the idea that accents and dialects affect the way we are viewed by others.</p> <p><b>End Assessment:</b> Evaluate how far a person's race and ethnicity are the biggest influences on their language.</p>	<p>To read a range of wider reading and revise theoretical approaches.</p>	<p>Schemes on Shared Area</p>	<ul style="list-style-type: none"> <li>- AO1 &amp; AO2</li> <li>- Debating points of view based on language</li> <li>- Understanding of Level 5 terminology</li> <li>- Understanding of historical context</li> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Understanding theory and concepts</li> </ul>
	<p><b>World English</b> Students will explore a range of ideas and concepts around English language and how it came to spread across the world. Students will evaluate the place of English within the world and explore the many ""Englishes"" in existence.</p>	<p><b>Progress check:</b> <b>Paper 2 Q1/2</b> Evaluate the idea that that British Standard English is superior to other varieties of English around the world.</p>	<p>To revise all A Level terminology, approaches to exam questions &amp; theory.</p>	<p>Schemes on Shared Area</p>	<ul style="list-style-type: none"> <li>- AO1, AO2, AO3</li> <li>- Debating points of view based on language</li> <li>- Understanding of Level 5 terminology</li> <li>- Understanding of historical context</li> </ul>

	Students will also consider the future of the English language.	<b>End Assessment: Paper 2 Q1/2</b> Evaluate the idea that British English is the only correct form of English			<ul style="list-style-type: none"> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Understanding theory and concepts</li> </ul>
<b>Summer 1</b> 4 weeks (2 weeks revision 2 weeks AS levels)	In first two weeks, revision of all topics and exam skills practise.  Paper 1: 12 <sup>th</sup> May am Paper 2: 19 <sup>th</sup> May am	<b>AS levels</b>	Revision	Use of knowledge organisers (A3)	<ul style="list-style-type: none"> <li>- AO1</li> <li>- AO2</li> <li>- AO3</li> <li>- AO4</li> </ul>
<b>Summer 2</b> 7 weeks ( 1 week W/Exp)	<b>NEA – Original Writing</b> Students will explore and read a range of style models before deciding on the style of writing they would like to create for their Original Writing. Students will work independently to analyse their style model and create their own original piece of work from the influence of the style model writing a commentary that explores and evaluates this process.	<b>End Assessment:</b> Fully annotated style model and finished Original Writing and commentary.	To research style model and pieces of creative writing.	Schemes on Shared Area	<ul style="list-style-type: none"> <li>- AO5</li> <li>- Understanding of genre conventions</li> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Analysis of a variety of texts</li> <li>- Critical and evaluative writing</li> <li>- Creative Writing</li> </ul>
	<b>Language discourses</b> <b>4 weeks:</b> Students will explore a variety of texts that present similar or contrasting viewpoints on a diversity topic. They will explore what language levels are being used to construct these viewpoints and how to compare them evaluating the impact of context on these.	<b>Progress check: Paper 2 Qu 3</b> Teacher’s choice	Collating own collection of texts under different diversity structures	Schemes on Shared Area	<ul style="list-style-type: none"> <li>- AO1, AO3, AO4</li> <li>- Applying Level 3-5 terminology</li> <li>- Applying theory and concepts</li> <li>- Critical and evaluative writing</li> <li>- Understanding of historical context</li> <li>- Debating points of view based on language</li> </ul>

	<p><b>Last 2weeks:</b>  <b>NEA – Mini Mock Investigation</b>  Students will work through a mock investigation on Lakoff’s Deficit theory, which will allow them to explore how an investigation is constructed and then recorded before refining their own Investigation to a topic of their choice. Students will work independently to settle on a topic and collate their data.</p>	<p><b>End assessment:</b>  Mock Investigation/  Collation of data for their own investigation</p>	<ul style="list-style-type: none"> <li>- Data collection</li> <li>- Typing up investigation</li> </ul>	<ul style="list-style-type: none"> <li>- Resources (including exemplars) on Shared Area</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating and consideration of ideas/concepts</li> <li>- Comparative analysis of a variety of texts</li> <li>- AO1, AO2, AO3,</li> <li>- Independent research &amp; analysis</li> <li>- Applying Level 3-5 terminology</li> <li>- Applying theory and concepts</li> <li>- Critical and evaluative writing</li> <li>- Understanding of historical context</li> <li>- Debating points of view based on language</li> <li>- Evaluating and consideration of ideas/concepts</li> </ul>
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