

National curriculum or specification coverage

Pearson Edexcel Level 3 Advanced GCE in English Language (9EN0)**Component 1: Language Variation (Paper 1)****35% of A Level****Exam:** 2 hours 15 minutes**Marks:** 60**Section A: Individual Variation**

You study how language reflects identity.

Topics include:

- Idiolect (an individual's language use)
 - Personal identity
 - Social identity
 - How language choices create impressions of speakers/writers
 - Variation according to audience, purpose, mode and context
- You'll compare two unseen modern texts and analyse how language constructs identity.

Section B: Variation Over TimeYou study how English has changed from approximately **1550 to the present day**.

Topics include:

- Early Modern English
 - Standardisation
 - Semantic change (meaning changes)
 - Lexical change (vocabulary changes)
 - Grammatical change
 - Social and technological influences on language
- You'll compare texts from different historical periods.

Component 2: Child Language (Paper 2)

20% of A Level**Exam:** 1 hour 15 minutes**Marks:** 45

You study how children acquire language from birth to around age 8.

Areas covered:**Spoken Language Acquisition**

- Babbling and early speech
- Phonological development
- Vocabulary acquisition
- Grammar acquisition
- Interaction with caregivers

Written Language Acquisition

- Learning to write
- Learning to read
- Development of spelling
- Development of handwriting and written structures

Key Theories (selection)

- Noam Chomsky
- B. F. Skinner
- Jean Piaget
- Lev Vygotsky
- Jerome Bruner

The exam is based on unseen child language data.

Component 3: Investigating Language (Paper 3)**25% of A Level****Exam:** 2 hours 15 minutes**Marks:** 60

This paper combines:

- Language investigation
- Wider language issues and debates

Section A: Language Investigation

You conduct a language investigation beforehand and use analytical skills in the exam.

Possible investigation areas include:

- Gender and language
- Accent and dialect
- Occupational language
- Language and technology
- Regional variation
- Language in education

Section B: Topics and Debates

One of the following language debates:

Language and Gender

- Male vs female language use
- Dominance and difference theories
- Contemporary views on gender

Language and Journalism

- News language
- Representation
- Bias and audience positioning

Language and Power

- Political language
- Institutional power
- Persuasion and manipulation

Language and Regional Identity

- Dialects
- Accent prestige
- Regional representation

Students usually study one of these debates in depth.

Component 4: Crafting Language (Coursework / NEA)

20% of A Level

Internally assessed, externally moderated

Assignment 1: Original Writing

Produce:

- Two original texts
- Same genre
- Different audiences and/or purposes

Possible genres:

- Travel writing
- Journalism
- Reviews
- Blogs
- Advice writing
- Informative articles

Assignment 2: Commentary

You explain:

- Language choices
- Audience and purpose
- Research into the genre
- Connections between your writing and real-world models

Recommended total length:

- Original writing: 1500–2000 words
- Commentary: around 1000 words
- Total: 2500–3000 words

MTPs from Edexcel are shared on Teams to support planning and prep for teachers teaching individual sections.

Date	Exams/ Assessments	Learning Intentions	Core Task/Assessments
31/08/26		Introduction to the study of language (3 weeks).	Core Task 1 Paper 1 Section A Question (MMS)
07/09/26			
14/09/26			
21/09/26			Core Task 2 Paper 2 Question (spoken) (ABA)
28/09/26			
05/10/26			
		Introduction to critical reading and writing. Including:	
		• How to take notes • Annotating of data • Introduction to basic research	

12/10/26			These should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations.
19/10/26		Introduction to the Study of Language (3 weeks) - Students' personal language history - Introduction to language frameworks: - phonology/graphology - lexis/semantics - grammar/morphology/syntax - discourse/pragmatics - phonetics, phonology, prosody - Focus on written and spoken language Teachers should link the above, to the sections of the course they are teaching All A level components: Focus on context¹ (4 weeks) - Students to develop confidence in using a descriptive approach to analysing language. - Focus on written/multimodal channel. - Analyse data from a range of contexts, recognising how variation in field, audience and mode creates a specific register. - Students to develop confidence in analysing coherence and cohesion. - Focus on how context affects students' own writing of articles/leaflets, etc in preparation for A level Crafting Language coursework. - Support students with categorising a text - Analysis support and how to annotate texts Paper 1: Section A: CTA/MMS (Core Task 1) Paper 2: ABA (Core Task 2)	Core tasks should be marked, with use of markscheme with feedback and DIRT. The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks

¹ Although **context** is not a specific exam section for A level students, the ability to evaluate contextual factors (AO3) is assessed in every A level component.

