

# Long Term Plan 2023/24 A2 English Language:

Term 1 - Autumn 1	Term 1 - Autumn 2	Term 2 - Spring 1	Term 2 - Spring 2	Term 3 - Summer 1
<b>Interspersed as workshops across the year and mostly in Term 1: NEA: Language and Identity</b> (to be completed independently, with regular teacher-student consultations built in throughout the term with a view to nearing completion by the end of Term 1)				
<b>Language change over time</b>  Introduction to Language change (from Old English onwards) and Mother Tongue documentary  This unit introduces the key linguistic, social, historical and cultural conventions of <ul style="list-style-type: none"> <li>• Early Modern English (1500-1700):</li> <li>• Modern English (1700-1900):</li> <li>• Present-Day English (post-1900)</li> </ul>	<b>Text types over time</b>  This will include the study of many text genres from the past including: <ul style="list-style-type: none"> <li>• autobiographies</li> <li>• diaries</li> <li>• letters</li> <li>• narratives</li> <li>• newspaper reports</li> <li>• non-fiction</li> <li>• recipes</li> <li>• reviews</li> <li>• travel writing</li> </ul> <b>21st Century English</b>  Students must study the linguistic features of a range of 21st-century texts including: <ul style="list-style-type: none"> <li>• <a href="#">tweets</a></li> <li>• <a href="#">text messages</a></li> <li>• <a href="#">email</a></li> <li>• Facebook profiles and posts</li> <li>• online discussion forums/YouTube vlogs</li> <li>• Instagram entries and bios</li> </ul>	<b>Language Concepts and Issues: Standard and Non-Standard English</b> <ul style="list-style-type: none"> <li>• register, mode, tenor and field</li> <li>• spoken and written language</li> <li>• appropriateness</li> <li>• received pronunciation (RP)</li> <li>• accent and dialect</li> <li>• attitudes to language</li> </ul> <b>Language Concepts and Issues: Language and Power</b> <ul style="list-style-type: none"> <li>• status</li> <li>• conversation analysis</li> <li>• bias</li> <li>• political language</li> <li>• legal language</li> <li>• advertising language</li> </ul>	<b>Language Concepts and Issues: Language and Situation</b> <ul style="list-style-type: none"> <li>• formal and informal contexts</li> <li>• participants and purpose</li> <li>• politeness</li> <li>• face theory</li> <li>• political correctness</li> </ul> <b>Language Concepts and Issues: Language Acquisition</b> <ul style="list-style-type: none"> <li>• theories of language acquisition</li> <li>• stages of language acquisition</li> <li>• purposes of communication</li> <li>• monologues</li> <li>• interactions with others</li> <li>• bilingualism and multilingualism</li> </ul> <b>Revision of spoken transcription analysis and application of language concepts and issues</b> to apply the linguistic knowledge of concepts and ideas students have gained in year 2 of the course to the kinds of spoken transcripts they first encountered in year 1.	<b>Creative and Critical Writing</b> to revise creative and critical commentary writing first studied in year 1  <b>Synoptic Revision</b>  In addition to practising past papers <i>under timed conditions</i> from the selection found on the <a href="#">Past Papers and Mark Schemes</a> section of the Eduqas website, and accessing the <a href="#">Online Exam Review resource materials</a> , students can use the following as a guide to consolidate knowledge for Components 1 and 2:  <a href="#">A Level Language Issues and Concepts Guidance Booklet</a>

