



A2 English Language: ENGB3 – Developing Language

The aim of this unit is to develop candidates' understanding of the key concepts and theories surrounding language study. Candidates will be expected to develop their skills and knowledge from their AS studies, with an additional focus on two new topics:

- the acquisition of language by children
- the development of and changes in English over time.

This unit takes further the study of social contexts, genres of speech, writing and multi-modal texts first explored at AS by embedding questions about language development in particular contexts of use.

Green: I have demonstrated this 3 times in timed conditions

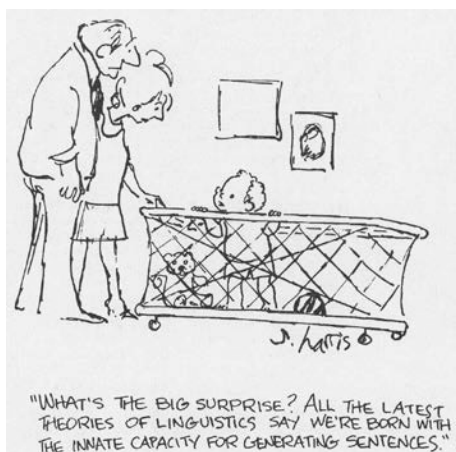
Amber: I have demonstrated this 1-2 times in timed conditions

Red: I haven't yet demonstrated this in timed conditions

| Section A: Language Acquisition | | | |
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| Unit Content | R | A | G |
| AO1: I can select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (15%) | | | |
| I can identify different types of question, e.g. open, closed, tag, and comment with reference of language acquisition. | | | |
| I can find ways of categorising a speaker's lexis, e.g. affectionate, made-up, etc, and comment with reference of language acquisition. | | | |
| I can identify types of sentences, e.g. interrogative, declarative, imperative, exclamatory, and comment with reference of language acquisition. | | | |
| I can identify deictic language and comment with reference of language acquisition. | | | |
| I can identify modal verbs and comment with reference of language acquisition. | | | |
| I can identify different types of non-Standard English, e.g. non-standard verb formation, and comment with reference of language acquisition. | | | |

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| I can identify language use common in children, e.g. telegraphic utterances, grammatical omissions, double negatives, omission of inflections | | | |
| I can identify and comment on discourse strategies, e.g. turn-taking, topic shifts, topic management, questions | | | |
| I can identify and comment on phonological features, e.g. glottal stop, deletion | | | |
| I can comment on aspects of pragmatics, e.g. use of humour, | | | |
| AO2 demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (10%) | | | |
| I can identify child directed speech and refer to specific theorists. | | | |
| I can refer to politeness theory and relate it to relevant data | | | |
| I can refer to theories associated with play and routines and relate it to relevant data | | | |
| I can refer to theories of learning and theorists, e.g. Vygotsky, Piaget and relate it to relevant data | | | |
| I can refer to relevant theories of social identities, e.g. gender, and relate it to relevant data. | | | |
| I can refer to relevant theories of language and power, e.g. adult/child relationships, and relate it to relevant data | | | |
| I can refer to relevant theories of stages of development and relate it to relevant data | | | |
| I can refer to relevant theories of Behaviourism and relate it to relevant data | | | |
| I can refer to specific theories of language acquisition, e.g. innateness, LAD, virtuous errors, and relate it to relevant data | | | |
| I can refer to findings from my own research where relevant and relate it to relevant data. | | | |
| AO3 analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (5%) | | | |
| I can show understanding of the setting in which the data are situated and how this affects language. | | | |
| I can show understanding of the relationships between the speakers in the data and how this affects language. | | | |
| I can show understanding of the roles of the speakers in the data, e.g. caregivers, children, teachers, and how this affects language. | | | |
| I can show understanding of the routines, rituals and activities present in the data, e.g. | | | |

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| birthdays, playtime, friend-based interaction and how this affects language. | | | |
| I can show an understanding of the age of the child in the data and how this affects language. | | | |
| I can relate the data to the wider culture, e.g. gender, social status, family roles, regional accents, cultural experiences, and how this affects the language. | | | |



| Section B: Language Change | | | |
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| Unit Content | R | A | G |
| AO1: I can select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (15%) | | | |
| I can identify and comment on the choice of lexis, with reference to language change, e.g. proper, abstract, concrete & common nouns, adjectives & superlatives, adverbs, formality, semantic fields | | | |
| I can identify and comment on archaisms with reference to language change. | | | |
| I can identify and comment on the choice of grammar in the data and make reference to language change, e.g. 1 st , 2 nd , 3 rd person, passive voice, tense, declaratives, interrogatives, sentence forms, noun phrases, pre-modification, etc. | | | |
| I can identify and comment on the choice of graphology in the data, e.g. typefaces, fonts, upper case, lower case, italics, bold, underlining, images, photos, size of writing, handwriting, etc. | | | |
| I can identify and comment on the discourse structure, e.g. paragraphing, text cohesion, etc. | | | |
| AO2 demonstrate critical understanding of a range of concepts and issues relating to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (10%) | | | |

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| I can relate politeness theories to language change. | | | |
| I can comment on literacy conventions and how these have changed over time. | | | |
| I can comment on technological restraints and how these affect language use over time. | | | |
| I can relate theories of language and power to language change over time. | | | |
| I can identify lexical and semantic changes over time. | | | |
| I can comment on the development of genres over time, e.g. advertising conventions | | | |
| I can refer to ideas of prescriptivism and descriptivism and how these are affected by changes over time. | | | |
| I can refer to Standard English and its changes over time. | | | |
| AO3 analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (5%) | | | |
| I can identify contexts of publication where relevant, e.g. newspaper, magazine, internet, and how these have changed over time. | | | |
| I can comment on changes in social attitudes, e.g. towards gender, race, social class and how this affects language. | | | |
| I can comment on contexts of reception, e.g. individual / mass readership and how this affects language used over time. | | | |
| I can refer to relevant changing technologies and how this affects language. | | | |
| I can comment on the intended audience of the text and how this has developed over time. | | | |

