Paper1: Section A - Textual Variations and Representations

Expectations	Paper	Questions	Advice	Theorists
Understand lexical terminology and show how this can be used to shape representations Understand grammatical terminology and show how this can be used to shape representations Understand the contextual aspects of language use, including extended stretches of communication occurring in different genres, modes and contexts Understand how language can be shaped by context, including: social and individual varieties of English; aspects of language and identity etc. Apply language concepts and methods of analysis appropriately and systematically to data Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses Make accurate references to texts and sources Compare and explore the use of specific linguistic features in both texts Compare and explore appropriate linguistic concepts in both texts	Component 1: **Language, the individual and society** Written Paper 2 hours 30 mins 40% 2 texts (1 contemporary + 1 older text) linked by topic or theme. **Section A – Textual variations & representations** 2 texts (1 contemporary + 1 older text) linked by topic or theme. • Analysis of one text (25 marks) • Analysis of second text (25 marks) • Comparison of the two texts (20 marks)	Question types P1 Sec A 1) Analyse how **Text A** uses language to create meanings and representations. 2) Analyse how **Text B** uses language to create meanings and representations. 3) Explore the similarities and differences in the ways that **Text A and Text B** use language**.** 3) Compare and contrast **Text A and Text B**, showing ways in which they are similar and different in their language use. <table><tr><td>Assessment objective</td><td>AO1</td><td>AO2</td><td>AO3</td><td>AO4</td></tr><tr><td>Q1</td><td>10</td><td></td><td>15</td><td></td></tr><tr><td>Q2</td><td>10</td><td></td><td>15</td><td></td></tr><tr><td>Q3</td><td></td><td></td><td></td><td>20</td></tr><tr><td>Q4/5</td><td>15</td><td>15</td><td></td><td></td></tr></table>	It is recommended that you spend 30 minutes reading and preparing the texts. In Section A, it is recommended that you spend 30 minutes writing your Question 1 answer, 30 minutes writing your Question 2 answer and 20 minutes writing your Question 3 answer. It is recommended that you spend 40 minutes writing your Section B answer. ――――――― Texts could be spoken, written or multimodal. Older texts could go back as far as 1600	

AO's -	
(10 marks) AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • guide the reader	• parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design, structure and webpage navigation • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb types: manner, time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse markers
(15 marks) AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A • evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts	explore technological dimensions of language use: syntax, grammar, interactivity, genre • evaluate how values and attitudes are conveyed • evaluate the representation of …/ • examine how audience is addressed and positioned analyse how language is used to represent…../ analyse self-representations….. / explore historical dimensions of language use eg grammar…… / evaluate values and attitudes are conveyed …. / evaluate the construction and representation of
(20 marks) Explore the similarities and differences in the ways that Text A and Text B use language AO4: Explore connections across texts, informed by linguistic concepts and methods	evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations and meanings • evaluate effects of technological contexts on language use, representations and meanings • evaluate effects of social contexts on language use, representations and meanings

Paper 1: Language, the Individual and Society There are two sections: - Section A: Textual Variations and Representations AND - Section B: Children's Language Development.

• Answer all questions from Section A. and   • Answer either Question 4 or Question 5 from Section B.

Paper1: Section B - Child Language Acquisition

Expectations	Paper	Questions	Advice	Theorists (list is only a guide not absolute!)
Understand, identify and analyse the initial stages of language development, including crying, cooing, babbling etc.

Understand, identify and analyse the various stages of phonological development, including deletion, substitution, assimilation etc.

Understand, identify and analyse the various stages of lexical development, including underextension, overextension, labelling etc.

Understand, identify and analyse the various stages of grammatical development, including one-word, two-word, telegraphic etc.

Understand, identify and analyse the various functions of child language, including regulatory, interactional, personal, instrumental etc.

Understand, identify and analyse the phonological, lexical and grammatical features of how adults speak to children and the impact this has

Understand, evaluate and integrate the ideas of major theorists; some of these may include: Chomsky, Skinner, Piaget etc.

Understand, evaluate and integrate the ideas of other theorists; some of these may include: Berko and Brown, Halliday, Bellugi etc. | Component 1: **Language, the individual and society** Written Paper 2 hours 30 mins

Section B – Children's language development • Discursive essay on children's language development, with a choice of two questions with data provided on spoken, written or multimodal language (30 marks) | Question types P1 Sec B

Question 4 "Interaction with caregivers is the most important influence on a child's language development."

Referring to **Data Set 1** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

Question 5 "Accuracy is more important than creativity."

Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

Here – you are asked to **Evaluate the view of language development** | It is recommended that you spend 30 minutes reading and preparing the texts. In Section A, it is recommended that you spend 30 minutes writing your Question 1 answer, 30 minutes writing your Question 2 answer and 20 minutes writing your Question 3 answer. It is recommended that you spend 40 minutes writing your Section B answer.