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26/10/26	HALF TERM		
02/11/26		Revision and preparation for exams. Exams are: Paper 1 (Section A) Paper 2 (spoken)	Core Task 3 Paper 1 Section A Question (CTA)
09/11/26			
16/11/26	Y12		
23/11/26	Y12		
30/11/26			Core Task 4 Paper 2 Question (spoken) (ABA)
07/12/26		Component 1 Language Variation:	
		Section A: Individual Variation	
		Students will explore how language varies according to individual identity and social group membership in contemporary English. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of spoken, written and multimodal data. Students will explore how language choices are influenced by factors such as age, gender, occupation, ethnicity, region, interests and personal experience, and how individuals use language to construct and express aspects of their identity. Students will need to consider the effect of language variation across the language frameworks and levels, for example variation in: pronunciation and accent features (phonology), word formation and use of non-standard forms (morphology), sentence structures and grammatical patterns (syntax), vocabulary choices and specialist lexis (lexis), meanings and associations attached to language choices (semantics), implied meanings and assumptions in interaction (pragmatics), and the organisation and structure of spoken and written texts (discourse). Students will also explore how contextual factors, audience, purpose and mode contribute to linguistic variation and the ways in which language reflects both individual and social identities.	These should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations.
14/12/26		Component 2 Child Language	Core tasks should be marked, with use of markscheme with feedback and DIRT.
		Revision of Spoken child Language and a focus on written child language Students will explore the following aspects of children's written language development: · the transition from speech to writing: the use of drawing, gesture and writing to create meaning · early forms of writing such as drawing, scribbling, letter-like forms, random letters · the development of letter forms, capital letters, linearity and directionality; the link between letters, sounds and early spelling (graphology) · the effect of learnt reading strategies on spelling (morphology) · the vocabulary choices (lexis) and sentence structures (syntax) in early writing · the development of narrative and descriptive skills (discourse).	The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks
		I A level components: Focus on context	
		Continue analysing data from a range of contexts.	

		- Focus on spoken/multimodal channel. - Focus on phonetics, phonology and prosody. - Students to develop confidence in applying technical terminology related to 'spoken discourse', eg: non-fluency features adjacency pairs and turn-taking politeness and face Leech, Levinson and Brown Grice's maxims dialect, sociolect and idiolect. - Possible data examples: - transcripts: informal conversations; formal meetings/interviews; speeches. - Focus on how context affects students' own writing of speeches/talks, etc in preparation for A level Crafting Language coursework. - Analyse data which merge features of written/spoken channels: - blogs: travel/personal - social media. Paper 1 (Section A): CTA/MMS (MMS using Paper 1 to prep for Paper 3 and NEA). Core Task 3 Paper 2: ABA Core Task 4	
21/12/26	CHRISTMAS HOLIDAY		
28/12/26			
04/01/27		- Analyse data in a range of modes focussing on how language choices reflect/construct identity/persona. - Exploration of attitudes to language, to explore how choices are affected by:	Core Task 5
11/01/27			Paper 1 Section B Question (MMS)
18/01/27			
25/01/27			Core Task 6

01/02/27		- the mode, field, function and audience - geographical factors - social factors such as, gender, age, ethnicity and other social identities.	NEA Initial planning – end of half term (MMS/CTA)
08/02/27		A level Component 2: Child Language - Introduction to key CLA theory and research. - Focus on both written and spoken channel. - Students to develop confidence in applying technical terminology related to CLA, eg: stages of language acquisition overextension, underextension, overgeneralisation substitution, deletion child-directed speech (CDS), caretaker language, motherese stages of writing Kroll, Barclay. - Students to consolidate understanding of grammar/morphology/syntax. Comp 1. Language Variation: Section A: Individual Variation Students will explore how language varies according to individual identity and social group membership in contemporary English. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of spoken, written and multimodal data. Students will explore how language choices are influenced by factors such as age, gender, occupation, ethnicity, region, interests and personal experience, and how individuals use language to construct and express aspects of their identity. Students will need to consider the effect of language variation across the language frameworks and levels, for example variation in: pronunciation and accent features (phonology), word formation and use of non-standard forms (morphology), sentence structures and grammatical patterns (syntax), vocabulary choices and specialist lexis (lexis), meanings and associations attached to language choices (semantics), implied meanings and assumptions in interaction (pragmatics), and the organisation and structure of spoken and written texts (discourse). Students will also explore how contextual factors, audience, purpose and mode contribute to linguistic variation and the ways in which language reflects both individual and social identities.	These should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core tasks should be marked, with use of markscheme with feedback and DIRT. The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks

		Section B Variation Over Time Students will work towards their PPE. They will continue exploration of variation in the English language from c1550 (the beginnings of Early Modern English) to the present day. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data. Students will explore: the development of English as the national language, the cultural, social, political and technological influences that have changed English over time. Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in: the writing and spelling system (graphology and orthography), pronunciation, evident in obsolete spelling and rhyme (phonology), inflections, evident in verb endings and plurals (morphology), sentence structures (syntax), vocabulary, evident in pronoun usage and the incorporation of words from other languages (lexis) meaning (semantics), the form (style) and structure of whole texts (discourse). Component 2 Child Language Revision of Spoken child Language and a focus on written child language Students will explore the following aspects of children's written language development: · the transition from speech to writing: the use of drawing, gesture and writing to create meaning · early forms of writing such as drawing, scribbling, letter-like forms, random letters · the development of letter forms, capital letters, linearity and directionality; the link between letters, sounds and early spelling (graphology) · the effect of learnt reading strategies on spelling (morphology) · the vocabulary choices (lexis) and sentence structures (syntax) in early writing · the development of narrative and descriptive skills (discourse). Paper 1: Section A: CTA Paper 1: Section B: MMS Paper 2 (written): ABA	
15/02/27	HALF TERM		
22/02/27		A level Coursework (NEA): Crafting Language Assignment 1: Original Writing (6 weeks) An exploration of a range of selected genre	Core Task 7 NEA (CTA/MMS)
01/03/27			
08/03/27			Core Task 8
15/03/27			Paper 1 (full) MMS
22/03/27			These should be completed during this half term. The

