

Years 12 English Language Curriculum Assessment Map

Year 12	INTENT		IMPLEMENTATION		IMPACT	
Half Term	Taught Curriculum	Learned Curriculum	Key Skills Demonstrated	Suggested wider activities including extracurricular opportunities	Summative Assessment Title/Type	Assessment Criteria
HT 1	English in The Real World: Terminology and Real World Context Focus	Developing ability from GCSE to A Level on how to analyse ways meanings are created. Techniques for developing an academic essay writing style Begin to gather (and analyse) interesting 'data': advertisements, signs, slogans, political campaigns and propaganda etc.	<ul style="list-style-type: none"> Understanding and accurate use of terminology How to apply a Framework for Analysis The Seven Language Levels: Lexis, Semantics, Syntax / Grammar, Phonology, Pragmatics, Graphology, Discourse The marriage between text, context and meaning Academic writing style 		Frequent, Low Stakes Terminology Tests Analysis of two texts Comparative Essay (Megane / Freeview+)	<ul style="list-style-type: none"> A01 Apply appropriate methods of language analysis, using associated terminology and coherent written expression A03 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
HT2	English in The Real World: Spoken language Language and Power *Creative Writing and Genre Studies run throughout Year 12: we begin with texts		<ul style="list-style-type: none"> Understand and accurately use specialist spoken terminology Comparing texts Transcribing texts How to research and use critical theory, concepts and issues in written responses to illuminate arguments Instrumental and influential power FACE theory Accommodation 		Component 1 Essay Question (Eduqas): Section A: Spoken Section B: Language and Power	<ul style="list-style-type: none"> AO1 AO4 Explore connections across texts, informed by linguistic concepts and methods AO1 AO2 Demonstrate critical understanding of concepts and

	associated with the real world, spoken language and power (Dystopian genre, Thrillers and detective fiction, for example)		<p>theory</p> <ul style="list-style-type: none"> • Positive politeness • Gathering data - independently- from a range different sources to build and support arguments / discussion • Creating an organised portfolio of data from different sources • Stylistic imitation • Writing a critical response • Using language creatively to influence audience 			<p>issues relevant to language use</p> <ul style="list-style-type: none"> • A03 • A05 Demonstrate expertise and creativity in the use of English to communicate in different ways
HT3	<p>Varieties of English: Standard / Non-Standard / Situation</p> <p>Change Over Time</p> <p>*Creative Writing and Genre Studies run throughout Year 12 (Horror, Romance- and subgenres, 19th C novel and Dramatic Monologues etc)</p>		<ul style="list-style-type: none"> • The marriage between text, context and meaning • Comparing texts • Transcribing texts • Accent and dialect • Descriptivist and Prescriptivist approaches • How to research and use critical theory, concepts and issues in written responses to illuminate arguments • Gathering data - independently- from a range different sources to build and 		<p>Component 1 Essay Question: (choice of task, reflecting the exam)</p> <p>Component 2 Essay Question: 21st C Eng</p>	<ul style="list-style-type: none"> • A01 • A02 • A03 • A04 • A05

			<p>support arguments / discussion</p> <ul style="list-style-type: none"> • Interpret, learn and use case studies in written responses • Creating an organised portfolio of data from different sources • Archaic English-grammar, spelling, punctuation • An understanding and appreciation of how languages are alive: constantly changing and evolving 			
HT4	<p>Varieties of English: 21st Century English</p> <p>Language Acquisition</p> <p>*Creative Writing and Genre Studies run throughout Year 12 (Travel Writing, Unreliable Narrators, Fantasy and Science Fiction etc)</p>		<ul style="list-style-type: none"> • Specialist terminology • The chronology of Language Acquisition • The theories of Language Acquisition • Gathering data - independently- from a range different sources to build and support arguments / discussion 		<p>Component 1 Essay Question: (choice of task, reflecting the exam)</p> <p>Component 2 Essay Question: Change Over Time</p>	<ul style="list-style-type: none"> • AO1 • AO3 • AO4 • AO2 • AO3 • AO5

			<ul style="list-style-type: none"> • Interpret, learn and use case studies in written responses • Creating an organised portfolio of data from different sources 			
HT5	<p>Revisit, Revise, Prepare: Independence and Exam Success</p> <p>Revision for Mock Examinations</p> <p>Investigation Research and Preparation</p>		<ul style="list-style-type: none"> • Independence • Consolidation • How to 'up-skill' using mark schemes, past papers and examiner reports • How language creates identity 		Mock Examinations	<ul style="list-style-type: none"> • AO1 • AO2 • AO3 • AO4 • AO5
HT6	<p>Revisit, Revise, Prepare: Independence and Exam Success</p> <p>Revision for Mock Examinations</p> <p>Investigation Research and Preparation</p>		<ul style="list-style-type: none"> • AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression • AO2 Demonstrate critical understanding of concepts and issues relevant to language use • AO3 Analyse and evaluate how contextual factors and language 		Mock Examinations	<ul style="list-style-type: none"> • A01 • A02 • A03 • A04 • AO5

			<p>features are associated with the construction of meaning</p> <ul style="list-style-type: none">• AO4 Explore connections across texts, informed by linguistic concepts and methods• AO5 Demonstrate expertise and creativity in the use of English to communicate in different ways			
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