

Year 12

Autumn 1	What is the best way to apply language levels for textual analysis when looking at words ‘under the microscope’? What are the different language levels? Give an example of how you could study language under each level e.g. For lexical analysis you could study nouns, for semantic study, you could look at connotations/ semantic fields. Can you explain techniques that are useful for Comparative Analysis? What is GRAMPS an acronym for? How does GRAMPS help establish text type? How does GRAMPS help to understand the relationship between producer/receiver and context?
Autumn 2	Can you discuss Attitudes to Language Variety/Change? What is significant about Latinate terms? What is Jargon and how does it link to power? Is Standard English (Received pronunciation) important? How might a person use Divergence or convergence in their use of accent or dialect? What types of topical language issues do you enjoy writing about? What is meant by the term ‘Sociolinguistics’? Name a Gender/ Power/ Technology issue that you could explore as a topical issue. How are Language and Power linked? What gender issues present themselves through language? How has technology impacted our language use?
Spring 1	How do you analyse language ‘Under the Microscope’? Can you identify and analyse patterns of lexical and semantic use? Can you identify and analyse the way sentences are constructed? How do you write about a topical issue? Can you write the script for a talk which would form the opening of a podcast called ‘The Way we Talk Now’? Can you apply theories of gender, power and technology to your writing about topical language issues? Can you vary your writing style to blog/ script/speech forms?
Spring 2	How do you begin to compare texts? Can you explore connections and variations between the texts? Can you consider how contextual factors contribute to the construction of meaning? Can you analyse Spoken Language? Can you identify and comment on topic management and agenda setting? Can you analyse the representation of power and status as it’s shown through language? Can you apply Face and politeness theory in your analysis of spoken language? Are you able to comment on co-operation strategies?
Summer 1	Language in the Media Can you apply the language levels to multi-modal texts? Can you compare a visual image and a written text? Can you identify gender and power issues in visual texts? How does a child acquire language? Am I able to describe the differences between the main theories of Nativism/Behaviourism/Social Interactionist and Cognitive? Am I able to explain the stages of Grammatical Development? Do I understand why an understanding of pragmatics is essential to language acquisition?
Summer 2	How does language change over time? What are the main contextual issues concerning Language Change? Can I explain when, why and how Standardisation came about? What is the difference between Prescriptivism & Descriptivism? What is the best way to approach comparative analysis? Can you establish an appropriate context for language investigation? Can you use a variety of data collection methods? How do you transcribe spoken data? How can you make sense of data using relevant linguistic methods and techniques?
Autumn 1	Can you analyse transcripts showing Child Language Acquisition? Noam Chomsky, a prominent nativist, thought that the capacity to develop speech was ‘programmed’ into the human brain. What did he call the ‘programmed’ device and how did he believe it works? Chomsky formulated the notion of Universal Grammar. What is this? What is Lenneburg’s ‘Critical Period Hypothesis’? What do Behaviourists believe? What did Skinner believe? What is Conditioning? How do parents or carers provide models of language to children? What techniques are used in Child Directed Speech? What is involved in the early stage of a child’s cognitive development? How are politeness strategies applied in Child Directed Speech and why are they important? How does a child acquire the skills of conversation management? Can you comparatively analyse two texts published between 1700-2022 in terms of how they show Language Change? What contributed to how the English Language changed from Old English (Circa 700) to Modern English (1700)? What was ‘The Great Vowel Shift’? What is the difference between diachronic and synchronic language change? What did Samuel Johnson believe about the English Language? What is meant by the ‘codification’ of language? How did Prescriptivists aim to standardise the English Language? What technology was important in the standardisation of the English Language? Why did Prescriptivists want to standardise the English Language? What do descriptivists believe about the EnglishLanguage? Why is context important to understanding connotation?
Autumn 2	Are you almost ready to submit your Non-Examinable Component? Have you used a variety of data collection methods for your language investigation? Are you able to write confidently about ethical considerations relating to your language investigation? Have you analysed the data you collected using relevant linguistic methods and techniques? Can you communicate your findings in a significant way? Can you represent your investigation in the form of an academic poster? Can you analyse lexis, semantics and context? Giving careful consideration to the context of the text, can you identify and analyse patterns of lexical and semantic use? Can you, with reference to context, identify and analyse the way sentences are constructed?
Spring 1	Can you write in a variety of forms on a range of topical language issues? Can you write 500 words in the style of a blog/ email/ script/ speech about a topical language issue using a critical and conceptual approach? Can you compare texts? Are you able to use appropriate linguistic concepts and methods to analyse the ways in which language is used in these two texts? Can you explore connections and variations between the texts whilst considering how contextual factors contribute to the construction of meaning?
Spring 2	Can you analyse Child Language Acquisition? Can you use appropriate terminology to explain examine the language development of a child in a spoken language transcript? Can you identify and analyse the phonology, grammar and meaning of a child’s utterance? Are you able to use your knowledge of theories and concepts of child language acquisition to support your analysis of a child’s spoken language? Can you analyse language in the Media? Can you use your understanding of relevant ideas and concepts to investigate how language features and contextual factors construct meanings in a text?
Summer 1	Can you show how language has changed over time? Can you make a detailed analysis of writing in two different passages and discuss and illustrate the variations in language between the 19th and 21st centuries? Can you explore how contextual factors influence the way meaning is constructed in two different texts?
Summer 2	<i>Exams</i>

Year 13