Paper1: Section A - Textual Variations and Representations

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  (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  (20 marks)  AO3: Analyse and evaluate the verious discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations	Expectations	Paper	Questions				Advice	Theorists			
Society  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 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 finglish; aspects of language and identity etc. Apply including the stream of the stream of the ways that Text A and Text B uses language to create meanings and representations.  2) Exist (2 contemporary + 1 older rext) linked by topic or theme.  Section A - Textual variations & representations with they are similar and different in their language use.  Section A - Textual variations & representations with they are similar and different in their language use.  1) Analyse of ore text and discource within they are similar and different in their language use.  1) Compare and contrast Text A and Text B. Schomlanguage in which they are similar and different in their language use.  1) Compare and explore the use of specific linguistic concepts in both texts.  2) Exist (2 contemporary + 1 older rext) linked by topic or theme.  1) Analysis of one text (25 marks)  2) Compare and explore the use of specific linguistic concepts in both texts  2) Compare and explore the use of specific linguistic concepts in both texts  2) Compare and explore the use of specific linguistic concepts in both texts  2) Compare and explore the use of specific linguistic features in both texts  2) Analysis of one text (25 marks)  2) Analysis of		Component 1:	Question types P1 Sec A				It is recommended that you spend				
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 ratical 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 the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic methods and analysis appropriate lenguages use.  **Compare and explore the use of specific linguistic methods and analysis appropriate lenguages use.  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic features in both texts  **Compare and explore the use of specific linguistic fe	Understand lexical terminology and show how this can be used to shape	Language, the individual and					30 minutes reading and preparing				
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  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of	representations	society	1) Analyse how <b>Text A</b> uses language to			to	the texts. In Section A, it is				
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 can be shaped by context, including, social and individual varieties of English; aspects of language and identity etc.  Apply ricitcal skills in close reading, description, evaluation, analysis and interpretation of texts and discourses  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic fe			create meanings and representations.				recommended that you spend 30				
Understand the contextual aspects of language use, including extended stretches of communication occurring in different genres, modes and contexts 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 the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore the similar rites and difference in the first R and Text B, showing ways in which they are similar and different in their language use.   Lexts (1 contemporary + 1 older text) linked by topic or theme.  Section A - Textual variations & representations  Lexts (2 contemporary + 1 older text) linked by topic or theme.  Analysis of one text (25 marks)  Analysis of second text (25 marks)  Analysis of seco	Understand grammatical terminology and show how this can be used to	Written Paper					minutes writing your Question 1				
Understand how language can be shaped by context, including: social and individual varieties of English; aspects of language and identify etc.  Apply language can be shaped by context, including: social and individual varieties of English; aspects of language and identify 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 appropriate linguistic concepts in both texts  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written apply inguistic methods and terminology, identifying patterns and complexities  **apply language analysis with rare errors **apply inferent levels of language analysis with rare errors **apply language analysis with rare errors **guide the reader**  **evaluate use of language analysis 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 use of language and representations according to context **explore analysis within wider social and cultural contexts  **evaluate use of language and representations according to context **explore analysis within wider social and cultural contexts  **evaluate use of language and representations according to context **explore analysis within wider social and cultural contexts  **evaluate use of language and representations according to context **explore analysis within wider social and cultural contexts  **evaluate use of language and representations according to context **explore analysis within wider s	shape representations	2 hours 30 mins	2) Analyse how <b>Text B</b> uses language to			O	answer, 30 minutes writing your				
Stectshes of communication occurring in different genres, modes and contexts 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  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  apply linguistic methods and terminology, identifying patterns and complexites  apply legislate methods and terminology, identifying patterns and complexites  apply legislate the reader  2 texts (1 contemporary + 1 older text) linked by topic or theme.  5 compare and explore the use of specific linguistic concepts in both texts  Compare and explore the use of specific linguistic methods and terminology, identifying patterns and complexites  4 context (25 marks)  6 comparison of the two texts (20 marks)  6 comparison of the two texts (20 marks)  7 comparison of the two texts (20 marks)  8 comparison of the two texts (20 marks)  9 parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual designation of texts and terminology, identifying patterns and complexites  9 parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual designation of texts and terminology, identifying patterns and complexites  100 marks)  100			create meanings and representations.				Question 2 answer and 20 minutes				