AO's	AO1	AO2	AO3	AO4
Q1	10		15	
Q2	10		15	
Q3				20
Q4/5	15	15		

There will always be two types of data provided, which could be spoken, written or multimodal (at least two will be covered). | Chomsky

Skinner

Piaget

Berko & Brown

Halliday

Bellugi |

AO's -	
(15 marks) AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

• apply linguistic methods and terminology, identifying patterns and complexities
• apply different levels of language analysis in an integrated way, recognising how they are connected
• apply levels of language analysis with rare errors • guide the reader | • patterns in clauses, order and elements • post-telegraphic stage elements • regression • overgeneralisation • grammatical vs lexical words • patterns of grammatical use • patterns of semantic use • multiple/contradictory patterns eg simultaneous use of standard and non-standard features
• types of overextension eg categorical • noun types: abstract, concrete, proper • seriation • types of nouns, verbs, adjectives, adverbs, pronouns • negation • question formation • plurality • tense • semantic fields • meaning relations
• word order • stages eg one word, two word, telegraphic • overextension • interrogatives/questions • declaratives • imperatives |
| (15 marks) AO2: Demonstrate critical understanding of concepts and issues relevant to language use

• demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches and interpretations of linguistic issues | • evaluate and challenge different ways of explaining children's language development • synthesise ideas and conceptualise a view of the process • integrate a range of well-selected examples to support/challenge a model of language development as wholly interactive • evaluate the nature and effect of reformulation and correction• explore a range of different contexts such as bi-lingualism, digital media, genres of talk, gender roles, interaction with people and toys • identify and discuss significance of cognitive development eg semantic understanding • identify and discuss evidence for innateness theories eg Wugs/plurality, regression • examine the importance of input, usage, correction and reformulation
• evaluate and challenge different ways of explaining children's language development • evaluate different views of written language development eg national literacy strategy • synthesise ideas and conceptualise a view of the process of written language development • integrate a range of well-selected examples to support/challenge importance of accuracy/creativity •evaluate the nature and effects of correction, reformulation and feedback eg "good full stops" • evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles |

Paper2: Language Change & Diversity – Section A – Q's for this paper could be on: power/occupation, gender, ethnicity, idiolect etc

Expectations	Paper and Questions (these are sample Qs only)	Topics & Advice	Theorists (list is only a guide not absolute!)
Understand and be able to analyse texts using different sociolects (to include social and occupational groups, gender and ethnicity) Understand and be able to analyse texts using different dialects (to include regional, national and international varieties of English) Understand and be able to analyse texts from different periods, from 1600 to the present day Understand and be able to analyse written, spoken and electronic texts about a range of subjects Understand and be able to analyse items from collections of language data (e.g. dictionaries, online resources, language corpora) Understand and be able to apply broad lexical, grammatical, phonological and graphological terminology Understand and be able to apply specific terminology related to dialect and sociolect, for example: overt prestige, covert prestige etc. Understand and be able to apply specific terminology related to language change, for example: amelioration, broadening, borrowing etc. Understand and be able to apply specific terminology related to spoken language, for example: tag questions, turn-taking, directives etc Understand, evaluate and integrate the ideas of dialect and sociolect theorists; some of these may include Labov, Trudgill, Peyt, Cheshire etc. Understand, evaluate and integrate the ideas of gender theorists; some of these may include Lakoff, Tannen, Zimmerman and West etc. Understand, evaluate and integrate the ideas of language change theorists; some of these may include: Milroy, Aitchison, Deutscher etc.	Component 2: **Language diversity and change** Written Paper 2 hours 30 mins 40% **Section A – Diversity and change** One question from a choice of two: Either: an evaluative essay on language diversity (30 marks) Or: an evaluative essay on language change (30 marks) **Questions -** Question types Alevel P2 SecA Question 1 **Evaluate the idea that** spoken interactions between men and women are characterised by miscommunication. OR Question 2 **Evaluate the idea that** the English language is changing and breaking up into many different Englishes.	Paper 2 Topics • sociolects (to include social and occupational groups, gender and ethnicity) • dialects (to include regional, national and international varieties of English) • language that represents these groups • how language varies - personal, social, geographical and temporal contexts • why language varies and changes • critical knowledge and understanding of different views and explanations • attitudes to language variation and change • the use of language according to audience, purpose, genre and mode • how language is used to enact relationships.	Labov Trudgill Peyt Cheshire Lakoff Tannen Zimmerman & West Milroy Aitchison Deutscher *Advice* • It is recommended that you spend about 45 minutes writing your Section A answer. You should spend 15 minutes preparing the material for and 45 minutes writing your answer to Question 3 and 45 minutes writing your answer to Question 4.

