

Expectations	Paper and Questions	Topics & Advice	Consider:
<ul style="list-style-type: none"> 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 	<p>Component 2: Language diversity and change Written Paper 2 hours 30 mins</p> <p>Section B – Language discourses Two texts on a topic linked to the study of diversity and change.</p> <p>Analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)</p> <p>Directed writing task linked to the topic and ideas in the texts (30 marks)</p> <p>Q4 - The form specified won't always be an opinion article, but it will always be an opinion-based piece</p>	<p>Question types P2 Sec B</p> <p>Language discourses: Question 3</p> <p>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.</p> <p>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</p>	<p>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.</p> <p>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.</p>
AO's -			
<p>(10 marks) AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 		
<p>(15 marks) AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A</p> <ul style="list-style-type: none"> evaluate use of language and representations according to context • explore analysis within wider social and cultural contexts 	<p>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</p> <p>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</p>		
<p>(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</p>	<p>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</p>		
<p>(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</p>	<p>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</p>		
<p>(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</p>	<p>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</p>		