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		Students will analyse: - the influence of purpose/audience/context on the construction of a range of written texts - key features of a variety of written genres - key concepts: register/mode/idiolect/dialect/sociolect 'real' and represented spoken language. Students will: - deconstruct a range of texts, both spoken and written, for the following purposes: - entertain - persuade - inform - advise/instruct - consider the writing process - select their genre - plan two pieces of writing where function and/or audience are different - produce their own piece of writing in response to the exemplar style model(s) - record their writing process to be used in the creation of a commentary. Students to complete Assignment 1: First piece of creative writing. Revision of Papers 1 (Section A) and 2: Component 2 Child Language - Assessment of Child Language (Written & Spoken revision) Component 1 Language Variation - Section A Individual Variation (revision) Component 1 Language Variation: Section B Variation Over Time (development)	question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core tasks should be marked, with use of markscheme with feedback and DIRT. The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		Exam 2:	Core Task 9
19/04/27	Y12		Paper 1 Section A Question +DIRT. MMS
26/04/27		Paper 1 (Section A)	

03/05/27		Paper 2: Written	
10/05/27			
17/05/27			
24/05/27		Analyse data in a range of modes focussing on how language choices reflect/construct identity/persona. • Exploration of attitudes to language, to explore how choices are affected by: • the mode, field, function and audience • geographical factors • social factors such as, gender, age, ethnicity and other social identities. Section B: Students will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day. Students will apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data. Students will explore: the development of English as the national language, the cultural, social, political and technological influences that have changed English over time. Students will need to consider the effect of language variation over time across the language frameworks and levels, for example changes in: the writing and spelling system (graphology and orthography), pronunciation, evident in obsolete spelling and rhyme (phonology), inflections, evident in verb endings and plurals (morphology), sentence structures (syntax), vocabulary, evident in pronoun usage and the incorporation of words from other languages (lexis) meaning (semantics), the form (style) and structure of whole texts (discourse). A level Component 2: Child Language (6 weeks) • Introduction to key CLA theory and research. • Focus on both written and spoken channel. • Students to develop confidence in applying technical terminology related to CLA, eg: • stages of language acquisition	Core Task 10 Paper 2 Question (written). ABA These should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core tasks should be marked, with use of markscheme with feedback and DIRT. The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks

- **overextension, underextension, overgeneralisation**
- **substitution, deletion**
- **child-directed speech (CDS), caretaker language, motherese**
- **stages of writing**
- **Kroll, Barclay.**
- Students to consolidate understanding of grammar/morphology/syntax.

Assignment 1: Original Writing (6 weeks)

An exploration of a range of selected genre

Students will analyse:

- the influence of purpose/audience/context on the construction of a range of written texts
- key features of a variety of written genres
- key concepts: register/mode/idiolect/dialect/sociolect
- 'real' and represented spoken language.

Students will:

- deconstruct a range of texts, both spoken and written, for the following purposes:
 - entertain
 - persuade
 - inform
 - advise/instruct
- consider the writing process
- select their **genre**
- plan two pieces of writing where function and/or audience are different
- produce their own piece of writing in response to the exemplar style model(s)
- record their writing process to be used in the creation of a commentary.

Students to complete Assignment 1: Two pieces of creative writing developing

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31/05/27	HALF TERM		
07/06/27		Component 2 Child Language - Assessment of Child Language (Written & Spoken revision) Component 1 Language Variation - Section A Individual Variation (revision) Component 1 Language Variation: Section B Variation Over Time (revision)	Core Task 11 Paper 1 (Full) MMS
14/06/27			
21/06/27			Core Task 12
28/06/27			NEA. Completion of original writing. Planning of commentary (CTA)
05/07/27			
12/07/27		CTA: Paper 1 Sections A & B - recall/revision ABA: Paper 2 MMS NEA/Paper 3 – additional paper 1 revision Core tasks – i.e. a key question should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core task should be marked, with use of markscheme	These should be completed during this half term. The question (and expected response) can be adjusted to allow for targeting of key areas/expectations. Core tasks should be marked, with use of markscheme with feedback and DIRT. The core tasks will function within numerous practise questions, recall tasks and DIRT. It is expected that students' folders will proudly show the core task, but also evidence recall and DIRT on supportive tasks