	Paper 1 – Section A – Individual Variation	Paper 1 – Section B – Historical Variation	Paper 2 – CLA Spoken	Paper 2- CLA Written
UNPICK THE CONTEXT **(AO3)**	MODE – written ; spoken; multi-modal GENRE/FORM FIELD - topic FUNCTION - purpose Context of PRODUCTION Context of RECEPTION Relationship between producer and receiver GENDER	MODE – written;spoken; multi-modal GENRE/FORM FIELD FUNCTION Context of PRODUCTION Context of RECEPTION Relationship between producer and receiver GENDER DATE	Field Function of talk Ages of children Presence of adults – or not – familiar? Role of adult or older children? Setting – familiar? Context of talk – playing, surrounding objects	Field Genre of writing Purpose of writing Setting – school or home Presence or role of adults Independent or guided Age (s)
Language methods - apply as is relevant **(AO1)**	• Register – formality; standard; non-standard • Lexis – lexical fields; sociolect • Syntax • Discourse structure (spoken or written) • Graphology • Possibly orthography	• Register • Orthography • Lexis: lexical fields • Lexis: process of lexical change • Semantics: changed meaning • Semantics: changing attitudes • Syntax (see other checklist) • Capitalisation/Punctuation • Graphology • Discourse structure	• Phonology • Lexis – lexical fields • Lexis – concrete or abstract • Semantics – understanding meaning; over extension • Syntax • Morphology • Discourse structure of speech	• Mechanical and spatial • Orthography • Syntax: sentence types and variation • Syntax: development within the sentence • Lexis – links to topic and genre • Lexis – increasing variety to match genre • Graphology
CONCEPTS - only talk about relevant ones	• Synchronic variation • Identity (link between language and identity) • Ideology/Attitudes and values	• Diachronic variation • Synchronic variation • Ideology - Changing attitudes and values • Gender	• Concept of DEVELOPMENT • Theories of spoken acquisition: Behaviourist;	• Concept of DEVELOPMENT • Stages of development • Kroll • Barclay

| (AO2) | • Gender
• Power
• Face and politeness
• Pragmatics – shared understandings; Grice's maxims
• Register drift | • Power
• Face and politeness
• Pragmatics
• Standardisation – process
• Process of Lexical change
• Amelioration
• Pejoration
• Register drift
• Convergence/solidarity with audience
• Factors impacting on language change: technology; education; migration; economics; travel etc
• Idea of continuing change | Innateness; Cognitive; Input
• Child Directed Speech/Role of adult
• Stages of Development (overall and stages within each language method)
• Cognitive ideas on development – Piaget and Vygotsky
• Social Play – Garvey
• Function – Halliday or Dore
• Overextension
• Overgeneralisation
• Virtuous errors
• Grice – pragmatics and maxims
• Gender
• Power
• Idea of continuing development | • Vygotsky/Piaget
• Theories of Genre eg Rotheray
• Spelling stages
• Role of adult/independence
• Overgeneralisation
• Virtuous errors
• Idea of continuing development |