

## Year 13 Topics

In year 13 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>Child Language Acquisition</b>  <b>Teacher A*</b>  <i>*Continued from Summer term Year 12</i>  <i>Autumn HT7</i>	Students will develop their understanding of the ways that children acquire language. This will encompass aspects of spoken language, but the focus in HT7 will turn increasingly to the ways that children become literate users of language. Students will build upon their understanding of linguistic theories, case studies and features related to language acquisition	<b>Child Language Acquisition</b> <ul style="list-style-type: none"> <li>Understanding the ways in which children learn to talk and the related theories surrounding language acquisition.</li> <li>Understanding environmental factors influencing language development (speech, reading, writing).</li> <li>Understanding the importance of early reading to literacy development/how children learn to read.</li> <li>Understanding the stages of writing development in relation to handwriting, spelling, lexis, grammar.</li> </ul>	<b>Spoken language</b>  communicative competence, proto words, pre-verbal, holophrastic, two-word stage, telegraphic/post-telegraphic, cooing, babbling, paralinguistics, reduplicated words, diminutives, addition, substitution, assimilation, deletion, consonant cluster reductions, content words, grammatical words, nativist, behaviourist, operant conditioning, positive/negative reinforcement, LAD (Language Acquisition Device), tabula rasa, universal grammar, virtuous errors, critical period, cognitive development, LASS (Language Acquisition Support System), scaffolding, egocentricity, object permanence, MKO (More Knowledgeable Other), zone of proximal development, usage based linguistics, CDS (Child Directed Speech), expansion, recast, mitigated imperatives, politeness features, IRF (Initiation,	<ul style="list-style-type: none"> <li>Analytical skills related to the application of language levels and appropriate linguistic/grammatical knowledge when exploring spoken/written data (AO1).</li> <li>Analytical and evaluative skills when applying knowledge of a range of theories and concepts related to child acquisition of language (AO1/AO2).</li> </ul> Enrichment <ul style="list-style-type: none"> <li>E-Magazine subscription.</li> <li>Audio/video podcasts.</li> <li>Period 7 support sessions.</li> <li>Educational visits/outside speakers when possible.</li> </ul>

