

KS5 Curriculum Overview

English Language Exam Board & Syllabus: OCR

Curriculum Intent

OCR's A Level qualification in English Language provides students with a deep knowledge of how the English language works and encourages them to engage creatively with areas of topical debate. Students will explore language in use in various contexts, exploring how language changes, how children acquire language, and how the media uses language, and will carry out an independent investigation in an area of particular interest to them.

What do students *do* with this knowledge or these skills?

Students will develop their interest in and enjoyment of the English language as they explore in detail how and why language use varies across history, geography, society, age, and medium. With this knowledge, students will be able to manipulate and use language effectively in all walks of life, ensuring they can understand others, and be understood. The study of English Language opens up the world and allows students endless opportunities.

How does the KS5 curriculum build on that from KS4?

Students are introduced to skills of language analysis in all KS4 units. This equips them a foundational knowledge of language, grammar, and syntax. This is developed at KS5 as students expand their technical vocabulary to include more precise terminology, allowing for more in-depth analysis. Students develop their original writing skills at KS4 (English Language Paper 2) as well as paralinguistic and phonological features (Spoken Language Endorsement). These are developed at KS5 through students' production of original writing in 'Topical Language Issues' and their study of phonology throughout the course. The KS4 curriculum exposes students to a range of text types from different time periods (16th century, 19th century, 20th century, 21st century). This is developed further at KS5 as students draw on their reading experiences to consider language change.

What new knowledge or skills are students taught?

| Term | Year 12 | Year 13 |
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| Autumn | <ul style="list-style-type: none"> • Component 1: Language Under the Microscope • Component 1: Topical Language Issues | <ul style="list-style-type: none"> • Component 2: Language Change • NEA Final Drafts and Submissions |
| Spring | <ul style="list-style-type: none"> • Component 1: Comparing and Contrasting Texts • Component 2: Child Language Acquisition | <ul style="list-style-type: none"> • Revision programme • Final Exams |
| Summer | <ul style="list-style-type: none"> • Component 2: Language in the Media • Component 3: NEA, Revision Programme and Mock Exams | |
| Rationale for this sequencing | <p>The A-Level begins with 'Language Under the Microscope' which introduces students to the 'language levels' and the critical analysis skills which form the foundations of this course. These frameworks of study are significantly different to those used at GCSE, and so it is essential that students secure their knowledge of them in Autumn 1. In Autumn 2, students will use their new critical analysis skills to explore 'Topical Language Issues'. They will present their ideas in short pieces of original writing, honing the writing skills they developed studying English Language Paper 2 at KS4. In Spring 1, students will use the 'language levels' studied in Autumn 1 to compare a variety of spoken and written texts. Here students will use the comparison skills they developed at KS4 within the more challenging context of exploring texts in relation to broader theoretical concepts and issues, such as gender and power. In Spring 2, the level of challenge will increase as students study a topic that they will not have encountered at KS4: 'Child Language Acquisition'. In this topic, students will combine their knowledge of the language levels (established in Autumn 1) with a new knowledge of theoretical concepts of child acquisition in order to analyse the linguistic features of authentic children's spoken text. In doing so, students will build on the evaluation skills developed at KS4 and learn how to systematically apply language concepts and methods of analysis to linguistic data. In Summer 1, students will study multimodal texts for the first time, analysing them through the lens of theories of language and power, theories of language and gender or theories of language and technology. In Summer 2, students will begin working on their NEA projects. Students will use their knowledge of the language levels, linguistic terminology, data collection and linguistic analysis (developed over the course of the year) to undertake an independent investigation of language resulting in an essay and an academic poster. They will also consolidate their learning by revising for their end of year mock exams.</p> | |

Additional support at home

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| Additional reading for enjoyment, enhancement and extension | <ul style="list-style-type: none">• Any current online or print newspaper articles, magazines, scripts or texts of interest.• <i>You Are What You Speak</i> – Lane Greene• <i>Language, Society and Power</i> – Mooney and Evans• <i>The Myth of Mars and Venus</i> – Deborah Cameron |
| Online resources to practice, consolidate and revise | <ul style="list-style-type: none">• An Introduction to Language Frameworks• Flashcard Revision• Seneca |
| Workbooks & revision guides to practice, consolidate and revise | <ul style="list-style-type: none">• Language Handbook (EMC) |