

## A level English Language Summer Independent Learning – Year 13

Welcome to Year 13 A Level English Language. Please complete the following tasks over the summer:

### PART 1: Compulsory Tasks

1. In preparation for your NEA Investigation you must complete the following tasks:
  - Decide on a topic area to research / investigate
  - Decide what the focus of your investigation is including a hypothesis or investigation question
  - Collect and annotate your data
  - Write up your introduction and methodology sections
  - Write detailed notes from the conclusions of your data

The deadline for submitting the above information on TEAMS is Friday 3<sup>rd</sup> September, so that your work can be reviewed, in advance of your first coursework lesson at the start of Term 1.

### PART 2: Additional Content

2. Keep revisiting and self-testing your knowledge and understanding of the Language Levels, as these are the foundations of all elements of the course. You also need to keep revisiting and self-testing your knowledge and understanding of all the topics covered throughout Year 12. You need to ensure that this information stays fresh in your memory! See the suggested revision summary, below (p.2 and p.3), as a guide.
3. Read the Child Language Development booklet you have been given. This is to familiarise yourself with the topic you will be starting with in Year 13 (Paper 1 Section B). Create revision materials out of the information and ensure you continue to self-test across the summer. Use these materials to help you complete the Child Language Development question provided, below.
4. Complete the practice exam questions (Paper 1 Section A and Paper 2 Section A) and self-assess them using the mark schemes provided. You may also want to use Teams to peer-assess your work. This will provide valuable practice for the Progression Exams.
5. Complete the Metacognition Questionnaire, below. You may wish to complete this more than once.

## Year 12 A-Level English Language Revision Topics

1. Language Levels and the **linguistic terms** within them (AO1):
  - a. Phonology  
i.e. phoneme, monophthong, diphthong, accent, dialect, idiolect, etc.
  - b. Lexis  
i.e. word classes, semantic fields, neology, semantic change, etc.
  - c. Grammar  
i.e. phrases, voice, tense, aspect, clauses, sentences, etc.
  - d. Semantics  
i.e. connotations, figurative language, etc.
  - e. Pragmatics  
i.e. pragmatic references, implicature, inferences, politeness, irony, puns, etc.
  - f. Discourse  
i.e. discourse markers, genre conventions, reference, cohesion, etc.
  - g. Graphology  
i.e. layout, images, colour, size, typography, orthography, multimodality, etc.
2. Language concepts, ideas and theories for **language diversity** (AO2):
  - a. Language and social groups  
i.e. Milroy (1987), Swales (1990), Lave and Wenger (1991), Eckert (2000), etc.
  - b. Language and gender  
i.e. Jespersen (1922), Lakoff (1975), Zimmerman and West (1975), Fishman (80), Spender (80), Tannen (90), Cameron (2008), etc.
  - c. Language and sexuality  
i.e. Halliday (1978), Conrad and More (1976), Leap (1993), Cox and Faye (1994), Baker (2002), etc.
  - d. Language and age  
i.e. Chesire (1987), Labov (1994), Eckert (1997), Bigham (2012), Ives (2014), Stenström (2014), etc.
  - e. Language and occupation  
i.e. Goffman (1955), Giles (1975), Sinclair and Coulthard (1975), Fairclough (1989), Herbert and Straight (1989), Drew and Heritage (1992), Hornyak (1994), Wareing (1999), etc.
  - f. Language and region  
i.e. Labov (1963, 1972), Bernstein (1971), Chesire (1982), Trudgill (1974), Chesire and Edwards (1997), Llamas (2000), etc.

3. Language concepts, ideas and theories for **language change** (AO2):  
i.e. Sapir-Whorf (1929), Hocket (1958), Halliday (1961), Mackinnon (1996), Aitchison (1997), Romaine (1998), Old English, Middle English, Early Modern Day English, Late Modern Day English, Present Day English, Prescriptivism, Descriptivism, Reflectionism, Determinism, The Great Vowel Shift, Caxton's Printing Press (1476), Johnson's dictionary (1755), Lowth's grammar book (1762), Processes of language change: broadening, narrowing, amelioration, pejoration, etc.

The lists provided above are not exhaustive and should be used simply as a guide for your revision. There is a lot more you have covered in class to revise and there is also a lot more independent research you can undertake – remember, this can make your work stand out and help you to achieve higher band marks.