	<p>whilst considering the processes involved in learning to read and write. They will use an evaluative approach which has been established in Yr12 (Language varieties).</p> <p><b>Why this? Why now?</b></p> <p>This continues the unit on CLA that is started prior to the summer break.</p>		<p>Response, Feedback), over and underextension, hyponym, hypernym, Wug test, free and bound morphemes, MLU (Mean length of utterance), copula verb, negative acquisition</p> <p><b><i>Reading and written language</i></b></p> <p>grapheme, phoneme, look and say approach, phonic approach, synthetic/analytic phonics, onset/rime, reading scheme, oracy, literacy, tripod grip, gross and fine motor skills, directionality, emergent writing, spelling stages, creative v rule based models or writing skill acquisition, genre, audience, purpose, genre-based literacy, expressive/poetic/transactional writing, cursive, print, casual cursive script, homonyms, homophones, undergeneralisation, overgeneralisation, omission, substitution, transposition, insertion, digraphs</p>	
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<p><b>Language Change</b></p> <p><b>Teacher B*</b></p> <p><i>*Continued from summer term Year 12</i></p> <p><i>Autumn HT7</i></p>	<p>Students will develop their understanding of the ways that language changes over time as well as the reasons for these changes. They will understand how to take an evaluative approach to the debates involving language change, drawing upon their knowledge of theories and case studies from Year 12.</p> <p><b>Why this? Why now?</b></p> <p>This is a continuation of the LC unit that is started prior to the summer break.</p>	<p><b>Language change</b></p> <ul style="list-style-type: none"> <li>• Understanding the ways that the English language has changed over time.</li> <li>• Understanding the reasons why language changes.</li> <li>• Understanding the debates about language change.</li> </ul>	<p>prescriptivism, descriptivism, synchronic change, lexical change, neologisms, loan words, coinage, compounding, clipping, blending, acronym, initialism, affixation, conversion/functional shift, eponym, back formation, endangered words, lexical loss, Inkhorn Controversy, inkhorn terms, change from above/below, semantic change, neosemy, generalisation/broadening, specialising/narrowing, amelioration, pejoration, weakening/bleaching, metaphor, euphemism, polysemy, external/internal factors, orthography, spelling reform, grammatical change, grammar pedants, stative verb, standardisation, ‘damp spoon syndrome’, ‘crumbling castle’, ‘infectious disease’, assimilation, omission, neatening/regularisation, random fluctuation/cultural transmission, diffusion and S-curve, substratum v borrowing</p>	<ul style="list-style-type: none"> <li>• Analytical and evaluative skills in relation to the exploration of theories and linguistic exemplification (AO1/AO2)</li> <li>• Analytical skills in applying a range of appropriate and relevant language levels (AO1).</li> <li>• Analytical and evaluative skills in applying linguistic knowledge to exemplification.</li> <li>• Wider reading re: causes and factors related to language change (AO2)</li> </ul> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>
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<p><b>World Englishes and language varieties</b></p> <p><b>Teacher B (cont)</b></p> <p><i>Autumn HT7</i></p>	<p>Students will develop their knowledge and understanding of the ways that English is adapted around the world. They will explore the reasons for the primacy of English as a global language as well as the different features of world Englishes. This unit builds upon existing knowledge of language varieties and change from Years 12 and 13. They will understand how to take an evaluative approach to the debates related to the use of English around the world.</p>	<p><b>World Englishes</b></p> <ul style="list-style-type: none"> <li>• Understanding of the different types of English used around the world.</li> <li>• Understanding the reasons why English is a global language.</li> <li>• Understanding the different varieties of English that are used around the world, exploring case studies and gaining knowledge of precise examples of linguistic forms (e.g. Canadian, Indian English).</li> <li>• Understanding attitudes to language change in relation to prescriptivist/descriptivist stances.</li> </ul> <p>There is an opportunity here to revisit and expand upon previous work related to ethnic varieties of English:</p> <ul style="list-style-type: none"> <li>• Understanding that English can be used and adapted by different ethnicities within and beyond the United Kingdom.</li> </ul>	<p><b>World Englishes</b></p> <p>L1/L2, World Englishes, models of English diversity, ELF (English as a lingua franca), Kachru's 'three circles model', Schneider's 'dynamic model' of post colonial Englishes.</p> <p><b>Language and ethnicity</b></p> <p>nationality, creole, patois, resistance identity, super-standard forms, British Black English (BBE), Multicultural Urban British English (MUBE), code mixing, code switching, linguistic appropriacy, representations of ethnicity, sociolects, ethnolects, ethniccentricism</p>	<p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>
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	<p><b>Why this? Why now?</b></p> <p>Having established an understanding of the ways that language has changed over the centuries, we now consider the importance of the English language on a global scale as well as anticipating how it might develop in the future.</p>			
<p><b>Paper 2A</b> <b>Revision and enhancement</b></p> <p><b>Teacher A</b> <i>Autumn HT8</i></p>	<p>Students will return to the consideration of language varieties (see HT1/HT2 in Year 12). The focus will be on consolidating and revising existing knowledge,</p>	<p><b><i>Geographical varieties of English</i></b></p> <ul style="list-style-type: none"> <li>• Regional dialects, origins, variations in lexis/grammar/phonology</li> <li>• Case studies e.g. cockney rhyming slang, Geordie</li> <li>• Reasons for changes in accent/dialect over time</li> <li>• Attitudes to geographical varieties and theories (e.g. Giles, Neuliep and Speten Hansen etc)</li> </ul>	<p>identity, standard English, slang, dialect, taboo, neologisms, register, receive pronunciation (RP), accent, idiomatic phrases, social mobility, multiple negation, plural marking, unmarked plurality, syntax, dialect levelling. idiolect, sociolect, unmarked by person tags, linguistic maturation, multiple negation, informality,</p>	<p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>

	<p>developing the breadth of case studies and theoretical knowledge and practising essay writing techniques.</p> <p><b>Why this? Why now?</b></p> <p>This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.</p>	<ul style="list-style-type: none"> <li>• Linguistic examples</li> </ul> <p><b><i>Language and age</i></b></p> <ul style="list-style-type: none"> <li>• Different types of linguistic age (chronological/biological/social)</li> <li>• Appropriate theories related to age and language (e.g. Eckert, Bigham et al)</li> <li>• Language of children and slang</li> <li>• 'Teenspeak' and attitudes towards it</li> <li>• Influence of technology on language and age</li> <li>• Linguistic examples</li> </ul> <p><b><i>Language and gender</i></b></p> <ul style="list-style-type: none"> <li>• Theories related to language and gender (e.g. deficit, difference and dominance etc) with detailed understanding of the circumstances of the studies for evaluative purposes</li> <li>• Secure knowledge of theorists (e.g. Lakoff, Tannen, Cheshire et al)</li> <li>• Examples of gendered language – links to case studies and specific quotations for illustrative purposes</li> <li>• Understanding of attitudes towards language and gender (and gendered language in particular)</li> </ul>	<p>formality, convergence and divergence</p> <p>representation, stereotype, hedges, super polite forms, empty adjectives, tag questions, mitigated imperatives</p> <p>codes, restricted lexis, convergence and divergence, occupational register, acronyms, jargon, politeness markers, imperatives and mitigated imperatives, modal verbs, standard English, pronouns</p> <p>Polari, gender-neutral, pronoun, term of address, Lavender Languages</p> <p>code-switching, code-mixing, resistance identity, Multicultural London English (MLE), Creole, super-standard forms, patois, British Black English (BBE), Multicultural Urban British English (MUBE), linguistic appropriacy, ethnolects, ethnocentricity</p>	
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		<p><b><i>Language and occupation</i></b></p> <ul style="list-style-type: none"> <li>• Theories related to language and occupation (e.g. Giles' Accommodation Theory) with detailed understanding of the circumstances of the studies for evaluative purposes</li> <li>• Knowledge of linguistic examples of codes, convergence/divergence, occupational register, acronyms</li> <li>• Understanding of attitudes towards language and occupation e.g. jargon, office-speak etc</li> </ul> <p><b><i>Language and sexuality</i></b></p> <ul style="list-style-type: none"> <li>• Understanding how language can be used to suggest gender (e.g. terms of address)</li> <li>• Understand the case study of Polari with examples for illustrative purposes</li> <li>• Understanding of attitudes towards language reflecting sexuality</li> </ul> <p><b><i>Language and ethnicity</i></b></p> <ul style="list-style-type: none"> <li>• Understanding how language can be used to represent ethnicity</li> </ul>		
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		<ul style="list-style-type: none"> <li>• Case studies and examples of language used to suggest ethnic identity (e.g. Gary Ives in Bradford)</li> <li>• Understanding of attitudes towards language and ethnicity</li> <li>• Illustrative examples of features of language and ethnicity (e.g. 'Jafaican')</li> </ul>		
<b>Meanings and representations</b>  <b>Teacher B</b>  <i>Autumn HT8</i>	<p>This is the beginning of the <i>revision</i> process in preparation for the mock examinations. Please see the rationale for this unit in Year 12.</p> <p><b>Why this? Why now?</b></p> <p>This is the beginning of the process of revision that will, ultimately, lead students</p>	<p>See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills.</p>	<p>See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills.</p>	<p>See the notes and content in the Year 12 (HT1/2) topic list for coverage, vocabulary and skills.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>



