YEAR 12 - English Language

In this course you will develop your skills of analysis and appreciation of language use, impact and choice of format for a specific purpose and audience, building on some of the Year 11 Language skills. You will also explore how we acquire language as children and the social factors that influence us and how we use language, depending on our gender, sociolect and our social interactions.

The skills and knowledge you learn in this topic will be fundamental for your GCE Language investigation study and coursework and the examinations in your final year.

Key Vocabulary (T2)	Key Vocabulary (T3)	Core knowledge	Disciplinary Skills
Authorial intent Language Cohesion Societal influences gender Archaisms Stereotypes Discrimination interactions	Syntax Graphology Synthetic personalisation Semantics Pragmatics Etymology Neologisms Morphemes Phonemes Amelioration Perjoration	Authorial intent Social influences Marxists interpretations Nativism Behaviourism Language Acquisition Device Change over time Gender qualities of language use	• Develops a conceptual interpretation using explicit and implicit evidence. • Selects, embeds and interprets quotations effectively. • Maintains a developed analytical argument.with clarity • Analyses language, form and structure. • Reaches conclusion through analysis of linguistic connotations. • Analysis of diverse data sets such as transcripts • Applies linguistic theorists to diverse data sets with precision and accuracy.

Checkpoint: **Vocab/ Knowledge/ Disciplinary skill(s)**	**What does this assessment look like?**	**Which disciplinary skills do I need to be successful?**
Transition (baseline) skills:	You will be asked to read a very short extract. You then have to respond to the questions. Some will have multiple choice answers, while others will require complete sentences. This will allow your teacher to identify areas you may need further support with during the unit.	• Inference • Language • Structure • Context • Topic sentences • Evidence • Paragraphs • Concepts/big ideas • Conjunctions
Checkpoint 1: Language and representations	Exploring different articles linked by them and contrasted by time to explore social and linguistic change, linked by thematic elements and linked to differing social and political affiliations.	• Comparative analysis • Focus on lexis • Explorations of connotation • Comments on pragmatics • Analysis of graphology • Use of synthetic personalisation
Checkpoint 2: Analysis of the history of the English language	You will be given an extract from the text, alongside the set question. Things to consider: • What change can you identify? • Is change linked to societal factors? • What elements of time and changed usage can you identify and explore? • Do language choices indicate changing social perceptions ? • The impact of technological change and transformation	• Demonstrates close textual analysis • Develops a conceptual interpretation using explicit and implicit evidence. • Selects, embeds and interprets quotations effectively. • Maintains a developed analytical paragraph with a clear argument. • Demonstrates a clear sense of linguistics being organic • Tracks, explores, comments on change and impact of linguistic forms.

Checkpoint 3: An analysis of child language acquisition	You will not be given an extract in the form of both a data set as a transcript and evidence of orthography. Things to consider: ● write an introduction that explains your overarching argument linked to linguistic theorists ● use topic sentences for each paragraph that explain the main focus of the paragraph ● use discourse markers, embedded quotations and an analysis of methods within your analytical paragraphs ● Consideration of a range of linguistic theorists based on child's age and social factors ● write a conclusion that offers insight into the potential impact of the text	● Demonstrates a holistic overview of the thematic and structural features ● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and interprets quotations effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Zooms in on words and imagery to explain meaning and foreshadowing later tragedy. ● Explains relevant Victorian context. ● Evaluates Dickens' wider intentions and messages.
Checkpoint 4: An analysis of language change and gender.	As a group, you will be expected to review, collate, research, and analyse the gender theorists that reiterate or contradict the presented evidence Things to consider: ● Understanding their role and function in the redemption arc: ● Thinking About Audience and Purpose ● Draft, Revise, and support analysis with key quotes ● Speaking Clearly and Confidently ● Rehearsing and Refining for an Audience ● Link to audience understanding.	● Demonstrate Dickens' meaning ● Understand dramatic expression ● Vocal and physical performance ● Historical and cultural understanding ● Confident and clear delivery ● Evaluate performance choices made by the writer to delineate his characters

Milestone assessment:

How are theoretical approaches to Child Language acquisition evidenced in the data set?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
Syntax Graphology Synthetic personalisation Semantics Pragmatics Etymology Neologisms Morphemes Phonemes Amelioration Perjoration	Understanding of key features of Language Acquisition , applying theorists and using the data set correctly with wider analysis outside the text.	● Develops a conceptual interpretation using explicit and implicit evidence. ● Selects, embeds and interprets quotations effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Zooms in on words and imagery to explain connotations and links to applicable theorists

How can I achieve in this topic?

- Complete tasks as homework including:understanding key theorists and chronological sequencing
- Use revision support material to prepare you for assessments, knowledge organisers, quote cards, theoretical knowledge
- Use excellence models, scaffolds and success criteria; understand the nuances of mark schemes and examiner expectations