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  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and sources  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and sources  Analysis of second text (25 marks)  Analysis of second text (25 ma	Understand the contextual aspects of language use, including extended	40%					writing your Question 3 answer. It				
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  April (20 marks)  April (21 marks)  AD3: Analysis of a language analysis, using associated terminology and coherent written expressions of language analysis in an integrated way, recognising how they are connected apply levels of language analysis with rare errors  • guide the reader  (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  (20 marks)    older text) linked by toloc or theme.   Section A – Textual variations & representations & representation of multimodal.    older text and Text B, showing ways in which they are within their language use.    Assessment   objective   AO1   AO2   AO3   AO4   AO4	stretches of communication occurring in different genres, modes and		3) Explore the similarities and differences in			ices in	is recommended that you spend				
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  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  apply linguistic methods and terminology, identifying patterns and complexities  apply legistic methods and terminology, identifying patterns and complexities  apply legistic methods and terminology, identifying patterns and complexities  apply legistic methods and evaluate how contextual factors and language features are associated with the construction of meaning in Text A  ACS: 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 technological dimensions of language use: syntax, grammar, interactivity, genre * evaluate how value attitudes are conveyed * evaluate the representation of	contexts	2 texts (1 contemporary + 1	the ways that Text A and Text B use				40 minutes writing your Section B				
Section A - Textual variations & representations  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 discourses  Make accurate references to texts and sources  Compare and explore the use of specific linguistic features in both texts  Compare and explore the use of specific linguistic concepts in both texts  Compare and explore appropriate linguistic concepts in both texts  AD'S-  AD'S		older text) linked by	-				answer.				
Section A Textual variations & representations  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  Apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses  Analysis of one text (25 marks)  Analysis of second	Understand how language can be shaped by context, including: social	topic or theme.									
Apply critical skills in close reading, description, evaluation, analysis 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  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  a apply linguistic methods and terminology, identifying patterns and complexities  a poply linguistic methods of language analysis with rare errors  a guide the reader  (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 use of language and representations according to context • explore analysis within wider social and cultural contexts  evaluate the various discourses • evaluate the representations according to context • explore analysis within wider social and cultural contexts  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    v	and individual varieties of English; aspects of language and identity etc.					ext B,					
Apply critical skills in close reading, description, evaluation, analysis 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  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  a apply linguistic methods and terminology, identifying patterns and complexities  a poply linguistic methods of language analysis with rare errors  a guide the reader  (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 use of language and representations according to context • explore analysis within wider social and cultural contexts  evaluate the various discourses • evaluate the representations according to context • explore analysis within wider social and cultural contexts  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    valuate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations    v	·	Section A – Textual variations &				r 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  Analysis of second text (25 marks)  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  apply linguistic methods and terminology, identifying patterns and complexities  apply linguistic methods and terminology, identifying patterns and complexities  apply levels of language analysis with rare errors  guide the reader  evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts  evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts  evaluate the various discourses • evaluate effects of contemporary + 1 older text, linked by topic or theme.  Assessment bodie in the position objective AO1 AO2 AO3 AO4  Older texts could go back as far as 1600  Older texts could go back as far as 1600  AO4 AO3 AO4  Older texts could go back as far as 1600  AO4 AO3 AO4  Older texts could go back as far as 1600  Figure texts could go back as far as 1600  AO4 AO3 AO4  Older texts could go back as far as 1600  Figure texts could go back as far as 1600  AO4 AO3 AO4  Older texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go back as far as 1600  Figure texts could go b	Apply language concepts and methods of analysis appropriately and	representations					Texts could be spoken, written or				
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  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  apply linguistic methods and terminology, identifying patterns and complexities  apply levels of language analysis with rare errors  guide the reader  100	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  Compare and explore appropriate methods of language analysis, using associated terminology and coherent written expression  • apply linguistic methods and terminology, identifying patterns and complexities  • apply levels of language analysis with rare errors  • guide the reader  (15 marks)  AO3: Analysis of one text (25 marks)  • Downparison of the two texts (20 marks)  • parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design and webpage navigation  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marke  • evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts  (20 marks)    AO3: AO4   Q1   10   15		2 texts (1 contemporary + 1	Assassment					martinodai.			