<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Grammar tasks are the most stretching in this unit and higher attainers will often be given extension tasks linked to grammatical construction, syntax and non-standard forms.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Emulating a broadsheet style is incredibly challenging; pre-1900 prose texts pose a high level of challenge for high attainers; analysing the transgressive nature of language in social media gives rise to high level discussion and analysis.</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Concepts and issues in spoken texts encourage higher level debate from candidates; applying complex new terminology and using it to enhance analysis is a higher level skill</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Concepts and issues in spoken/written texts encourage higher level debate from candidates; applying complex new terminology and using it to enhance analysis is a higher level skill</p>	<p><b><u>Opportunity for stretch for high prior attainers</u></b> Extension and challenge tasks take place each lesson. Students will be challenged on their own individual areas of weakness through targeted FAR feedback, PLCs and individual actions.</p>
<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>misunderstanding of tone or content due to historical lexis, grammar and pragmatics</li> <li>Feature spotting with new A2 terminology</li> <li>Not initially recognising/being able to identify the conventions of each time period</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>Feature spotting with new A2 terminology</li> <li>Misjudging the tone of a text or not selecting the correct tone and style when emulating a text type</li> <li>Not being able to decode texts that are pre-1900</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>Not being able to differentiate between the terminology used in the spoken and written mode e.g not using 'utterance' when analysing spoken language</li> <li>Feature spotting</li> <li>Mislabelling of terms</li> <li>Struggling to compare two transcripts</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>misinterpreting the tone of a spoken transcript e.g. not recognising sarcasm</li> <li>Feature spotting</li> <li>Not initially recognising/being able to identify the distinguishing conventions of certain spoken/written language contexts</li> <li>Using theory as a 'Bolt on' rather than a way to enrich analysis</li> </ul>	<p><b><u>Anticipated Misconceptions:</u></b></p> <ul style="list-style-type: none"> <li>Students will use FAR feedback to target specific, personalised misconceptions during their revision these may include: feature spotting, lack of depth for conceptual issues, mislabelling terms and etc.</li> </ul>
<p><b><u>Links to previous Key Stage</u></b> Students have already studied a range of texts from the past, such as Chaucer and Shakespeare, at KS3 and KS4 so they have a grounding in literary heritage. Shakespeare and Keats are studied in AS Literature as part of the literary canon.</p>	<p><b><u>Links to previous Key Stage</u></b> GCSE study explores a range of literary and non-fiction genres. Language Paper 2, question 5 prepares students to write non-fiction for a range of different task types and audiences.</p>	<p><b><u>Links to previous Key Stage</u></b> Speaking and Listening at GCSE will have given students some background knowledge surrounding oracy and different contexts for spoken language. GCSE English language encourages students to develop analytical skills when examining texts.</p>	<p><b><u>Links to previous Key Stage</u></b> Speaking and Listening at GCSE will have given students some background knowledge surrounding oracy and different contexts for spoken language. GCSE English language encourages students to develop analytical skills when examining texts.</p>	<p><b><u>Links to previous Key Stage</u></b> GCSE language study prepares students for all areas of A2 study when revising for the exam, allowing them to build on analytical skills, skills of creating and sustaining a debate and using language creatively.</p>
<p><b><u>Links to future learning</u></b> The study of Middle English and Early Modern texts (such as Shakespeare) are central to all English programmes of study at university</p>	<p><b><u>Links to future learning</u></b> All English degrees include the study of a range of literary and non-fiction genres.</p>	<p><b><u>Links to future learning</u></b> Many degree level courses consider looking at pragmatics and how language changes in certain situations.</p>	<p><b><u>Links to future learning</u></b> Students interested in child development will find that this prepares them well for future study; Many degree level courses consider looking at pragmatics and how language changes in certain situations.</p>	<p><b><u>Links to future learning</u></b> Revision skills and the skills covered here prepare students for university study in every area.</p>
<p><b><u>SMSC and British Values</u></b> Students develop an understanding of their linguistic, cultural and historical backgrounds (morality; respect; cultural)</p>	<p><b><u>SMSC and British Values</u></b> Students explore the idea of expressing their opinions and the opinions of others; moral issues are discussed when they arise from literary texts (liberty;democracy; morality))</p>	<p><b><u>SMSC and British Values</u></b> Students consider spoken/written language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect)</p>	<p><b><u>SMSC and British Values</u></b> Students consider spoken language and its ability to manipulate, inform, debate and influence (moral; social; cultural; democracy liberty; respect, law)</p>	<p><b><u>SMSC and British Values</u></b> Students will cover all SMSC and British values as they revise for this unit as the past papers deal with a range of social, moral, political and spiritual issues.</p>
<p><b><u>Cultural Capital</u></b> This unit encourages students to consider their linguistic heritage and the many cultural and social influences that have led to English being one of the most widely used and understood languages in the world</p>	<p><b><u>Cultural Capital</u></b> The range of texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken/written transcripts/texts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken/written transcripts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>	<p><b><u>Cultural Capital</u></b> The range of spoken transcripts studied in this unit encompasses a wide range of social, moral, political and spiritual issues</p>
<p><b><u>Career Links</u></b></p>	<p><b><u>Career Links</u></b></p>	<p><b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching</p>	<p><b><u>Career Links.</u></b> This unit prepares students for a range of careers including journalism, politics, teaching</p>	<p><b><u>Career Links</u></b> This unit prepares students for a range of careers including journalism, politics, teaching</p>

This unit prepares students for a range of careers including journalism, working in the linguistic field and teaching	This unit prepares students for a range of careers including journalism, politics and teaching	and any role that involves communicating with others	and any role that involves communicating with others	and any role that involves communicating with others
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### **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 factors and language 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

