

St Mary's CE High School Curriculum Map 2024-25



Subject: English Language

Year: 12

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>CONTENT</b>	<p><b>Bridging Work: introduction to A Level Study &amp; Beginning textual variation and representation</b></p> <p><b>Language and Gender</b> – an introduction to sociolinguistics Gendered Language Marked and unmarked forms Models of gender theory – deficit, dominance, difference Contemporary gender thinking – Judith Butler, Deborah Cameron</p>	<p><b>Textual variation and Representation</b></p> <p><b>Language and Power</b> – Occupation and language in the workplace Linguistic convergence and divergence in occupation Use of acronyms and initialisms in the workplace Management speak and power balance between managers and staff/ staff and customers John Swales 2011 - discourse communities Drew and Heritage – inferential frameworks Dr Christian Ilbury and The Accent Bias Britain Project Kim and Elder – Korean airline study Wareing – types of power Norman Fairclough – power in discourse and power behind discourse Fairclough – asymmetric talk, powerful and powerless participants</p>	<p><b>Language Diversity: Accents and Dialects</b></p> <p><b>Language Change</b> - Timeline and history of Language change including borrowing, internal and external factors Examples of old English, middle English and early modern English The Oxford English Dictionary Word of the Year and influences Lexical and semantic change Processes of change including blending, compounding, neologism, semantic change, amelioration and pejoration Linguistic determinism including the Sapir-Whorf hypothesis</p>	<p><b>World Englishes</b></p> <p><b>Original Writing NEA and Opinion Articles</b> Introduction to Original Writing NEA including writing styles: The power of persuasion, The power of storytelling, The power of information Using a Guardian newspaper article on gendered language in AI as a starting point, write an opinion article assessing views and ideas on gendered language Adapting written register – formal to informal, serious to humorous etc. Writing to inform: analysis of music review, writing to emulate informative style Practise annotation of style-model with</p>	<p><b>Building Connections: Textual Variations and Representations</b></p> <p><b>Language Discourses and Opinion article writing</b> How texts: Represent language, construct an identity for the producer, position the reader and seek to influence them, connect to discourses about language. Language and freedom of speech: Guardian newspaper article ‘Is it really offensive to say ‘the French’ Creating a line of argument in writing Guardian Article: ‘Full stops are dying...’ - Write an opinion article in which you assess the ideas and opinions presented in Text A/B and present your own views.</p>	<p><b>Introduction to NEA Language Investigation</b></p> <p><b>Revision and Building connections: Sociolinguistic links to language change</b> Donald MacKinnon – categories of language use Descriptivism vs Prescriptivism Language rules as social ideology Amelioration, pejoration and political correctness Times Article: ‘Typing is Dead’ Loan words and borrowing across countries, cultures and communities</p>

St Mary's CE High School Curriculum Map 2024-25



Subject: English Language

Year: 12

		Kobin Kendrick - Question and Answer Sequences	Examining examples of change in syntax and morphology Phonetics and phonology: The great vowel shift, assimilation, dissimilation. Case Study: Vocal Fry Lexical sets e.g. the 'bath' set. Leading to origins of pronunciation variety and changes. Malcom Peyt – research around pronunciation relating to social class Models of change: Wave, s-curve, random fluctuation theory	teacher modelling (preparation for NEA) How to write a commentary with examples and work with mark-scheme Sourcing of style-model and teacher feedback on NEA topics Writing of NEA to begin in class and continue as part of study/home learning time	Arguments and debates around the word 'like'. Re-visit Sapir-Whorf hypothesis in relation to representations in texts	
<b>SKILLS</b>	Identifying and describing features of language diversity Researching diversity through wider reading texts and articles Analysing and evaluating how texts present ideas about language.	Writing analytically about texts as parts of discourses about language Writing about language issues in a variety of forms to communicate ideas to a non-specialist audience. Pragmatics: exploring the contextual aspects of language use Identifying and describing features of language diversity Researching diversity	Identifying and describing features of language change Researching change Analysing how texts present ideas about language. Writing discursively about language issues in an academic essay	Writing about language issues in a variety of forms to communicate ideas to a non-specialist audience.	Writing about language issues in a variety of forms to communicate ideas to a non-specialist audience. Researching opinions and debates through wider reading texts and articles	Identifying and describing features of language diversity and change Analysing and evaluating how texts present ideas about language. Writing discursively about language issues in an academic essay

St Mary's CE High School Curriculum Map 2024-25



Subject: English Language

Year: 12

<p><b>KEY QUESTIONS</b></p>	<p>Is English androcentric? Is language sexist? Does the media reinforce gender stereotypes?</p>	<p>How is language adapted to meet the needs of the customer/ client? Is language used to create camaraderie in certain occupations? Is there a difference between the language of a manager and a 'regular' co-worker? Is there discrimination in occupation due to accent?</p>	<p>What are the main influences on lexical and semantic change in English? Is semantic reclamation always successful? Analyse how language used in Text A and Text B reflects language change Why does English change?</p>	<p>How could you challenge the idea that Language should be used in a particular way? NEA topic set by student in collaboration with teacher</p>	<p>How does language portray reality and mould our social values?</p>	<p>What are the key factors causing English to change? What are prescriptivist and descriptivist viewpoints?</p>
<p><b>ASSESSMENT</b></p>	<p>Evaluate the idea that women use language differently from men</p>	<p>Evaluate the idea that occupations might use or be affected by discrimination or miscommunication.</p>	<p>Write an opinion article about attitudes to language change in which you assess the ideas and issues raised in Text A and Text B. You should refer to ideas from language study and argue your own views.</p>	<p>NEA Original Writing – annotated style model, original writing piece and commentary.</p>	<p>Write an opinion article in which you address the ideas in 'What you can't say' and express your own ideas and opinions.</p>	<p>Evaluate the idea that the English Language is taking over the planet</p>