# Year 13

# English Language

# Child Language

# Development Task

## Child Language Development (Paper 1 Section B) How to Write a Successful Response: A Guide

As the title suggests, the purpose of Paper 1 Section B is to assess your knowledge of how children develop the ability to speak, read and write. You will have to write an essay response worth 30 marks.

Like the essays you have to write for Paper 2 Section B on Language Diversity and Language Change, you are expected to use a range of theories relating to Child Language Development to construct a line of argument in response to a stimulus. For example, you may be asked to evaluate the view that children's language development is a result of learned behaviour or to evaluate the view that children learn to speak through copying others.

Unlike the essays you have to write for Paper 2 Section B, you will also be given some data: that of a child using language. As part of your essay, you need to consider to what extent the data you have been given supports or challenges the line of argument you have created by using theory. For example, Skinner's Behaviourist theory suggests that children's language is a result of learned behaviour. If your data is a child being taught how to say the word "apple" and is able to successfully say it, the data supports Skinner's theory because the child has learned how to say a new word. However, if the data is a child being taught how to say the word "apple", but instead is only able to produce the first syllable "ap", your data challenges Skinner's theory because the child has not learned to say the new word. Your job is to consider why this might be!

The 30 marks available for this question are equally weighted across two Assessment Objectives: AO1 (The quality of your line of argument and your application of linguistic terminology) and AO2 (Your knowledge, understanding and ability to evaluate theories, concepts and ideas about Child Language Development). Therefore, both AOs are worth 15 marks.

As with all essays, your work should be structured into an introduction, main body and conclusion. Your main body should consist of three to four points and in total you are expected to write around three to four sides (when handwritten). All students should be able to use a wide range of theories about Child Language Development to support the ideas posed in the stimulus. Better responses will also explore ways to challenge the ideas posed in the stimulus. The best responses will also evaluate the wording of the stimulus. For example, if you are asked to evaluate the view that children always develop at the same rate, being able to explore the implications of the word "always" and why that is problematic will make your work stand out from the crowd!

A successful introduction should do just that: introduce your line of argument. Without going into specifics (save that for your Main Body), outline what the main argument is as suggested by the stimulus. Then, define any key words, terms or concepts that would help to provide the reader. The aim is to lay the foundations for a successful Main Body.

Writing a Main Body involves writing three to four paragraphs, each one containing a different point in response to the stimulus. It is usual for your first paragraph to contain theories that support the ideas in the stimulus. A basic response might then have a second paragraph about different theories that support the ideas in the stimulus and a third paragraph with contains theories that challenge them. There is no rule about how you structure it, however. Indeed, the best responses let the line of argument dictate the structure of the essay. Have confidence in yourself and aim to write an essay that flows clearly. The reader should be left in no doubt that you know what you're talking about. If there are gaps in your knowledge, inaccuracies, your essay doesn't flow or the reader has to work hard to make sense of what you have written, your marks will reflect this. This is why, even in the time confines of an examination, you must proof-read your work!

Furthermore, it is important that in each paragraph you not just refer to theories that are relevant to the stimulus, but to the data as well. Every paragraph must contain theory and commentary on the data. Commenting on the data

is where you are likely to pick up the most marks for the application and analysis of linguistic features (AO1). As there are 15 marks available for AO1, you are expected to use a wide range of detailed and ambitious linguistic terms.

Remember, for AO1:

Band 1 – Responses are limited.

Band 2 – Students rely on vague terms like word or phrase, or use inaccurate terms.

Band 3 – Students use straightforward and fairly obvious terms across a limited number of language levels i.e. basic word classes (nouns, adjectives, adverbs), semantic fields, sentence moods and graphological features, etc.

Band 4 – Students use accurate and ambitious terms across a range of language levels i.e. specific word classes (abstract/concrete nouns, attributive/predicative adjectives and adverbs of time/place/manner/frequency/degree), verb tenses, voice and aspect, morphology, etc.

Band 5 – Students use accurate and ambitious terms from across a wide range of language levels, commenting on patterns in the data (considering why the same feature might be used more than once or why the same feature might be used differently) i.e. pragmatic features, clauses, cohesion and discourse structure.

