

Welcome to A Level English Language



Welcome to English Language A Level at Sir William Robertson Academy. We are really pleased you have chosen this course and very much look forward to working with you.

This booklet will give you an overview of the course and offer advice and information about how to be a successful English Language A Level student.

Over the summer, this booklet will support you in making that transition from GCSE to A Level English, enabling you to engage in independent study and commence the Year 12 course with confidence.

As an English Language student, you will be expected to explore a range of texts and to critically analyse what is in front of you. You will need to ask yourself: why has this been written in this way? Who has written it and what is their agenda?

Your non-examined assessments offer you the opportunity to investigate an area of language that really interests you and to write creatively, or persuasively, or in an informative way. It's a busy and exciting course. Enjoy these summer tasks, we look forward to seeing you in September.

Mrs. N Bridges
Head of English

Contents:

How to prepare for success in year 12	page 3
Course Overview	page 6
Terms and Concepts	page 7
Basic Principles and Language Levels	page 8
Recommended Books/Websites/Podcasts/Twitter Feeds	page 9
Summer Tasks	page 10

Transition - the process or a period of changing from one state or condition to another.

"Students in transition from one programme to another"

Essential skills to develop:

A love of learning and thirst for knowledge: Be inquisitive; ask questions and then be motivated to find out the answers. These might not be in the first place you go to: be prepared to read around and conduct extensive research.

Independent learning: Unlike at GCSE, you will be expected to take responsibility for your own learning with support from your teachers who can facilitate your learning. You need to work autonomously and respond personally to texts.

Perseverance and resilience: Persist with your A-Level learning even when it seems too difficult or challenging. Nothing worth achieving ever comes easily. You also need to be resilient and thrive on constructive criticism. It will take time to build on your skills from GCSE to achieving the same grades or higher grades at A-Level. Welcome challenges, be inspired by others' successes to motivate yourself to succeed and act on the advice given to you by your class teacher. Learn lesson content avoid just 'absorbing' actively learn it in your study time. Study time is generous for a reason if you aren't using it then something is going wrong. The texts you read and the concepts and theories you come across at A-Level will be challenging and you might find this daunting at first, but you will learn a number of strategies to support you in accessing these texts and ways of thinking.

Motivation and Conscientiousness: Learning requires effort and a commitment to your studies. The more you invest in your learning, the more

you will gain in terms of academic achievement. Be proactive in your learning journey; complete follow-on tasks to improve your skills; read widely to gain more knowledge; look up definitions in a dictionary and concepts online or in textbooks. Browse the recommended websites for the topics you are studying.

Organisation and time management: The English department will expect you to complete a minimum of 4-5 hours of independent study per week. There may also be additional reading and revision to complete at some points in the year. It would help you to establish a routine for your studies: consider where you will work to aid meaningful and focused study; whether you work more effectively independently in silence or in a study group with classmates; whether you need to access wider reading resources in school or whether you can do some tasks, such as essay writing at home; think in advance whether you will need to seek support from a teacher before completing an independent study task. Stick to specific study periods / days of the week for specific subjects. Being able to prioritise and work efficiently are essential skills at A-Level.

Wider reading and research: Be prepared to read widely on an English course. You will need to complete set reading tasks, but you will also be expected to extend that reading, using recommended wider reading suggestions. The expectation is that you will be a keen reader and investigator. You will also need to research texts, theories and concepts independently. Don't rely on Wikipedia and Google searches for your research; use the recommended reading lists in order to ensure your findings are valid and academic. Learn to be selective.

Become a critical, active linguist: Question text producers (writers and speakers), as well as text receivers (readers and listeners). Be critical of their representations of the world and the ways in which these representations are received by the intended or actual audience.

Note-taking: It is essential that you maintain detailed, well-organised and well- presented notes. You will be given a guide to organising your course

Discussion and debate: You will be expected to have an opinion, an educated viewpoint on texts you read and issues with which you will engage. You will need to be prepared to communicate your views to others and participate in discussions and debates. You will also need to respect the views of others and understand that debate doesn't mean having to agree. It means hearing all sides and understanding your own opinion.



AQA English Language 7702 find the full specification here:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/scheme-of-assessment>

Paper 1: Language the Individual and Society

2hrs 30 minutes in June of Year 13 40% of A Level Language Course

Section A two texts are presented

- 1 Analyse how Text A uses language to create meanings and representations.
- 2 Analyse how Text B uses language to create meanings and representations.
- 3 Explore the similarities and differences in the ways that Text A and Text B use language.

Section B stimulus material presented

- 4 Children's language development

Paper 2: Language Diversity and Change

2 hrs 30 minutes in June of Year 13 40% of the A Level Language Course

Q1 OR Q2 Choice of question discussing a language issue relevant to language issue

Choose Q1 or Q2

Q3 Two texts presented for discourse analysis

Q4 Opinion article based on the texts in Question 2

Non-Examined Assessment (NEA)

Language Investigation 10%

Original Writing 10%

Terms and Concepts

The Study of English Language

Studying this course will enable you to develop a deep knowledge of how the English language works and a secure understanding of how language users communicate. You will explore data (see below) and examples of language in use and apply concepts and methods appropriate for the analysis of language. You will undertake an independent investigation into an area of particular and individual interest (in discussion with your teacher), and develop your skills as producers and interpreters of language. You will engage creatively with topical issues relevant to language in use and develop your interest in and enjoyment of English.