Table (within Topics & Advice column):

AO's	AO1	AO2	AO3	AO4	AO5
Q1/2	10	20			
Q3	10		15	15	
Q4/5		20			10

In terms of specific topics (question topics):
texts using differing sociolects (to include social and occupational groups, gender and ethnicity)
• texts using different dialects (to include regional, national and international varieties of English)
• texts that use language to represent the different groups above
• texts from different periods, from 1600 to the present day

AO's -

(10 marks) AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression
• apply linguistic methods and terminology, identifying patterns and complexities • guide the reader

| (20 marks)
AO2: Demonstrate critical understanding of concepts and issues relevant to language use

• demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues | evaluate deficit/dominance/difference views, research and methodologies • challenge ideas of difference: gender polarisation and dichotomies, universalising, biologism, miscommunication • conceptualise diversity views: heterogeneity of women's and men's social identities • explore gender as performance, eg roles people play in difference situations • explore different interpretations of female/male conversational behaviours, eg tags as showing uncertainty or wielding power • consider research on/effect of other variables, eg context, age, class, ethnicity • explore other aspects of language such as differences in accent and dialect, use of other modes of communication
evaluate the importance of 'inner circle' standards, eg Am. Eng., UK. Eng. • evaluate the significance of other Englishes, English as a lingua franca • evaluate issues of definitions and nature of varieties • conceptualise and evaluate issues, eg economics, identity, intelligibility, demographic power, relationships between varieties, gatekeeping, ownership, post-colonialism • explore effect of codification, education, technology, communication on standardisation • explore specific local factors leading to divergence and diversification • explore effect of positive attitudes to non-standard varieties eg identity, resistance • consider research and others' views |

Expectations	Paper and Questions	Topics & Advice	Consider:
Understand and be able to analyse texts from a variety of contexts, as exemplified above Understand and apply broad lexical, grammatical, phonological and graphological terminology Understand and use correct and relevant terminology for the context. For example, in semantics student could discuss metaphor Use coherent and fluent written expression Demonstrate critical understanding of relevant concepts, e.g. language change etc. Demonstrate critical understanding of issues relevant to language use by challenging particular stances Be able to write about language issues in a variety of different forms Demonstrate expertise and creativity by making innovative use of form and using an appropriate register Demonstrate expertise and creativity by making innovative use of form and using an appropriate register	Component 2: **Language diversity and change** Written Paper 2 hours 30 mins **Section B – Language discourses** Two texts on a topic linked to the study of diversity and change. Analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) Directed writing task linked to the topic and ideas in the texts (30 marks) **Q4** - The form specified won't always be an opinion article, but it will always be an **opinion-based piece**	Question types P2 Sec B Language discourses: Question 3 **Analyse how language is used** in **Text A and Text B** to **present views about** the nature of language change. In your answer you should: **examine** any **similarities and differences** you find between the two texts **explore** how **effectively** the texts **present their views**. A-level Question 4 **Write** an **opinion article about** language change in which you **assess the ideas and issues** raised in **Text A and Text B** and **argue your own views** _(see table below)_	Explore how texts: 1.represent language 2.construct an identity for the producer 3.position the reader and seek to influence them 4.are connected to discourses about language. **Question 3 could be focused on either language change or language diversity, as the focus is on language discourses and attitudes to both change and diversity.**

AO's	AO1	AO2	AO3	AO4	AO5
Q1/2	10	20			
Q3	10		15	15	
Q4/5		20			10

AO's -

(10 marks) AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • guide the reader	• parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design, structure and webpage navigation • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb types: manner, time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse markers
(15 marks) AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A • evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts	evaluate the use of metaphors to describe language (eg language change) • evaluate metaphors as part of discourses of language change: infectious disease, decay, laziness • evaluate examples of modality and persuasiveness use of copular verbs ('is') and modal verbs 'We'll get' • evaluate positioning of audience by sentence structure and clause orders • evaluate use of playfulness and humour, provocation • evaluate how links and email/comments and their language help to promote and disseminate the discourse analyse language used to represent the nature of English: eg traditional, as beautiful cultural artefact '• analyse language used to represent language change, eg verbs, adverbs, adjectives and nouns • analyse language of journalism to create significance and anxiety • analyse how the reader is positioned by pronoun use, • analyse how speakers/writers are (self-) represented
(15 marks) Explore the similarities and differences in the ways that Text A and Text B use language AO4: Explore connections across texts, informed by linguistic concepts and methods	evaluate discourse and representations of language change as decay • evaluate discourse and representations of correctness and communication/clarity • evaluate effects of journalistic contexts on representations of language explore journalistic contexts and classifications: blogs, culture, dramatisation and newsworthiness, online environment, hyperlinks and interactiveness compare use of first- and second-person pronouns use of metaphor and simile • contrast use of sentence functions • compare and contrast any other uses of language
(20 marks) AO2: Demonstrate critical understanding of concepts and issues relevant to language use • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues	develop an overview of the nature of language change • evaluate ideas of progress/decay • challenge prescriptivist stances • challenge descriptivist stances • evaluate specific changes as good, bad, neutral analyse and explain degeneration/evolutionary views of language • illustrate degeneration/evolutionary views of language • identify evolutionary views of language: eg functional theory, waves/tides images, progress metaphors • identify degeneration views of language - eg Text A: breaking up, mishandling, lack of care, ugliness, destruction/trashing/annihilation; Text B: erosion • place views in Text A and B in wide contexts – eg citing other writers
(10 marks) AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways use form creatively and innovatively • use register creatively for context • write accurately	use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use engaging and entertaining style