YEAR 13 - 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 and revisiting all of the Year 12 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 as well as producing a NEA coursework folder including both language analysis and creative writing and analysis.

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
Hypothesis Methodology Authorial intent Language Cohesion Societal influences gender Archaisms Stereotypes Discrimination interactions	socio-linguistics Accent and dialect Literary commentary Syntax Graphology Synthetic personalisation Semantics Pragmatics Etymology Neologisms Morphemes Phonemes Amelioration Perjoration	Sociolect Jargonese Language and power Language and gender 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: NEA creative writing	You will study and explore a range of generic literary forms and use this as the basis of your own creative writing piece; this will be accompanied by a critical commentary.	• Using syntax and lexis for effect • Exploration and manipulation of generic features • Critical analysis of literary forms used in your own writing

Checkpoint 2: NEA Language investigation	You will select an area to investigate based on a sound understanding of the associated critical theorists. Things to consider: ● What are the parameters of the hypothesis? ● What methodology will you employ and have a clear rationale for this? ● What language features will be prevalent and indicative in the investigation? ● What are the limiting factors in your investigation that you have concluded? ● How is the data best presented? Appendices?	● Demonstrates close textual analysis around a chosen hypothesis ● Develops a conceptual interpretation using explicit and implicit evidence and a clear methodology about how to obtain this ● Selects, embeds and investigates language use effectively. ● Maintains a developed analytical paragraph with a clear argument. ● Analyses language, form and structure. ● Concludes and evaluates success
Checkpoint 3: How do variations of the English language manifest themselves?	You will need to focus on the potential interpretations of language change and regional variations. Things to consider: ● write an introduction that explains your overarching argument ● 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 ● Explode the quotes (in the diamond analysis style) ● 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: Produce detailed understanding of socio-linguistics, language use and language acquisition and present your analysis of them.	As a group, you will be expected to review, collate, research, and analyse the defining factors that help to formulate English language 'in use'. Things to consider: ● Understanding the views and permutations of theorists ● Consider the interpretation of expectations based on chronology, class, gender, accent, dialect ● Diverse and contradictory linguistic views such as Nativism vs Behaviourism vs Cognitivism vs Interactionism vs Social constructivism	● Demonstrate critics' meaning ● Understand contradictions and permutations ● Consider and advocate for the validity of each view ● Express a clear sense of critical detachment and evaluation of theoretical merits

Milestone assessment:

How does linguistic analysis explore elements of gender, class and socio-linguistic elements?

Vocabulary:	Knowledge tasks:	Disciplinary skills:
socio-linguistics Accent and dialect Literary commentary Syntax Graphology Synthetic personalisation Semantics Pragmatics Etymology Neologisms Morphemes Phonemes Amelioration Perjoration	Understanding of key features of Language Acquisition, Power, Gender and socio-linguistics, 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 to validate conclusions

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