**Year 1: AS Level or first year of A Level**

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| **TERM 1: Linguistic Concepts and Written Mode** |
| **TEACHING CONTENT** | **LINKS TO** **AS** **ASSESSMENTS** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Introduction to key linguistic concepts** * [Thinking about Language](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit1/thinking-about-language.pdf)
* Register (e.g. *Pygmalion* activities, pp.29-30 of Eduqas Analytical Writing CPD Booklet in AS/A Level English Language CPD Materials Autumn 2015, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website)
* Standard and Non-Standard English
	+ pp. 49-52 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or;
	+ pp.74-79 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1), or;
	+ [Standard and Non-Standard English guidance](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit1/standard-and-nonstandard-english.pdf)
* Language and Situation
	+ pp. 53-55 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)
	+ pp.84-87 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)
	+ [Language and Situation across AS and A Level](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit1/language-and-situation.pdf)
 | **Component 1**: Analysing Texts in Context**Component 2**: Using Language[Eduqas AS English Language Specification](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/eduqas-as-english-lang-spec-from-2015.pdf?language_id=1) | **Component 1**: Language Concepts and Issues**Component 2**: Language Change Over Time**Component 3**: Creative and Critical Use of Language**Component 4**: Language and Identity[Eduqas A Level English Language Specification](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/WJEC%20Eduqas%20A%20level%20English%20Language%20Specification%20%28From%202015%29.pdf?language_id=1) |
| **Key language levels** * lexis and semantics
	+ pp.14-19 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1) or;
	+ pp.16-23 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)
* grammar
	+ pp.20-24 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or;
	+ pp.24-31 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1), or;
	+ [Grammar: Teaching and Learning](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit2/grammar-t-and-l.pdf)
* phonology
	+ pp.10-13 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or;
	+ pp.8-15 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)
* pragmatics
	+ pp.25-31 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or;
	+ pp.32-42 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1), or;
	+ [Pragmatics: Ideas for teaching](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit2/pragmatics-t-and-l.pdf)
 | **Component 1**: Analysing Texts in Context**Component 2, Section A**: Investigating Data[Eduqas AS English Language Specification](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/eduqas-as-english-lang-spec-from-2015.pdf?language_id=1) | **Component 1**: Language Concepts and Issues**Component 2**: Language Change Over Time**Component 3**: Creative and Critical Use of Language**Component 4**: Language and Identity[Eduqas A Level English Language Specification](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/WJEC%20Eduqas%20A%20level%20English%20Language%20Specification%20%28From%202015%29.pdf?language_id=1) |

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| **TERM 1: Linguistic Concepts and Written Mode** |
| **TEACHING CONTENT** | **LINKS TO** **AS ASSESSMENTS** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Learning about text types: text conventions**pp.40-42 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or pp.43-46 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)* language(s) of journalism (e.g. articles, reports, editorials, opinions, obituaries, reviews)
* language(s) of advertising (leaflets, pamphlets, slogans, tag lines)
* language(s) of fiction (contemporary or pre-1900 prose)
* language(s) of literary non-fiction (e.g. travel writing, essays, autobiography, biography, memoir)
 | **Component 1 Section B:** Written Language**Component 2 Section A:** Investigating Data | **Component 2 Section A:** Language Change Over Time |
| **Applying the language levels in creative and analytical writing\***pp.62-64 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1), or pp.48-52 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)[Creative Use of Language](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit2/creative-use-of-lang-targetting-AO5-and-AO3.pdf) Examples of text types you **could** cover. Please note that this list is not exhaustive:* [reviews](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=985)
* [opinions](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=984)
* [explanations](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=982)
* [travel writing](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=987)
* [obituaries](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=983)

\*It is advisable that you avoid using spoken language materials from the pages shown here until Term 2, when students will be first exposed to the spoken mode. | **Component 1 Section B:** Written Language**Component 2 Section B:** Critical and Creative Writing | **Component 3:** Creative and Critical Use of Language |

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| **TERM 2: Linguistic Concepts and Spoken Mode** |
| **TEACHING CONTENT** | **LINKS TO** **AS ASSESSMENTS** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Key Features of Spoken Language*** Revisiting prior learning: features of dialogue in written language [p.12 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)]
* Introduction to transcripts [p.13 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)]

AND* [Phonemic transcription learner activities](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/A%20level%20English%20Language%20Phonemic%20Transcriptions%20Learner%20Worksheet.pdf?language_id=1)
* Comparing the linguistic features of spoken and written language [pp.12-13 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)