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  Compare and explore appropriate linguistic concepts in both texts  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 levels of language analysis in an integrated way, recognising how they are connected  apply levels of language analysis with rare errors  apply levels of language with rare errors  apply levels of language 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  (20 marks)  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations	Apply critical skills in close reading, description, evaluation, analysis and	older text) linked by		101	402	402	101	Older texts could go back as far as			
Analysis of one text (25 marks) Compare and explore the use of specific linguistic features in both texts Compare and explore appropriate linguistic concepts in both texts  AOS -  (10 marks) AOI: Apply appropriate methods of language analysis, using associated terminology and coherent written expression apply linguistic methods and terminology, identifying patterns and complexities apply levels of language analysis with rare errors guide the reader  (15 marks) AOI: 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  (20 marks)  e Analysis of one text (25 marks)  Analysis of second text (25 marks)  Analysis of one text (25 marks)  Analysis of one text (25 marks)  Analysis of one text (25 marks)  Comparison of the two texts (20 marks)  parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design and webpage navigation  • parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design and webpage navigation  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marke • explore technological dimensions of language use: syntax, grammar, interactivity, genre • evaluate the representation of/ • examine how audience is addressed an		topic or theme.	objective	AUI	AUZ	AU3	AU4	<u> </u>			
Analysis of second text (25 marks)  Compare and explore the use of specific linguistic features in both texts  Compare and explore appropriate linguistic concepts in both texts  Compare and explore appropriate linguistic concepts in both texts  (20 marks)  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 levels of language analysis in an integrated way, recognising how they are connected  • apply levels of language analysis with rare errors  • guide the reader  (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  (20 marks)  • Analysis of second text (25 marks)  • Comparison of the two texts (20 marks)  • Analysis of second text (25 marks)  • Analysis of second text (25 marks)  • Analyse in an integrated way to enable the reader • visual design and webpage navigation  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marke • time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marke • adjusted to represent / analyse self-representations / evaluate the construction and tittudes are conveyed / evaluate the construction and representant of contexts on language use, representation of contexts on language use, r		Analysis of one text (25 marks)	Q1	10		15		1000			
Compare and explore the use of specific linguistic features in both texts  Compare and explore appropriate linguistic concepts in both texts  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 levels of language analysis with rare errors  guide the reader  (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 various discourses • evaluate effects of contemporary/historical contexts on language use, representation of an language use, representation of an language use, representation of contexts on	Make accurate references to texts and sources	Analysis of second text (25)									
Compare and explore appropriate linguistic concepts in both texts  (20 marks)  (20 marks)  (20 marks)  (20 marks)  (20 marks)  (10 marks)  (21 marks)  (20 marks)			Q2	10		15					
Compare and explore appropriate linguistic concepts in both texts  (20 marks)	Compare and explore the use of specific linguistic features in both texts	Comparison of the two texts	03				20				
A0's -  (10 marks) A01: Apply appropriate methods of language analysis, using associated terminology and coherent written expression • apply linguistic methods and terminology, identifying patterns and complexities • apply levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • guide the reader  (15 marks) A03: 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  (20 marks)  (20 marks)  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation of use and representation of use and representation of use and attitudes are conveyed • evaluate effects of contemporary/historical contexts on language use, representation of use and representation of use and representation of use and attitudes are conveyed used use of contemporary/historical contexts on language use, representation of use and representation of use and representation of use and attitudes are conveyed used use of contemporary/historical contexts on language use, representation of use and representation of use and attitudes are conveyed used use of contemporary/historical contexts on language use, representation of use and use of contemporary/historical contexts on language use, representation of use and use of clause types • clause order • clause linking • cohesion and guiding the reader • visual design and webpage navigation • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse use in the construction of use and webpage navigation • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sente		(20 marks)									
<ul> <li>(10 marks)</li> <li>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression         <ul> <li>apply linguistic methods and terminology, identifying patterns and complexities</li> <li>apply levels of language analysis in an integrated way, recognising how they are connected</li> <li>apply levels of language analysis with rare errors</li> <li>guide the reader</li> </ul> </li> <li>(15 marks)         <ul> <li>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A</li> <li>evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations</li> </ul> </li> </ul>	Compare and explore appropriate linguistic concepts in both texts		Q4/5	15	15						
<ul> <li>(10 marks)</li> <li>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression         <ul> <li>apply linguistic methods and terminology, identifying patterns and complexities</li> <li>apply levels of language analysis in an integrated way, recognising how they are connected</li> <li>apply levels of language analysis with rare errors</li> <li>guide the reader</li> </ul> </li> <li>(15 marks)         <ul> <li>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A</li> <li>evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation</li> <li>evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations</li> </ul> </li> </ul>											