	towards their mock exams.			
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
<b>Language discourses</b>  <b>Teacher A</b>  <i>Spring HT9</i>	<p>This is a revision module for Paper 2 Questions 3 and 4. Please see the rationale for this unit in Year 12.</p> <p><b>Why this? Why now?</b></p> <p>This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.</p>	<p>See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills.</p>	<p>See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills.</p>	<p>See the notes and content in the Year 12 (HT4/5) topic list for coverage, vocabulary and skills.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>

<b>Language change/Language varieties</b>  <b>Teacher B</b>  <i>Spring HT9</i>	<p>This is a revision module for Paper 2 Section A (Q2 – language change focus). Please see the rationale for this unit in Year 12.</p> <p><b>Why this? Why now?</b></p> <p>This is the beginning of the process of revision that will, ultimately, lead students towards their mock exams.</p>	<p><b>Language change/language varieties</b></p> <ul style="list-style-type: none"> <li>Understanding how to apply knowledge of language change in a Paper 2A (Q2) response</li> </ul> <p>See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills.</p>	<p>See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills.</p>	<p>See Year 12 (HT6) and Year 13 (HT7) for notes, content, vocab and skills.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>
<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>CLA</li> <li>Paper 2A</li> <li>Paper 2B</li> </ul> <p><b>Teacher A</b>   <i>Spring HT10</i></p>	<p>At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>

	<p>the latter stages of the course for teachers to choose topics/coverage.</p> <p><b>Why this? Why now?</b></p> <p>Teachers are the 'experts' within their classrooms. Using the outcomes from formative and summative assessments, as well as their own professional knowledge, the class teacher will address areas of weakness in these lessons.</p>			
<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Language change</li> <li>• Paper 1A</li> </ul> <p><b>Teacher B</b></p>	<p>At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed.</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p> <p>Enrichment</p> <ul style="list-style-type: none"> <li>○ E-Magazine subscription.</li> </ul>

Spring HT10	<p>Therefore, there is flexibility in the latter stages of the course for teachers to choose topics/coverage.</p> <p><b>Why this? Why now?</b></p> <p>Teachers are the 'experts' within their classrooms. Using the outcomes from formative and summative assessments, as well as their own professional knowledge, the class teacher will address areas of weakness in these lessons.</p>			<ul style="list-style-type: none"> <li>○ Audio/video podcasts.</li> <li>○ Period 7 support sessions.</li> <li>○ Educational visits/outside speakers when possible.</li> </ul>
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment

<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• CLA</li> <li>• Paper 2A</li> <li>• Paper 2B</li> </ul> <p><b>Teacher A</b></p> <p><i>Summer HT11</i></p>	<p>At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in the latter stages of the course for teachers to choose topics/coverage.</p> <p><b>Why this? Why now?</b></p> <p>Please see rationale above.</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p>	<p>See previous notes, content, vocab and skills for CLA, Language Varieties and Language Discourses.</p>
<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>• Language change</li> <li>• Paper 1A</li> </ul> <p><b>Teacher B</b></p> <p><i>Summer HT11</i></p>	<p>At this point in the academic year, the teacher will cover the areas listed on the left so that weaknesses are addressed. Therefore, there is flexibility in the latter stages of the course for</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p>	<p>See previous notes, content, vocab and skills for Language Change, Paper 1A (Meanings and Representations).</p>

	<p>teachers to choose topics/coverage.</p> <p><b>Why this? Why now?</b></p> <p>Please see rationale above.</p>			
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