When you comment on the use of a word, ask yourself the following key questions:

1. What word class is the word?
2. Is the word used as part of any other linguistic feature i.e. repetition or a metaphor?
3. What type of sentence function and type is the word used in?
4. What type of clause is the sentence used in?
5. Is the word part of a larger discourse structure i.e. is it the answer to a question?
6. (Specifically for Child Language Development) what sounds or letters can the child use? Which ones can't the child use?

Asking these questions will ensure that you cover a range of ambitious and sophisticated linguistic terms.

The assessment criteria for Child Language Development looks like this:

<b>AO1</b>	<b>Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>	<b>AO2</b>	<b>Demonstrate critical understanding of concepts and issues relevant to language use</b>
<b>13-15</b>	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 - rare errors. Guide the reader.	<b>13-15</b>	Demonstrate a synthesised, conceptualised and individual overview of issues. Evaluate and challenge views, approaches and interpretations of linguistic issues.
<b>10-12</b>	Apply linguistic methods and terminology with precision and detail. Apply two or more levels of language analysis. Apply levels of language analysis with occasional errors. Develop a line of argument.	<b>10-12</b>	Identify and comment on different views, approaches and interpretations of linguistic issues.
<b>7-9</b>	Apply linguistic methods and terminology consistently and appropriately. Label features that have value for the task. Label features with more accuracy than inaccuracy. Communicate with clear topics and paragraphs.	<b>7-9</b>	Show detailed knowledge of linguistic ideas, concepts and research.
<b>4-6</b>	Use linguistic methods and terminology inconsistently and sometimes without value for the task. Generalise about language use with limited/unclear evidence. Label features with more inaccuracy than accuracy. Express ideas with organisation emerging.	<b>4-6</b>	Show familiarity with linguistic ideas, concepts and research.
<b>1-3</b>	Quote or identify features of language without linguistic description. Present material with limited organisation.	<b>1-3</b>	Discuss issues anecdotally without specialist linguistic knowledge.

### An example Child Language Acquisition Question:

“All children learn to talk by communicating with others.”

Referring to **Data Set 1**, and to relevant ideas from language study, evaluate this view of children’s language development. [30 marks]

#### Data Set 1

Coral (2 years and 6 months) is playing at home. She is with her brother, Francis (1 year and 2 months) and her mother.

Coral: want one [she hands her mother a red brick]  
 Mother: yes please (.) thank you  
 Coral: it ice /k ɪ:m/ mmm  
 Mother: Ice **cream**  
 Coral: hmm ice (.) ice /k ɪ:m/  
 Mother: do you think Francis would like one  
 Coral: no  
 Mother: oh don’t you (.) why not (.)  
 Coral: mmm  
 Mother: why don’t you think Francis wouldn’t like an ice cream  
 Coral: cold too cold  
 Mother: too cold (2) do you think he would like anything else  
 Coral: want one other  
 Mother: do you want another one  
 Coral: no (.) want one other [she holds up a blue brick]  
 Mother: oh do I want another one  
 Coral: more ice /k ɪ:m/  
 Mother: thank you (.) shall we give this one to Francis (.) Francis would you like an ice cream [she hands the blue brick to Francis]  
 Francis: co (.) co (.) co  
 Mother: do you think he likes it  
 Coral: no (.) this one [Coral takes the blue brick and gives Francis an orange one]  
 Francis: co (.) co  
 Coral: like  
 Mother: do you think he likes that one now  
 Coral: it ice

#### Notes:

- Numbers in brackets represent length of pause. Full stops in brackets represent pauses of less than a second i.e. a micropause.
- Bold represents emphasis.
- /k ɪ:m/ is the phonetic representation of the word “cream”, but pronounced without the “r”, as this is how Coral pronounced it. Part of your linguistic analysis could be to consider why she doesn’t use the “r” in this context.
- When Francis says “co”, this is simply a noise he produces. It is part of his first attempts at experimenting with creating sounds.



Use the following prompts to help you write an essay response. You will need to have worked through the Child Language Development booklet so you understand the theories referred to. You can also do your own research. For higher marks, this is encouraged!

