

## Year 13 English Language

Subject and Year Group	Autumn Year 13	Autumn 2 Year 13	Spring 1 Year 13	Spring 2 Year 13	Summer 1 Year 13	Summer 2 Year 13
<b>Topic/Unit to be studied</b>	Language Change  Continue Language Investigation and Original Writing		Re-visit CLA and the diversity topics.  Prepare for the submission of Language Investigation and Original Writing		Exam preparation	
<b>Core Knowledge and skills</b>	Grammatical change  Lexical change  Semantic change  Timeline of the English Language  Influences on the English Language  Prescriptivism vs descriptivism  Theories and studies surrounding language change  Global English  Historic Language change-students look back over how invasions affected our language, the process of new words forming eg borrowing, compounding, initialisms, acronyms. As part of the study of diachronic change students will look at key developments such as the printing press, development of dictionaries and the standardisation of grammar. As part of the study of more recent change students will analyse the impact of media and technology on more recent language change.  Global Language change-alongside historic language change the partner		CLA-students return to their study of Child Language Acquisition. Students re-visit the evaluate essay question (Paper 1 Questions 4+5) and apply more confident use of the language frameworks. This will prepare students for a mock exam question.  Students then re-visit each of the Diversity topics in turn: accent, dialect, gender, age, sexuality, power and occupation. The focus this term is on students developing their evaluative skills in order to improve their discursive writing (Paper 2 Questions 1+2). Students compare other people's opinions with confidence (Paper 2 Question 3). In turn this develops their own opinions on the key linguistic debates and they learn how to structure and write their own opinion articles. (Paper 2 question 4). Students will then bring their language change knowledge from Autumn 1 and 2 and return to Paper 1 Questions 1,2 and 3 which compare 2 texts on a non-linguistic topic such as sport, transport or travel and students develop their comparison skills using the framework and language change knowledge.  Students continue their NEA work.		Exam preparation  A range of skills covered designed to encourage students to look across the whole course and make links between key topics.	

	<p>teacher explores the notion of English as a global language-the impact of colonisation, Americanisms, case studies from around the world, theoretical approaches such as the Circles theory and Haugen's model. As part of this work students analyse the role of English as a Lingua Franca and the debates around the status of global varieties of English.</p> <p>Students will continue their work on both their Original Writing and their Language Investigations completing drafts in response to feedback. Their focus will be on the commentary element of the Original Writing and the remaining analysis sections of the Investigation.</p>		
<p><b>Assessment</b></p>	<p><b>Autumn 1</b></p> <p>Americanisms q3 Specimen Paper plus Americanisms essay and Language change opinion article</p> <p><b>Autumn 2</b></p> <p>Paper 2 essay on language change plus a Paper 1 Q1,2 +3 Meanings and Representations.</p>	<p><b>Spring 1</b></p> <p>Mock-Paper 1</p> <p><b>Spring 2</b></p> <p>Mock Paper 2</p>	<p><b>Summer 1</b></p> <p>All exam skills will be revised to prepare students for the final external exams.</p>
<p><b>Useful Links</b></p>			
<p><a href="https://www.englishandmedia.co.uk/">https://www.englishandmedia.co.uk/</a></p> <p><a href="https://babelzine.co.uk/">https://babelzine.co.uk/</a></p>			