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  (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  (20 marks)  AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations/ evaluate the construction and representation of/ • evaluat	AO's -										
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  (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  (20 marks)  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse analysis in an integrated way, recognising how they are conveyed • explained to provide time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse analyse how language use: syntax, grammar, interactivity, genre • evaluate how value attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-	(10 marks)		• parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design, structure								
• 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  (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 various discourses • evaluate effects of contemporary/historical contexts on language use, representations  • evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  • evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  • evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations  • tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb ty time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields	AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written			and webpage navigation							
• 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  (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  (20 marks)  • apply levels of language analysis in an integrated way, recognising how they are connected  time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple, compound-complex • semantic fields • euphemism • discourse marker time, degree • sentence types: simple complex • semantic fields • euphemism • discourse semantic fields • euphemism • discourse			• tenses: past • aspect: progressive • superlative adjectives • ellipsis • noun phrases • noun types • adverb types: manner,								
• apply levels of language analysis with rare errors • guide the reader  (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 various discourses • evaluate effects of contemporary/historical contexts on language use; syntax, grammar, interactivity, genre • evaluate how value attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation of / evaluate the construction of / evaluate the con											
• guide the reader  (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  (20 marks)  • guide the reader  explore technological dimensions of language use: syntax, grammar, interactivity, genre • evaluate how value attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation of / evaluate the construction of / evaluate the construction of / evaluate the construction of / evaluate of / evaluate the construction of / evaluate the construc	• apply different levels of language analysis in an integrated way, recognisi	ng how they are connected	time, degree •	sentenc	e types:	simple	, compo	und-complex • semantic fields • eupher	nism • 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  (20 marks)  • explore technological dimensions of language use: syntax, grammar, interactivity, genre • evaluate how value attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to representations / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate values and attitudes are conveyed / evaluate the construction and representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations											
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  (20 marks)  • attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations											
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  (20 marks)  • attitudes are conveyed • evaluate the representation of/ • examine how audience is addressed and position analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representation of/ • examine how audience is addressed and position analyse how language is used to represent / evaluate the construction and representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations											
of meaning in Text A  analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and represent and cultural contexts  (20 marks)  analyse how language is used to represent/ analyse self-representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and represent and cultural contexts on language use, representations / evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations / explore historical dimensions use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representations / evaluate the construction and representation and representation and representation and representation and representation and representation and repres	AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A		explore technological dimensions of language use: syntax, grammar, interactivity, genre ● evaluate how values and								
• evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts  (20 marks)  use eg grammar / evaluate values and attitudes are conveyed / evaluate the construction and representation and representation and cultural egrammar / evaluate values and attitudes are conveyed / evaluate the construction and representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations according to context • explore analysis within wider social evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representation explored evaluate effects of contemporary/historical contexts on language use, representation explored evaluate effects of contemporary/historical contexts on language use, representation explored evalu				•					•		
• evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts  (20 marks)  evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations			analyse how lar	nguage i	is used t	o repre	sent/	analyse self-representations / explo	re historical dimensions of languag		
and cultural contexts  (20 marks) evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, repre			use eg gramma	r / e	valuate	values	and attiti	udes are conveyed / evaluate the co	onstruction and representation of		
(20 marks) evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, repre											
	and cultural contexts										
Explore the similarities and differences in the ways that Text A and Text B use language and meanings • evaluate effects of technological contexts on language use. representations and meanings • evaluate effects of technological contexts on language use.	(20 marks)		evaluate the various discourses • evaluate effects of contemporary/historical contexts on language use, representations								
