

Course Outline: English Language Teacher 2 Paper 2

Rationale: Having considered your own language use for the Transition Unit, you will begin the course by exploring the impact of gender on the way we speak. As you become more confident with theory and studies, you will consider a range of other factors and how they influence spoken and written discourse. Both NEA tasks can be tailored to build upon this understanding: one, an investigation, encouraging the careful and scientific study of language and another, an original piece, putting the knowledge learned to good use in creating written texts of your own. Once you have learned the analytical and evaluative skills in Year 12, you will be ready to apply these to looking at how language has changed since 1600.

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
Autumn Term	Paper 2 Section A Language Diversity - gender Explore how our language changes according to a variety of factors in society. You will explore theoretical perspectives and models that explain language diversity.	<ul style="list-style-type: none"> • Know the key terminology. • Understand and critically evaluate language studies. • Know how language and gender theory has changed over time. • Learn how to structure an evaluative essay. 	<ul style="list-style-type: none"> • Presentations from transition unit. • Scaffolded Sec A essay on language and gender.
	Half-term		
	Language Diversity – Accent and Dialect	<ul style="list-style-type: none"> • Know the key terminology. • Understand and critically evaluate language studies. • Explore attitudes towards accents and dialects. • Develop sequencing ideas when structuring an evaluation. 	<ul style="list-style-type: none"> • Class-planned accent and dialect Sec A question.
Christmas Holiday			
Spring Term	Revision of Sec A Language Frameworks (gender and accent and dialect). Language diversity – occupation.	<ul style="list-style-type: none"> • Know the key terminology. • Understand and critically evaluate language studies. • Know the theory surrounding language use in the workplace. 	<ul style="list-style-type: none"> • In-class assessment Paper 2 Section A: a choice of evaluative question on either accents/dialects or gender. • Class-planned paragraphs.
	Half-term		
	Language diversity – Age, Ethnicity	<ul style="list-style-type: none"> • Identify attitudes to language diversity and change. • Interpret models of language spread. • Understand and critically evaluate language studies. 	<ul style="list-style-type: none"> • In-class timed essay – Section A.

		<ul style="list-style-type: none"> Know the theory surrounding language dissemination. 	
Easter Holiday			
Summer Term	<p>Paper 2 Section B</p> <p>Language Discourses</p> <p>You will study a range of non-fiction articles that convey attitudes to language diversity and change.</p> <p>You will use these to write an analytical comparison of the way meaning is constructed.</p>	<ul style="list-style-type: none"> Explore how texts construct an identity for the producer. Explore context of production and reception. Explore the methods in which texts seek to influence the reader. Write analytically and comparatively about texts. Write for an educated but non-specialist audience, adopting a suitable tone for purpose. 	<ul style="list-style-type: none"> Section B Question 3 class-planned. Section B Question 4 homework.
	Half-term		
	<p>NEA1: Language Investigation: Plan and implement data gathering relating to individual choice of topic, informed by wider reading</p> <p><i>NEA2: Original Writing</i> Explore text types in each of the three areas: the Power of Storytelling; the Power of Information and the Power of persuasion Students choose and annotate their own style model.</p> <p>Introduction to Paper 2 Language Discourses Q4.</p>	<p>Learn the styles and structures of language investigations</p> <p>Hypothesis</p> <p>Methodologies for obtaining and analysing language data</p> <p><i>What does a writer need to consider in producing a text?</i> <i>What factors affect the production of a text?</i> <i>Understand the concept of the writer's craft.</i> <i>Understand processes of drafting and editing and how a writer casts a critical eye over their work.</i></p>	<p>T3.2 Language Investigation Proposal Form.</p> <p>Data gathering to be completed over summer</p> <p><i>T3.2 Annotated Style Model</i> <i>T3.2 Original Writing and commentary– progress check</i></p>



Course Outline:

Year 13

	CONTENT	KEY/FUNDAMENTAL CONCEPTS	ASSESSMENT
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Autumn Term	Paper 2 Section A Language Change Explore how the English language has changed over the last 450 years (including vocabulary, syntax and grammar) and attitudes in response to this. Commentary for Original Writing NEA.	<ul style="list-style-type: none"> Understand the key terminology. Explore attitudes to language change. Understand why and how language changes over time. Revise how to structure an evaluation. Explain how the linguistic features of your writing fit your chosen genre. Explain the process of constructing your text. 	Paragraphs on Language Change. NEA 1 Investigation Data due <i>NEA 2 Draft of Original Writing commentary</i>
	Half-term		
	Language Change World Englishes Revise Language Diversity	<ul style="list-style-type: none"> Embed terminology. Evaluate attitudes. Analyse processes of change. Structure an evaluation. 	NEA1 Draft of introduction, aims, methodology sections submitted <i>NEA2 Final version of NEA Original Writing and commentary.</i> <ul style="list-style-type: none"> Paper 2 Section B mock.
	Christmas Holiday		
Spring Term	Complete Language Change	<ul style="list-style-type: none"> Consolidate knowledge. 	NEA1 full draft of Investigation submitted. Language Change Section A Q2 timed essay.
	Half-term		
	Revision		NEA1 final version of full investigation submitted Paper 2 Q3 (technology). Paper 2 Q4 timed in-class.
Easter Holiday			
Summer Term	Revision		<ul style="list-style-type: none"> Full Paper 2.
	Half-term		
Revision			