Some aspects you may choose to cover include: * colloquialisms
* deixis
* discourse markers
* ellipsis
* elision
* hedging
* turn-taking
* prosodics
* non-fluency features
* non-standard grammar
* phatic language
* shared knowledge etc
 | **Component 1 Section A:**Analysis of Spoken Language of the Media | **Component 1 Section A:**Analysis of Spoken Language  |
| **Genres of spoken language\***[pp.58-66 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1) contains a range of activities linked to various spoken language genres]Some genres you may choose to cover include: * advertisements
* commentaries
* formal/informal conversations
* interviews
* news broadcasts
* parliamentary broadcasts
* speeches
* vlogs
* sports commentaries

\*Note: AS Component 1 is Spoken Language of the Media, whereas A Level Component 1 could cover non-broadcast conversations, including conversations between adults and children and among children. | **Component 1 Section A:**Analysis of Spoken Language of the Media | **Component 1 Section A:**Analysis of Spoken Language  |
| **Spoken language concepts and issues**[pp.43-45 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)]Some concepts you may choose to explore include:* politeness and face needs (Brown & Levinson and Leach)
* accommodation
* cooperative principle and conversational implicature (Grice)
 | **Component 1 Section A:**Analysis of Spoken Language of the Media | **Component 1 Section A:**Analysis of Spoken Language**Component 1 Section B:** Language Issues  |

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| **TERM 3: Revision and Bridge to Year 2** |
| **TEACHING CONTENT** | **LINKS TO** **AS** **ASSESSMENTS** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Revision of Spoken and Written Modes*** AS Courses: Revision for Public Examinations (Component 1 and Component 2)
* A Level 2-year pathway: Revision for internal mock examinations for Component 1 and Component 3

Useful material:* Glossary of Terms [pp.65-73 of [AS Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/AS-English-Language-Teacher-Handbook.pdf?language_id=1)] and pp.118-134 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)]
* [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true)
* Online CPD webinar, found on the [Eduqas English Language resources page](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/) (scroll down to the bottom of the page)
* Spoken vs Written Mode Personalised Learning Checklist, found on the [Eduqas English Language resources page](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/) (scroll down to the Online CPD webinar at the bottom of the page)
* [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subid=22&lvlid=1)
 | **Component 1**: Analysing Texts in Context**Component 2**: Using Language | **Component 1**: Language Concepts and Issues**Component 3**: Creative and Critical Use of Language |
| **Bridge to Year 2: Non-Exam Assessment (NEA)*** [Introduction to Non-Exam Assessment](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit2/nea-t-and-l.pdf)
* [Task Structuring Guidance](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/A%20level%20English%20Language%20NEA%20Task%20Structuring%20Guidance%20%28Eduqas%29.pdf?language_id=1)
* [NEA Exemplar](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/A%20level%20English%20Language%20NEA%20Extract%20Exemplar.pdf?language_id=1) further full NEA examples can be found on the [WJEC secure website](http://www.wjecservices.co.uk)
* [NEA Standardising](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/NEA%20Standardising%20Component%204.pdf?language_id=1) videos available via the [WJEC secure website](http://www.wjecservices.co.uk)
 |  | **Component 4:** Language and Identity NEA |

**Year 2: Final Year of A Level Course**

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| **TERM 1: Language Change and Non-Exam Assessment (NEA)** |
| **TEACHING CONTENT** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **NEA: Language and Identity**(to be completed independently, with regular teacher-student consultations built in throughout the term with a view to completing by end of Term 1) | **Component 4**: Language and Identity |
| **Language change over time**A useful starting point for resources on this aspect of the course can be found in pp.67-73 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)You may also look at the Eduqas AL Comp 2 Resource Booklet in AS/A Level CPD Materials 2017-2018, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website.* + Early Modern English (1500-1700):
		- historical events (e.g. voyages of discovery and colonialism, Reformation)
		- linguistic concepts and issues (developing standardisation of orthography, dialect-levelling and roots of Standard English, e.g. impact of Caxton’s press)
		- orthography (variance in spelling), lexis (borrowing and variant etymologies), semantics and grammar issues (residual inflections, settling of syntactical order)
	+ Modern English (1700-1900):
		- historical events (e.g. Industrial Revolution)
		- linguistic concepts and issues (e.g. end of standardisation process, rise of prescriptivism)
		- orthography (settling of orthographical rules and conventions), lexis, semantics and grammar issues (prescriptivist grammar rules)
	+ Present-Day English (post-1900)
		- historical events (wars of 20th century, emergence of comprehensive education, women’s rights movement, post-colonial era)
		- linguistic concepts and issues (rise of descriptivism)
		- orthography, lexis, semantics and grammar issues (abandonment of prescriptivism in some contexts)
 | **Component 2 Section A**: Language Change Over Time *short questions* |
| **Text types over time**You may choose to cover the following – this list is not exhaustive:* autobiographies
* diaries
* letters
* narratives
* newspaper reports
* non-fiction
* recipes
* reviews
* travel writing