	Explore the similarities and differences in the ways that Text A and Text B use language		and meanings • evaluate effects of technological contexts on language use, representations and meanings • evaluate								
effects of social contexts on language use, representations and meanings											
AO4: Explore connections across texts, informed by linguistic concepts and methods	AO4: Explore connections across texts, informed by linguistic concepts and methods										

range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles

• 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 developme crying, cooing, babbling etc.	nt, including	Component 1: Language, the individual and society	Question types P1 Sec B  Question 4	It is recommended that you spend 30 minutes reading and preparing the texts. In					Chomsky
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.		Written Paper 2 hours 30 mins	"Interaction with caregivers is the most important influence on a child's language development."		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				
		Section B – Children's	Referring to <b>Data Set 1</b> in detail, and to relevant ideas from language study, evaluate this view of children's language development.	you spend 40 minutes writing your Section B answer.					Berko & Brown
Understand, identify and analyse the various stages of grammatical developments including one-word, two-word, telegraphic etc.	opment,	language development  • Discursive essay on		AO's	A01	AO2	A03	AO4	Halliday
Understand, identify and analyse the various functions of child language, including regulatory, interactional, personal, instrumental etc.		children's language development, with a choice of two questions with data provided on spoken, written or	Question 5 "Accuracy is more important than creativity."	Q1	10		15		Bellugi
			Referring to <b>Data Set 2</b> and <b>Data Set 3</b> in detail,	Q2	10		15		ļ,
			and to relevant ideas from language study,	Q3				20	ļ,
Understand, identify and analyse the phonological, lexical and grammatica how adults speak to children and the impact this has	al features of	multimodal language (30 marks)	evaluate this view of children's language development.	Q4/5	15	15			
Understand, evaluate and integrate the ideas of major theorists; some of t include: Chomsky, Skinner, Piaget etc.  Understand, evaluate and integrate the ideas of other theorists; some of t include: Berko and Brown, Halliday, Bellugi etc.	·		Here – you are asked to Evaluate the view of language development	There will always be two types of data provided, which could be spoken, written or multimodal (at least two will be covered).					
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	range of well-s and correction and discuss sig regression • ex • evaluate and literacy strateg support/challe	elected examples to support/ch • explore a range of different co nificance of cognitive developm camine the importance of input, challenge different ways of exp ty • synthesise ideas and concep nge importance of accuracy/cre	laining children's language development • synthesis allenge a model of language development as wholly intexts such as bi-lingualism, digital media, genres of ent eg semantic understanding • identify and discus usage, correction and reformulation laining children's language development • evaluate utualise a view of the process of written language deativity • evaluate the nature and effects of correction	interactive f talk, gende s evidence f different vie velopment n, reformula	<ul> <li>evaluater roles, infor innate</li> <li>ews of wr</li> <li>integrate</li> <li>integrate</li> </ul>	te the nate the nate needs the ritten langue feedback	ture and n with pe ories eg ' guage de e of well- k eg "goo	effect of recopie and to Wugs/plura evelopment eselected ex	eformulation oys • identify ality, t eg national xamples to

• Answer either Question 1 or Question 2 from Section A. • Answer both Question 3 and Question 4 from Section B

## 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	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	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,	Labov Trudgill Peyt Cheshire Lakoff Tannen Zimmerman & West Milroy Aitchinson
terminology  Understand and be able to apply specific terminology related to dialect and sociolect, for example: overt prestige, covert prestige etc.	change (30 marks)  Questions - Question types Alevel P2 SecA	purpose, genre and mode  • how language is used to enact relationships.	
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	Question 1  Evaluate the idea that spoken interactions between men and  A0's A01 A0  Q1/2 10 2	Q1/2 10 20	Deutscher  Advice  It is recommended
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.	women are characterised by miscommunication.  OR	Q4/5 20 10  In terms of specific topics (question topics): texts using differing sociolects (to include social and	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.
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.	Question 2 <b>Evaluate the idea that</b> the English language is changing and breaking up into many different Englishes.	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 vexpression  • 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, postcolonialism • 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

• Answer either Question 1 or Question 2 from Section A. • Answer both Question 3 and Question 4 from Section B

Expectations	Paper and Questions	Topics & Advice Consider:					
Understand and be able to analyse texts from a variety of contexts, as exemplified	Component 2:	Question types P2 Sec B Explore how texts:					
above	Language diversity and	1.represent language					
Understand and apply broad lexical, grammatical, phonological and graphological	change Written Paper	Language discourses:  Question 3  2.construct an identity for the producer					
terminology	2 hours 30 mins	3.position the reader					
		Analyse how language is used in Text A and Text B to present and seek to influence					
Understand and use correct and relevant terminology for the context. For example, in	Section B – Language	views about the nature of language change. In your answer you them					
semantics student could discuss metaphor	discourses Two texts on a topic linked to the	should:  examine any similarities and differences you find between the  4.are connected to discourses about					
Use coherent and fluent written expression	study of diversity and change.	two texts explore how effectively the texts present their views.					
