

Subject Learning Journey

■ Assessment
■ Form

Language discourses: now confident in their knowledge of key discourses- students hone their 'opinions' on these areas of interest, writing articles and debating evidence that arises.

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Language Discourses

NEA: Language Investigation

Students are afforded the freedom to conduct their own knowledge and researched informed socio-linguistic investigation. They pose a question, complete a corpus study of research and conduct a mini investigation in an area of individual interest.

Paper 2: mastery

Students, now confident in the expectations of each question, develop and extend their knowledge of relevant theory for social discourses towards language.

Mastery

NEA: Language Investigation

Year 13 Mastery and development

The second year of study allows for mastery and development of the course content.

Paper 1: mastery

Students, now confident in the expectations of each question, use this first term to consolidate their learning. This second visit of knowledge allows for finessing of writing technique and understanding of the intricacies of analysis.

NEA

Retrieval and consolidation

Mastery

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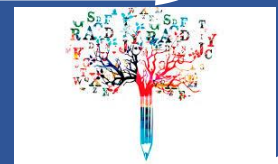
Non-Examined Assessment 1 – Original writing

Students build on their Paper 1 opinion writing skills, in their first piece of NEA. A piece of self-chosen original writing under the remit of the: Power of persuasion, storytelling or information. Students should create two pieces. One an example of a real text and the second, a comparative and analytical commentary based on their own work and others within the genre.

Opinion writing: the final element of paper 2 allows students to write an opinion article in response to a social discourse they have studied.

NEA

NEA: Original Writing



Language discourses: A comparative element based on common social discourses on key language areas

Language discourse

Language Diversity

Paper 2 continues with Language diversity. Students consider the impact on an individual's language. This covers language and age, region, gender, occupation and social position and the corresponding theories and studies that support these

Paper 2

Language and Social Contexts

Language Change

We then begin Paper 2 study: Language through time. This considers the etymological changes that have acted on the English language- and corresponding attitudes towards these.

Child Language Development: CLD

To complete students' foundational knowledge of Paper 1 We study Child Language Development. This allows students to study transcripts and apply linguistic theory to debate and engage with our socio-linguistic understanding.

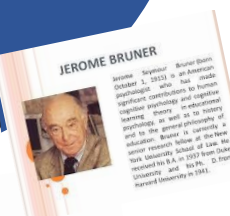
CLD

paper 1

Meanings and representations

Meanings and representations

For the majority of paper 1, students apply their knowledge to how a text positions and manipulates their reader through their language choices and shared context. The meanings and representations section of Paper 1 considers two texts separated by 100 years but joined by social perspectives



PIAGET

Language the individual and society

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The Seven Levels of English Language

Students study the seven levels of English Language: Lexis, Grammar, Semantics, Pragmatics, Phonology, Discourse and Morphology. These allow students to then approach the course with the language they need to succeed

Year 12- Foundational knowledge and understanding

Before we can begin the course content, students must first begin to build the foundation of their socio-linguistic study. This takes the form of their 'levels of language' study.