An introduction to some of these can be found in pp.26-28 of Eduqas Preparing to Teach CPD Booklet in AS/A Level English Language CPD Materials Jan 2015, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website), and;* [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true) - look for Component 2 New A Level
* [A Level English Language Component 2 Top Tips](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/A%20level%20English%20Language%20Component%202%20Top%2010%20Tips.pdf?language_id=1)
* [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subId=72&lvlId=1)
 | **Component 2 Section A**: Language Change Over Time essay |
| **21st Century English**Students must study the linguistic features of a range of 21st-century texts. Some examples to explore include:* [tweets](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=959)
* [text messages](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=961)
* [email](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=960)
* Facebook profiles and posts
* online discussion forums
* Instagram entries and bios
* [YouTube vlogs](https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rIid=962).

As well as investigating how language rules and conventions in these genres of 21st century English are followed, students should also explore how and why they depart from these rules and conventions.An introduction to some of these can be found in pp.28-31 of Eduqas Preparing to Teach CPD Booklet in AS/A Level English Language CPD Materials Jan 2015, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website), and;* [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true) - look for Component 2 A Level
* [A Level English Language Component 2 Top Tips](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/A%20level%20English%20Language%20Component%202%20Top%2010%20Tips.pdf?language_id=1)
* [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subId=72&lvlId=1)
 | **Component 2 Section B:** English in the 21st Century |

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| **TERM 2: Language Concepts and Issues and Spoken Language** |
| **TEACHING CONTENT** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Language Concepts and Issues: Standard and Non-Standard English**Resources for some of these can be found in pp.19-20 of Eduqas Preparing to Teach CPD Booklet in AS/A Level English Language CPD Materials Jan 2015, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website)Some areas to explore:* register, mode, tenor and field
* spoken and written language
* appropriateness
* received pronunciation (RP)
* accent and dialect
* attitudes to language.
 | **Component 1 Section B**: Language Issues |
| **Language Concepts and Issues: Language and Power**pp.80-83 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1) contains some resources.Some areas to explore:* status
* conversation analysis
* bias
* political language
* legal language
* advertising language.
 | **Component 1 Section B**: Language Issues |
| **Language Concepts and Issues: Language and Situation**Resources for some of these can be found in pp.15-16 of Eduqas Preparing to Teach CPD Booklet in AS/A Level English Language CPD Materials Jan 2015, found in the [Training Materials](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&cpd=true) section of the Eduqas website), and pp. 84-87 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1)Some areas to explore:* formal and informal contexts
* participants and purpose
* politeness
* face theory
* political correctness.
 | **Component 1 Section B**: Language Issues |
| **Language Concepts and Issues: Language Acquisition**pp.88-91 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1) contains some resourcesSome areas to explore:* theories of language acquisition
* stages of language acquisition
* purposes of communication
* monologues
* interactions with others
* bilingualism and multilingualism.
 | **Component 1 Section B**: Language Issues |
| **Revision of spoken transcription analysis and application of language concepts and issues**Use pp.92-94 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1) to apply the linguistic knowledge of concepts and ideas students have gained in year 2 of the course to the kinds of spoken transcripts they first encountered in year 1.Examples of materials can be found in the following places:* [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true) - look for Component 1 A Level
* [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subId=72&lvlId=1)
 | **Component 1 Section A**: Analysis of Spoken Language |

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| **TERM 3: Creative Writing and Synoptic Revision**  |
| **TEACHING CONTENT** | **LINKS TO** **A LEVEL ASSESSMENTS** |
| **Creative and Critical Writing**Use pp.101-107 of [A Level Language Teacher Handbook](https://www.eduqas.co.uk/qualifications/english-language/as-a-level/EduqasAlevelEnglishLanguagegftfrom2015.pdf?language_id=1) to revise creative and critical commentary writing first studied in year 1.Further materials include:* [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true) - look for Component 3 of new A Level
* [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subId=72&lvlId=1)
 | **Component 3**: Creative and Critical Use of Language |
| **Synoptic Revision**In addition to practising past papers *under timed conditions* from the selection found on the [Past Papers and Mark Schemes](https://www.eduqas.co.uk/qualifications/qualification-resources.html?subject=English&level=asaLevel&pastpaper=true) section of the Eduqas website, and accessing the [Online Exam Review resource materials](https://oer.eduqas.co.uk/Pages/ProjectByArgs.aspx?subId=72&lvlId=1), students can use the following as a guide to consolidate knowledge for Components 1 and 2:[A Level Language Issues and Concepts Guidance Booklet](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_3-27/unit2/lang-issues-and-concepts-t-and-l.pdf) | **Component 1**: Language Concepts and Issues**Component 2**: Language Change Over Time**Component 3**: Creative and Critical Use of Language |