

Year 12 English Language

Subject and Year Group	Autumn Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	Frameworks Child Language Acquisition		Language diversity		Representation	
Core Knowledge and skills	<p>Grammar, lexis, semantics, discourse, graphology, pragmatics.</p> <p>Audience, purpose, genre, mode and representations.</p> <p>The functions of children's language</p> <p>Phonological, pragmatic, lexical, semantic and grammatical development.</p> <p>Different genres of speech and writing</p> <p>Spoken, written and multimodal modes of communication</p> <p>Theories and research surrounding language development.</p>		<p>Language, gender and sexuality</p> <p>Students will study key debates eg Deficit, Dominance, Difference, Diversity. Students will look at how the debate about whether gender is a key influence on how we use language has developed over time and continues to develop</p> <p>Language, age and slang</p> <p>Students will analyse how the language of young people can be considered a unique dialect. They will study the features of MLE and the role of technology in language change.</p> <p>Accent and dialect</p> <p>Students begin by looking at Cockney Rhyming Slang and how it has evolved. They consider the unique features of several regional accents; the semantics and grammar of regional dialects and the way accents and dialects are viewed.</p> <p>Language, occupation and power</p>		<p>Analyse how texts present ideas about language-</p> <p>Students will study how the discourse around the key debates we have studied is used in texts written by journalists and others. Students compare texts and use their linguistic toolkit to analyse opposing views.</p> <p>NEA</p> <p>Original writing-style models and how to use them to inspire our own writing. Students also analyse the key stylistic features of genres such as narrative, informative and persuasive writing.</p> <p>Language Investigation: Students have a synoptic view of the course, developing a personal interest and sourcing data. Most students will learn how to create transcripts of spoken language.</p>	

		Students analyse the features of workplace language, its lexis and semantics.	
Assessment	<p>Autumn 1</p> <p>Frameworks-recipe framework test and CLA Edward and his mother</p> <p>Autumn 2</p> <p>Mum's Net or Cycling Meanings and Representations and One spoken CLA question and one written eg Flat Stanley for CLA</p>	<p>Spring 1</p> <p>Gender –A2 Spec Miscommunication essay and accent and dialect comparative texts Question 3.</p> <p>Spring 2</p> <p>Occupation and Power Comparative question and gender or accent/age opinion article</p>	<p>Summer 1</p> <p>Mock-Paper 1 CLA plus-paper 2 q3 and 4-opinion article.</p>
Useful Links			
https://www.englishandmedia.co.uk/ https://babelzine.co.uk/			