Introduction:

- Use the following sentence starter to help you write a sentence establishing what argument is being presented by the stimulus:  
*On the one hand, it is possible to suggest that children...*
- Use the following sentence starter to help you write a sentence establishing what the counter-argument would be:  
*However on the other hand, it is also possible to suggest that children's development is a result of...*
- Define some key terms from the stimulus:
  - What does it mean to "learn to talk"?
  - What does "communicating" actually mean?
  - What does "others" mean?
- Use the following sentence starter to show you understand the importance of evaluating the wording of the question:  
*The word "all" is open for debate because...*

Main Body:

Paragraph 1 –

- Use the following sentence starter to help you write a sentence to support the ideas expressed in the stimulus:  
*Firstly, it can be argued that...*
- Use theory to support the above sentence. You could explain in detail what Bruner's Social Interactionism theory suggests about the relationship between language development and communicating with others.
  - Stronger responses might consider how this theory could be supported by other theories.
  - Higher band responses might consider how this theory could be evaluated: does it have any limitations? Can it be challenged by any other theories?
- Examine the data: does it support the theory or challenge it? You could discuss how Coral's responses to her mother's interrogatives show that she is being encouraged to communicate. Look closely at what both Coral and her mother say, using as much technical linguistic terminology as possible. Why do you think this particular set of data supports the stimulus?

Paragraph 2 –

- Use the following sentence starter to help you write a sentence to support the ideas expressed in the stimulus:  
*Furthermore, it can also be argued that...*
- Again, you need to use theory to support the above sentence. You could explain in detail how Skinner's Behaviourist theory suggests that through communication children can be conditioned to talk.
  - Can you support this idea with any other theories?
  - What are the limitations of this theory?
  - Can this theory be challenged by any others?
- Examine the data: does it support the theory or challenge it? You could comment on the mother's use of prosody to emphasise the pronunciation of the concrete noun "cream". This suggests that she is trying to teach Coral how to correctly pronounce the word. However, it has no impact and Coral continues to pronounce it as /kɪ:m/. Why do you think this is?

Paragraph 3 –

- Use the following sentence starter to help you write a sentence to challenge the ideas expressed in the stimulus:  
*However, it can be argued that...*
- Use theory to support the above sentence. You could explain in detail how Chomsky’s Nativist theory suggests that children are born with the ability to speak i.e. it is innate.
  - Can you support this idea with any other theories?
  - What are the limitations of this theory?
  - Can this theory be challenged by any others?
- Examine the data: does it support the theory or challenge it? You could discuss the uniqueness of language and its ephemeral nature: Coral and her mother have never had this exact conversation before and they will never have the exact same conversation again. This shows that Coral is able to think of novel responses to questions she has likely not heard before and has not been specifically taught. Give a specific example of what Coral is able to say and explore what linguistic features her utterance contains. How does this affect your response to the stimulus?

Paragraph 4 –

- Examine the wording of the stimulus. How does the word “all”, and any other words you feel are important, affect the ideas expressed in the stimulus?
- Can you support your ideas with theory?
- Can you support your ideas with reference to the data?

Conclusion:

- Briefly summarise what your main arguments have been. Sum up each paragraph in a sentence.
- Bring your essay to a clear finishing point: based on your arguments, just how accurate are the ideas expressed in the stimulus?

Note: The above structure is helpful in providing a starting point for a Child Language Development response and can be adapted to help you respond to other questions; however, it is important to point out that, as previously stated, the best responses are fluid and therefore do not stick rigidly to a suggested structure.

# Year 12

# English Language

# Practice Exam

# Questions

**Paper 1 Section A**

**Textual Variations and Representations**

Q1. Analyse how **Text A** uses language to create meanings and representations. [25 marks]

Q2. Analyse how **Text B** uses language to create meanings and representations. [25 marks]


Q3. Explore the similarities and differences in the ways that **Text A** and **Text B** use language. [20 marks]