See constant and mach miner orpression	study of arreferry and entanger	tanguage					
Demonstrate critical understanding of relevant concepts, e.g. language change etc.	Analysis of how the texts use	A-level Question 4 Question 3 could be					
Demonstrate critical understanding of issues relevant to lenguage use by shallonging	language to present ideas,	Write an opinion article about language change in which you focused on either					
Demonstrate critical understanding of issues relevant to language use by challenging particular stances	attitudes and opinions (40 marks)	assess the ideas and issues raised in Text A and Text B and language change or argue your own views					
particular stances	marks)	argue your own views language diversity, as the focus is on language					
Be able to write about language issues in a variety of different forms	Directed writing task linked to	Processed at the design of the second state of					
	the topic and	AO's AO1 AO2 AO3 AO4 AO5 to both change and					
Demonstrate expertise and creativity by making innovative use of form and using an	ideas in the texts (30 marks)	Q1/2 10 20 diversity.					
appropriate register	Q4 - The form specified won't	Q3 10 15 15 15					
Demonstrate expertise and creativity by making innovative use of form and using an	always be an opinion article, but it						
appropriate register	will always be an opinion-based	Q4/5 20 10 10					
	piece						
AO's -  (10 marks) AO1: Apply appropriate methods of language analysis, using associated	a parallal clauses a clause types a clause	where clause limiting a cohesion and guiding the gooder a visual design, etweeture and usebnors					
terminology and coherent written expression	• parallel clauses • clause types • clause order • clause linking • cohesion and guiding the reader • visual design, structure and webpage						
apply linguistic methods and terminology, identifying patterns and complexities	navigation						
apply different levels of language analysis in an integrated way, recognising how they	• tenses: past • aspect: progressive • sup	erlative adjectives • ellipsis • noun phrases • noun types • adverb types: manner, time, degree •					
are connected	sentence types: simple, compound-comp	ex • semantic fields • euphemism • discourse markers					
apply levels of language analysis with rare errors       guide the reader							
(15 marks)		e language (eg language change) • evaluate metaphors as part of discourses of language change:					
AO3: Analyse and evaluate how contextual factors and language features are associated	•	ate examples of modality and persuasiveness use of copular verbs ('is') and modal verbs 'We'll get' •					
with the construction of meaning in Text A		nce structure and clause orders • evaluate use of playfulness and humour, provocation • evaluate how					
evaluate use of language and representations according to context • explore analysis	<del>-</del>	lage help to promote and disseminate the discourse ature of English: eg traditional, as beautiful cultural artefact '● analyse language used to represent					
within wider social and cultural contexts	language change, eg verbs, adverbs, adjectives and nouns • analyse language of journalism to create significance and anxiety • analyse how the						
		alyse how speakers/writers are (self-) represented					
(15 marks) Explore the similarities and differences in the ways that Text A and Text B use	evaluate discourse and representations o	language change as decay • evaluate discourse and representations of correctness and					
language	communication/clarity • evaluate effects of journalistic contexts on representations of language explore journalistic contexts and classifications.						
AO4: Explore connections across texts, informed by linguistic concepts and methods	9 '	rthiness, online environment, hyperlinks and interactiveness compare use of first- and second-person					
		ntrast 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	illustrate degeneration/evolutionary views of language • identify evolutionary views of language: eg functional the progress metaphors • identify degeneration views of language - eg Text A: breaking up, mishandling, lack of care, in the control of the control o						
and analysis ferro, approaches, interpretations of iniguistic issues		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		e the reader • transform and explore ideas relevantly and interestingly for audience, showing their					
communicate in different ways use form creatively and innovatively • use register	significance to the reader • show close control of sentence effects produce an effective opening and conclusion • argue well-documented						
creatively for context • write accurately	viewpoints, that provide information accessibly • use engaging and entertaining style						
·	,,	, 5500					