

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 (a 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 with planning and prep.

General year overview:

CTA – Paper 1 Section A. Paper 2

MMS – Paper 1 Section B. Paper 3. NEA.

Date	Exams/ Assessments	Learning Intentions	Core Task / Assessments
31/08/26		Component 1 Language Variation:	Core tasks –
07/09/26			
14/09/26			
		Section A: Individual Variation	

Year 13 Long Term Scheme of Learning 2026-2027

Subject: English Language

21/09/26		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. 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). Revision of Component 1 Section A Individual Variation	Core Task 1: A key question for Paper 1
28/09/26			Core Task 2: A question for Paper 2
05/10/26			
12/10/26			
19/10/26	Y13		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

		Revision of critical reading and writing. Including: • How to take notes • Annotating of data • Introduction to basic research CTA taking a case study approach CTA: Paper 2 and NEA Core Task 2 MMS: Paper 1: Section B Revision (Section A) NEA support Core Task 1 Summer 2025 (past paper) PPE 1: Paper 1 (Sections A & B) Paper 2 Child language	
26/10/26	HALF TERM		
02/11/26		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) Section A: 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),	Core Task 3: A key question for Paper 1 Core Task 4: A question for Paper 2 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
09/11/26			
16/11/26			
23/11/26			
30/11/26			
07/12/26			
14/12/26			

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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.

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).

Component 3 Language Investigation

In this component, students will have the opportunity to develop their research and investigation skills. They will consolidate their knowledge of language frameworks and key language concepts gained from components 1, 2 and the non-examination assessment. Students will apply these skills to an area of language study that particularly interests them, selected from pre-released subtopics. Students' investigation skills are developed in the context of one of the following five topic areas: · Global English · Language and Gender Identity · Language and Journalism · Language and Power · Regional Language Variation. Students will consolidate their research skills focused on the pre release materials released by the examination board. Students will carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate: · the origins/development · the main features · different varieties · changing attitudes · the influence of social/historical/cultural factors. Students will use their research the observations made in their investigation and the data they gather to inform their response in the examination.

CTA:

Paper 2

Child language (writing).

Child language (spoken). Revision

NEA

Core Task 4

recall and DIRT on supportive tasks

Core tasks should be marked, with use of markscheme with feedback and DIRT.

NEA is an essential task that is completed during this time

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Subject: English Language

		MMS: Paper 1: Language Variation. (Section B) Variation over time Language Variation. (Section A). Individual variation (revision) Paper 3. Language investigation (launch – 1 st December) Core Task 3	
21/12/26	CHRISTMAS HOLIDAY		
28/12/26	CHRISTMAS HOLIDAY		
04/01/27		Quality assuring of NEA work (CTA/MMS)	Core Task 5: A question for Paper 1
11/01/27			
18/01/27		Revision of Papers 1 and 2:	
25/01/27		Component 2 Child Language - Assessment of Child Language (Written & Spoken revision)	Core Task 6: A question for Paper 2
01/02/27		Component 1 Language Variation - Section A Individual Variation (revision) Component 1 Language Variation: Section B Variation Over Time (revision)	
08/02/27	Y13	PPE: Summer 2026 Paper 1 (Section A & B) Paper 2 Child language CTA: NEA quality assurance – Revision – Papers 1 and 2 (Core Task 6) MMS NEA quality assurance – Revision of Paper 1 (Core Task 5). Paper 3 Paper 3/Component 3 Language Investigation In this component, students will have the opportunity to develop their research and investigation skills. They will consolidate their knowledge of language frameworks and key language concepts gained from components 1, 2 and the non-examination assessment. Students will apply these skills to an area of language study that particularly interests them, selected from pre-released subtopics. Students' investigation skills are developed in the context of one of the following five topic areas: · Global English · Language and Gender Identity · Language and Journalism · Language and Power ·	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 Core tasks should be marked, with use of markscheme with feedback and DIRT.

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Subject: English Language

		Regional Language Variation. Students will consolidate their research skills focused on the pre release materials released by the examination board. Students will carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate: · the origins/development · the main features · different varieties · changing attitudes · the influence of social/historical/cultural factors. Students will use their research the observations made in their investigation and the data they gather to inform their response in the examination.	
15/02/27	HALF TERM		
22/02/27		Component 1 Language Variation - Section A Individual Variation Component 1 Language Variation: Section B Variation Over Time Component 2 Child Language - Assessment of Child Language (Spoken & Written) Component 3 Language Investigation	Core Task 7: A question for Paper 1& Paper 2
01/03/27			
08/03/27			
15/03/27			Core Task 8: A question for Paper 3
22/03/27			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
22/03/27		CTA: Papers 1 and 2 revision Core Task 7 MMS: Paper 1 Revision. Paper 3. Core Task 8	
29/03/27	SPRING BREAK		
05/04/27			
12/04/27		Final Revision. 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) Section A: 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.	Core Task 9 A question for Paper 2
19/04/27			Core Task 10. Questions for Papers 1 and 3
26/04/27			
03/05/27			
10/05/27			Core tasks should be marked, with use of markscheme with feedback and DIRT.
17/05/27			The core tasks will function within numerous practise
24/05/27			

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Subject: English Language

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.

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CTA: Papers 1 and 2 Core Task 9

MMS: Papers 1 and 3. Core Task 10

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

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31/05/27	HALF TERM		
07/06/27		N/A	
14/06/27			
21/06/27			
28/06/27			
05/07/27			
12/07/27			