Mark Scheme

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	AO4	Explore connections across texts, informed by linguistic concepts and methods
9-10	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 - rare errors. Guide the reader.	13-15	Evaluate use of language and representations according to context. Explore analysis within wider social and cultural contexts.	17-20	Evaluate the significance of connections found across texts.
7-8	Apply linguistic methods and terminology with precision and detail. Apply two or more levels of language analysis. Apply levels of language analysis with occasional errors. Develop a line of argument.	10-12	Analyse how language choices create meanings and representations. Analyse how aspects of context work together to affect language use.	13-16	Explore connections between texts by linking language and context.
5-6	Apply linguistic methods and terminology consistently and appropriately. Label features that have value for the task. Label features with more accuracy than inaccuracy. Communicate with clear topics and paragraphs.	7-9	Interpret significance of specific choices of language according to context. Link specific language choices with an aspect of context.	9-12	Make connections across texts by identifying similar or different uses of language/content/context.
3-4	Use linguistic methods and terminology inconsistently and sometimes without value for the task. Generalise about language use with limited/unclear evidence. Label features with more inaccuracy than accuracy. Express ideas with organisation emerging.	4-6	Identify distinctive features of language and significant aspects of context.	5-8	Make connections at a literal level.
1-2	Quote or identify features of language without linguistic description. Present material with limited organisation.	1-3	Paraphrase or describe content of texts. Misunderstand text or context.	1-4	Discuss relevant aspects of texts without making connections explicitly.
0	Nothing relevant written.	0	Nothing relevant written.	0	Nothing relevant written.

**Text A : An extract from the online forum, Tripadvisor, accessed April 2020.**

**TRAVEL NOTICE:** Learn more about COVID-19 →



Post
Trips
Inbox
Profile

JOIN

---

Hotels Things to do Restaurants Flights Holiday Rentals Shopping Package Holidays Cruises Car Hire
...

---

Tripadvisor Forums > Train Travel Forums
18 day trip starting in London on 30 December. Please advise - Train Travel Forum


[Browse all 11,421 Train Travel topics >](#)

## 18 day trip starting in London on 30 December. Please advise

Watch this Topic

Browse forums ▾ All | Train Travel forum

Search



**18 day trip starting in London on 30 December. Please advise** ♡ Save

10 Dec 2019, 23:43

Definitely wish to do:

Glacier Express

Budapest

Prague/Vienna (optional)

Hot Springs


Will be in London until the 2nd. Then will depart via the EuroRail Global Pass.

Another option is also Vienna to Slovenia as I hear that is scenic as well. Definitely doing the Glacier Express though.

Any ideas on where I can start my journey on jan 2? I need to be back in London on Jan 15 because my flight out is Jan 17 morning


Reply
Report inappropriate content

### Europe Hotels and Places to Stay




**Rock Hotel Gibraltar**  
●●●●○ 2,546 Reviews  
 Gibraltar, Europe

View Hotel




**Caleta Hotel**  
●●●●○ 1,295 Reviews  
 Gibraltar, Europe

View Hotel




**The Elliott Hotel**  
●●●●○ 2,238 Reviews  
 Gibraltar, Europe

View Hotel



**Sunborn Gibraltar**  
●●●●○ 3,081 Reviews  
 Gibraltar, Europe

View Hotel




**Holiday Inn Express Gibraltar**  
●●●●○ 261 Reviews  
 Gibraltar, Europe


View Hotel


View all hotels


### Top questions about Train Travel


- SNCF Credit Cards
- How to Book AMTRAK tickets from outside the U.S.
- What resources exist to plan and book train travel?
- US Credit Cards booking train tickets in Europe
- Euro Railways and other train travel agent web sites
- Canada's Cross Country Train - "The Canadian"


National Teaching School  
designated by  
  
National College for  
Teaching & Leadership














cubsur  
Albufeira, Portugal

 Destination Expert  
for Algarve, Faro,  
Portugal

Level **6** Contributor

 66,885 posts

 59 reviews

 63 helpful votes

### 3. Re: 18 day trip starting in London on 30 December. Please advise

♡ Save

12 Dec 2019, 08:21

"Hot Springs"

??? - what or where is that please?

You must also make a reservation to travel by train between Paris and Switzerland. These are compulsory and as with Eurostar there are only a limited number of seats for passholders. Once they are taken, you must pay the normal fare for your ticket.. You should make your arrangements without delay.

Go to [www.oui.sncf](http://www.oui.sncf) - there are direct trains from Paris to Lausanne, Basel, Zürich and Geneva.

Where to start your journey? I do not understand. You will be in London, so that is where you start?

