

English Language A Level Year 13

A good A Level English Language student is curious, analytical, and disciplined. They engage actively with both spoken and written language, noticing how context, audience, purpose, and mode shape communication. They can confidently use technical terminology to explain language features and their effects, linking observations to social, cultural, or historical contexts. Such a student is also independent, reading widely to explore different registers, dialects, and styles, and reflecting critically on their own and others' language use. They are organised in their thinking and writing, producing clear, structured essays and investigations, while showing creativity in exploring language patterns or producing original texts. Most importantly, they are willing to question assumptions, develop their own interpretations, and back up arguments with evidence.

Summary of course content

The English Language A Level syllabus is split into three areas:

Paper 1: Language, the Individual & Society

- How language is used in **texts and social contexts**
- Textual analysis of things like articles, blogs, speeches and adverts
- **Children's language development** (ages 0–11)
- Study of how language reflects **identity, power and occupation**
- Compare and analyse two texts
- Some **creative writing** with commentary

Paper 2: Language Diversity & Change

- How **English has changed over time** (history of English)
- **Regional and social language variation** (dialects, accents)
- Global spread of English (e.g. World Englishes)
- Language and **gender, ethnicity, and social groups**
- Discursive essay about language issues

Non-Exam Assessment (Coursework)

- **Language investigation** (independent research project)
- Analyse real language data (spoken, written, or online)
- **Original writing piece** in a chosen style (e.g. article, story, speech)
- Commentary explaining language choices
- Usually about **3,500 words total**

You can find the AQA specification here: <https://www.aqa.org.uk/subjects/english/a-level/english-7702/specification/specification-at-a-glance>

Weekly:	• Completion of set work as outlined in the grid below
Fortnightly:	• Review of recent lessons, learning key terminology, producing revision resources such as cards and mind maps; completion of additional reading from anthologies using pro-forma • Independent Study Folder (ISF): this will be checked fortnightly by your tutor and logged.
Half termly:	• Revision: Review knowledge quizzes. Review topics and produce revision resources, e.g., flashcards, mind maps, posters, etc. Complete planning of past exam paper answers

In addition to those provided for specific tasks by your teacher, resources include:

TEAMS: reading list; knowledge organisers; language anthologies 1 and 2; lesson PowerPoints and reference materials; end of unit summaries.

Massolit: <https://massolit.io/>

Recommended sites for independent research – see separate list.

Independent Learning Schedule – two hours directed by each of your teachers (subject to change):

Week beginning	Teacher 1	Teacher 2
7 th September	Guided reading and summation from Language Anthology	Knowledge Organiser:
14	Read and summarise the case study discourse texts on swearing. Learn the word class definitions of word classes on pages 3 – 7 of the Grammar Guide Complete the Nov 20 Paper 1 Q1 on emoji usage	Knowledge Organiser Quiz Topic: All year 12 KOs
21	Learn the definitions of phrases on page 8 of the Grammar guide Paper 2 Q1 essay: Evaluate the idea that swearing and taboo language has become more accepted in society in recent years. A generic mark scheme is provided.	Essay response Paper 1: Section A
28	Learn the clause and sentence type definitions on pages 9 – 11 of the Grammar Guide Paper 2 Q3 essay: 'How do the writers of text A and B use language to present issues around swearing in their articles?' See the texts indicated on Slide 9.	Knowledge Organiser: Topic: Child Language Acquisition
5 th October	Massolit: The History of the English Language 6 mini-lectures (50 min approx.); view, copy transcriptions and annotate. Timed completion of Paper 2 Question 3: analysing two discourse texts 2023 paper (Punctuation) NEA – completion of progress sheet with evidence	Essay response Paper 2: Q4 Topic: Occupation
12	Learn the sentence modes and 'bits and bobs' definitions on pages 12 - 15 of the Grammar Guide Completion of three essays: Paper 1 2019 Q1, 2, 3 on Food texts	KO to complete Topic: language and age
19	NEA: draft introduction; hypothesis and methodology section Guided reading and summation from Language Anthology	Paper 2: Q1 Topic: language and technology
26	Half term	
2 nd November	Guided reading and summation from Language Anthology	Child language essay
9	NEA work on analysing primary data and producing summary charts etc. Guided reading and summation from Language Anthology	KO: Child language: spoken
16	Timed essay completion: Paper 1 Q1/2/3 on Language change slang texts	Essay: Paper 2 Q4 – social group
23	NEA: draft Framework 1 of NEA Complete grid on two Paper 2 discourse texts – vocal fry	KO: technology
30	NEA: draft Framework 1 of NEA	Essay: paper 2 section B – Q3 - Gender

7th December	Guided reading and summation from Language Anthology	KO: occupation
14	Prescribed revision on the topics of Language Change; Attitudes to English; Accents; Dialects; Global English	Essay: Child Language – writing?
21	Christmas holidays	
28	Christmas holidays	
4 th January	KO and theory: Attitudes to English Guided reading and summation from Language Anthology	Essay: Opinion Article: gender
11	Timed essay: Evaluate the idea of language reform (2021 exam question) KO and theory: Language Change	KO & theory: Gender
18	NEA: drafting frameworks 2 and 3 KO and theory: Varieties - Accents	Essay response Paper 1: Section A
25	NEA: drafting frameworks 2 and 3 KO and theory: Varieties - Dialects	Transcript annotation: CLA
1 st February	Trial exam revision	Paper 2: Q4 Topic: language and technology
8	Trial examinations	KO & theory: Children's Writing
15	Half term	
22	Paper 1: Q1/2/3	
1 st March	Paper 2: Evaluate Q	
8	Final redrafting of NEA Language Investigation KO and theory Global English	
15	Learning theorists and theories (AO2) Paper 2: Q3 essay	
22	Learning theorists and theories (AO2)	
29	Easter holiday	
5 th April	Easter holidays	
12	Completion of activities from the Examination Booklet as directed including analytical annotations of past paper texts and planning of answers for past questions. Alongside this, revision of specific topic: accent and dialect	
19	Completion of activities from the Examination Booklet as directed including analytical annotations of past paper texts and planning of answers for past questions. Alongside this, revision of specific topic: varieties – Global English	
26	Completion of activities from the Examination Booklet as directed including analytical annotations of past paper texts and planning of answers for past questions. Alongside this, revision of specific topic: Language Change	

3 rd May	Completion of activities from the Examination Booklet as directed including analytical annotations of past paper texts and planning of answers for past questions. Alongside this, revision of specific topic: Attitudes to English	
10	Examinations begin	Examinations begin
17		
24		
31	Half term	Half term
7 th June		
14		