



Overview

Syllabus Overview:

The International A Level English Language course equips students with a deep understanding of how language operates across different contexts, as well as developing their own creative writing skills. Throughout the course, students will engage with a variety of writing genres, study key language topics such as *Global English* and *Language Development*, and develop their ability to critically analyze and reflect on language use. The course integrates both practical writing tasks and a focused research component, allowing students to develop a personal language specialism and enhance their research and investigation skills.

Course Content Summary:

Students will explore and demonstrate their skills as writers, analyzing and re-creating texts for different contexts, purposes, and audiences. In addition, students will select one of four key language research topics—**Contemporary Global English**, **Children's Language Development**, **Language and Power**, or **Language and Technology**—and develop a focused investigation into their chosen topic. This will allow them to apply their knowledge of language levels and key concepts while developing a personal area of expertise within language studies.

Learning Outcomes

By the end of the course, students will be able to:

- Create texts that are tailored to specific genres, audiences, and contexts, using source material effectively.
- Reflect on their writing process, evaluating the language choices they have made and the contextual factors that influenced them.
- Conduct a focused investigation into a key area of language, developing a personal specialism in language studies.
- Analyze unseen language data and produce well-argued, evidence-based responses.
- Demonstrate an understanding of language as a flexible and dynamic system, shaped by social, cultural, and technological factors.

Unit Overviews

Term 1

Term 1: Unit 3 Crafting Writing

Section A: Creating Text

Students will be provided with a selection of source texts taken from a wide range of genres. Their task will be to create a new text that meets the criteria for a specific genre, audience, purpose, and context, with at least 50% of the text based on the source materials. The remaining part of the text can draw on students' own knowledge, experience, or opinions. This task tests their ability to understand and adapt genre conventions and tailor their writing to suit different contexts.

Section B: Commentary

Following their creative text, students will produce a commentary that reflects on their writing process. They will analyse and evaluate the language choices they made, considering how they re-shaped the source material to fit a new genre, audience, and context. Students will also reflect on how contextual factors—such as social or cultural influences—shaped their decisions during the writing process. This section encourages critical thinking and self-evaluation, key components of effective language use.

TERM 2

Research Focus:

Students will undertake a focused investigation of their chosen topic, developing research and investigation skills as they explore their area of interest. Throughout this research, students will apply their knowledge of key language concepts, furthering their understanding of language as a dynamic and multifaceted system. This component allows students to deepen their analytical capabilities and specialize in a particular area of language studies.

students will select one of four research areas to develop a personal language specialism. The four areas of study are:

1. **Contemporary Global English:** Investigating how English is used as a global language in various regions and contexts, including its impact on local languages and cultures.
2. **Children's Language Development:** Exploring how children acquire language, including cognitive, social, and environmental factors influencing language learning.

3. **Language and Power:** Examining how language reflects and enforces power dynamics within social, political, and institutional contexts.
4. **Language and Technology:** Investigating the relationship between language and technological advancements, including the effects of digital communication on language use.

Term 3

Term 3: Exam Preparation and Revision

Term 3 will be fully dedicated to exam preparation and revision, ensuring students are confident and well-prepared for the IA Level English Language exam. This term will focus on consolidating all the skills developed in Terms 1 and 2. Students will review key reading and writing strategies, revisiting essential techniques for success.

A significant part of the revision will involve students engaging with practice papers and exam-style questions, both individually and in groups. They will work on timed responses, refining their ability to write clearly and concisely under exam conditions. Practice will include comparative analysis tasks, directed writing exercises, and essay-based questions, all aimed at building their ability to produce high-quality answers within the time constraints of the exam.

Students will also be encouraged to take an active role in their revision by finding their own extracts and preparing questions for class discussions. This will allow them to engage more deeply with the materials and take ownership of their learning.

HPL strategies will continue to underpin all aspects of their learning during this term. Students will focus on self-regulation, developing personalized revision plans and managing their time effectively during exam preparation. Critical thinking will also be key, as students assess their own work against exam criteria and identify areas for improvement. Collaboration will be encouraged during group revision sessions, helping students share insights and strategies for success.

By the end of Term 3, students will have refined their understanding of the exam structure, improved their timed writing skills, and gained the confidence necessary to tackle the exam with clarity and precision. Through the integration of HPL and a clear focus on exam-readiness, students will be fully equipped to excel in their IA Level English Language exam.

Assessment

Formative: Throughout the units, students will complete assessments and quizzes, allowing the teacher to assess students' progress and inform their planning. These formative assessments foster the *High-Performance Learning (HPL) Values, Attitudes, and Attributes (VAAs)* of *agility* and *resilience*, as students engage in regular feedback cycles that encourage growth and adaptability in their learning. Additionally, these activities promote *Advanced Cognitive Performance (ACP)* skills such as *meta-cognition* and *critical thinking*, as students reflect on their understanding, identify areas for improvement, and apply problem-solving strategies to enhance their skills.

Summative: Mock Exams