Reply

[Report inappropriate content](#)





The810  
Bratislava, Slovakia

Level 6 Contributor

4,333 posts

87 reviews

27 helpful votes

### 12. Re: 18 day trip starting in London on 30 December. Please advise

Save

15 Dec 2019, 05:13

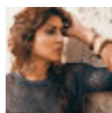
Reservation is compulsory on Eurostar. No reservation = no travel. This is why pass isn't a good value on Eurostar. Sometimes even single tickets may be cheaper. I would fly to Brussels, then take a train from there to Prague (and then to Budapest and so on...).

In Belgium, Germany, Czechia, Slovakia, Austria, Hungary and Slovenia you don't need to have a reservation for most trains - you can just hop on. It is nevertheless recommended to make one to have your seat guaranteed when taking long trips on busy days. It usually costs just three euros, or even less for intra-state journeys.

You can't travel with 2nd class pass in the 1st class (unless you pay the fare difference, which most operators allow).

Reply

Report inappropriate content



UnofficialUnicorn  
Washington DC...

Level 3 Contributor

38 posts

4 reviews

### 13. Re: 18 day trip starting in London on 30 December. Please advise

Save

15 Dec 2019, 06:10

The issue I'm having is that the reservations are about 150 on top of the entire global pass? I don't see it being 3 euros. Where do you reserve this seat?

Reply

Report inappropriate content



The810  
Bratislava, Slovakia

Level 6 Contributor

4,333 posts

87 reviews

27 helpful votes

### 14. Re: 18 day trip starting in London on 30 December. Please advise

Save

15 Dec 2019, 07:48

3 euros was mentioned in my second paragraph and refers to optional reservations in states I mentioned in that paragraph.

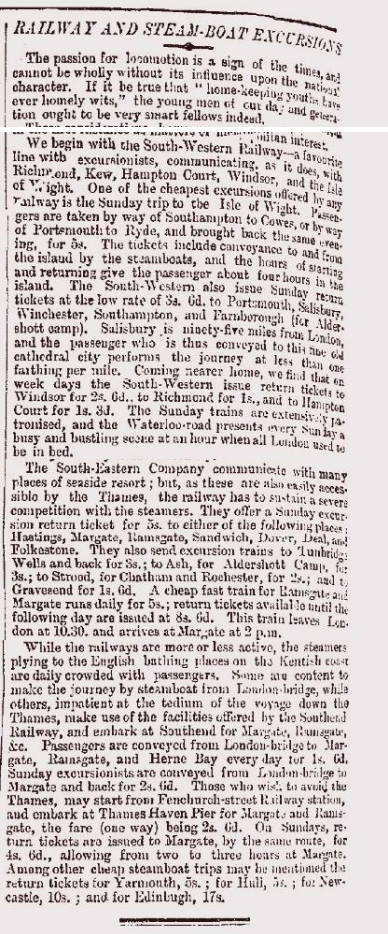
Eurostar reservations are far more expensive and it may sometimes be cheaper to buy a regular ticket instead. Or just fly.

Reply

Report inappropriate content



**Text B: An extract from an article written London newspaper, The Morning Chronicle in August 1856.**



**RAILWAY AND STEAM-BOAT EXCURSIONS**

The passion for locomotion is a sign of the times, and cannot be wholly without its influence upon its national character. If it be true that "home-keeping youths have ever homely wits," the young men of our day and generation ought to be very smart fellows indeed.

We begin with the South-Western Railway – a favourite line with excursionists, communicating, as it does, with Richmond, Kew, Hampton Court, Windsor, and the Isle of Wight. One of the cheapest excursions offered by any Railway is the Sunday trip to the Isle of Wight. Passengers are taken by way of Southampton to Cowes, or by way of Portsmouth to Ryde, and brought back the same evening, for 5s. The tickets include conveyance to and from the island by the steamboats, and the hours of starting and returning give the passenger about four hours in the island. The South-Western also issue Sunday return tickets at the low rate of 3s. 6d. to Portsmouth, Salisbury, Winchester, Southampton and Farnborough (for Aldershot camp). Salisbury is ninety-five miles from London, and the passenger who is thus conveyed to this fine old cathedral city performs the journey at less than one farthing per mile. Coming nearer home, we find that on week days the South-Western issue return tickets to Windsor for 2s. 6d., to Richmond for 1s., and to Hampton Court for 1s. 3d. The Sunday trains are extensively patronised, and the Waterloo-road presents every Sunday a busy and bustling scene at an hour when all London used to be in bed.

The South-Eastern Company communicate with many places of seaside resort; but, as these are also easily accessible by the Thames, the railway has to sustain a severe competition with the steamers. They offer a Sunday excursion return ticket for 5s. to either of the following places: Hastings, Margate, Ramsgate, Sandwich, Dover, Deal and Folkestone. They also send excursion trains to Tunbridge Wells and back for 3s.; to Ash, for Aldershot Camp, for 3s.; to Strood, for Chatham and Rochester, for 2s.; and to Gravesend for 1s. 6d. A cheap fast train for Ramsgate and Margate runs daily for 5s.; return tickets available until the following day are issued at 8s. 6d. This train leaves London at 10.30. and arrives at Margate at 2p.m.



While the railways are more or less active, the steamers playing to the English bathing places on the Kentish coast are daily crowded with passengers. Some are content to make the journey by steamboat from London-bridge, while others, impatient at the tedium of the voyage down the Thames, make use of the facilities offered by the Southend Railway, and embark at Southend for Margate, Ramsgate, &c. Passengers are conveyed from London-bridge to Margate, Ramsgate and Herne Bay every day for 1s. 6d. Sunday excursionists are conveyed from London-bridge to Margate and back for 2s. 6d. Those who wish to avoid the Thames, may start from Fenchurch-street Railway station, and embark at Thames Haven Pier for Margate and Ramsgate, the fare (one way) being 2s. 6d. On Sundays, return tickets are issued to Margate, by the same route, for 4s. 6d., allowing from two to three hours at Margate. Among other cheap steamboat trips may be mentioned the return tickets for Yarmouth, 5s.; for Hull, 5s.; for Newcastle, 10s.; and for Edinburgh, 17s.



**Paper 2 Section A**  
**Diversity and Change**

Q4. Evaluate the idea that a person's occupation should lead to variations in their speech. [30 marks]

Q5. Evaluate the view that changes in language are problems that need to be fixed. [30 marks]

Mark Scheme


AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	AO2	Demonstrate critical understanding of concepts and issues relevant to language use
9-10	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 - rare errors. Guide the reader.	17-20	Demonstrate a synthesised, conceptualised and individual overview of issues. Evaluate and challenge views, approaches and interpretations of linguistic issues.
7-8	Apply linguistic methods and terminology with precision and detail. Apply two or more levels of language analysis. Apply levels of language analysis with occasional errors. Develop a line of argument.	13-16	Identify and comment on different views, approaches and interpretations of linguistic issues.
5-6	Apply linguistic methods and terminology consistently and appropriately. Label features that have value for the task. Label features with more accuracy than inaccuracy. Communicate with clear topics and paragraphs.	9-12	Show detailed knowledge of linguistic ideas, concepts and research.
3-4	Use linguistic methods and terminology inconsistently and sometimes without value for the task. Generalise about language use with limited/unclear evidence. Label features with more inaccuracy than accuracy. Express ideas with organisation emerging.	5-8	Show familiarity with linguistic ideas, concepts and research.
1-2	Quote or identify features of language without linguistic description. Present material with limited organisation.	1-4	Discuss issues anecdotally without specialist linguistic knowledge.
0	Nothing relevant written.	0	Nothing relevant written.

## Metacognition Questionnaire

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Which of the following strategies have used recently?

 Highest Benefit          Least Benefit	Practice testing – self-testing or doing practice papers, including working from previous assessments and mark schemes.	
	Distributed (spaced) practice – leaving time to forget between practising recall of information.	
	Using book or class exercises to practise: explaining why a concept is true or false, or using flash cards.	
	Explaining steps taken during problem solving to work out a plan to answer a question.	
	Mixed practice – mixing up topics and practising them over time.	
	Summarising – for example, creating Cornell notes.	
	Highlighting key information to recall.	
	Making mnemonics to associate with verbal materials.	
	Re-reading or re-studying materials after initial reading or lesson.	

2. Explain how you have used these strategies. What areas of the course have you been revising?

3. What have you done to help you improve on your subject-specific targets? What are your targets?

4. What are your next steps to ensure you continue to prepare effectively for Year 13?

5. What could you do differently or more of to challenge yourself further?