You will also develop an ability to evaluate attitudes towards language and its users, engaging with current debates about language use and investigating how different contexts across time and place affect language use.

Topics will include the following:

- language use and varieties of language
- attitudes towards language use
- language and social groups
- regional/national/international varieties of English
- language and gender
- language and technology
- language and identity
- child language acquisition
- language change over time (from the seventeenth century to present)

Key Term:

Data - refers to any source of English language that can be analysed. This may mean written texts, multi-modal texts or transcriptions of speech. In the course of study this may also include speech or media sources which are experienced and explored without transcription.

Basic Principles

- Context

Context refers to the conditions in which a text is produced or received: when, where, how and by whom a text is produced or received. Language use can differ vastly depending on these factors.

- Genre

The type of text, e.g. a newspaper article, a blog, a conversation between friends, a speech given to employees, etc.

- Audience

The person or people reading or hearing the text – the reader or the listener.

- Purpose

Why the text was produced (spoken or written), e.g. to persuade, to inform, to describe, etc.

- Mode

Mode is either spoken or written.

- Register and Formality

The type or variety of language the writer or speaker choose to use, e.g. formal / informal register. There are also varying degrees of how formal or informal texts can be.

Language Levels

- Lexis and Semantics – the vocabulary and the meanings shaped by the word choices a language user makes
- Grammar – sentence construction and functional word classes
- Discourse – looking at the structure of whole pieces of text which differs according to mode, genre and context
- Pragmatics – how language is dependent on context – the meaning behind what we say or write
- Phonetics, Phonology and Prosodics – studying how language users interact in speech – the sounds and effects

Texts to introduce you to the study of English Language:

- A Little Book of Language – David Crystal
- The Adventure of English – Melvyn Bragg
- Listen to your Child – David Crystal
- The English Language – David Crystal
- Mother Tongue – Bill Bryson

Useful websites:

<http://englishlangsfx.blogspot.com/> (@englangblog)

EngLangBlog is a blog written for English Language students and teachers. The posts give suggestions for wider reading and direct you to online resources and articles about controversial language issues in the media. Many of the contributors to this blog are also the people who advise AQA about examination questions. Follow on twitter

1. <http://www.bl.uk/>

The British Library website – head to the ‘Discover’ page of their website for information on English Language topics such as accents and dialects.

2. <http://david-crystal.blogspot.co.uk/> (@davCR)

A blog written by ‘The Expert’ in Language and Linguistics, David Crystal.

Podcasts for regular listening:

‘Fry’s English Delight’ 10 series available on BBC Sounds

‘Word of Mouth’ over 200 episodes exploring words and issues in an entertaining way.

Compulsory Summer Tasks

Please hand these tasks in to one of your teachers in week 2 of your course, they will not ask you for them, it is your responsibility to complete the work that is asked of you. You are in charge of your learning.

TASK ONE – Thinking about your own use of language (Idiolect)

Present your answers to the following questions in any way that you feel is appropriate: be creative.

YOUR OWN SPOKEN LANGUAGE

1. What was your first word?
2. How old were you when you first began to talk?
3. List any unusual or funny made-up words you used as a child?
4. Describe your accent?
5. Describe your dialect? Give examples of specific dialect words/phrases
6. Did you ever have a 'special language' with friends or siblings? Give examples
7. What or who have been the five biggest influences on the way you speak? In what way?
8. Do you think you speak 'well'? Explain your answer
9. How do your friends influence the way you use language?
10. How do your friends influence the way you use language?
11. Do you use words and phrases that are particular to your friendship group? Like what?
12. Do you mimic your friends? Or do you sound different from them?
13. Do you use slang/colloquial idioms from friends or school? Like what?
14. Make a list of the words and expressions you have used during your time at school to mean the following:
 - "Great!"
 - "Hello!"
 - "Oh dear!"
 - "Goodbye"

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TASK TWO – Thinking about your own use of technical language in English

Over summer, become familiar with the list of words on the next page, look up any you don't understand and make yourself a glossary to keep in your folder.

Print the list during the first week of term and put it into your class folder – in the last week of each term – fill it in, Look at it regularly to see if you are increasing your use of technical terms.

Personalised Learning Checklist – Language Levels

Red = I have never used this word in my notes/essays

Amber = I use this word occasionally in my notes/essays

Green = I consistently use this word with confidence

Green - consistency of this word with confidence

		Term (RAG Rate)					
Term	Definition	1	2	3	4	5	6
Language Level 1: Lexis and Semantics							
Word class	A group of words that fulfil the same kind of role and function in speech and writing						
Noun	A word that names a thing or concept						
Verb	A word that shows a state of being, action or concept						
Adjective	A word that modifies a noun						
Adverb	A word that modifies a verb, adjective or another adverb						
Pronoun	A word that substitutes for a noun						
Determiner	A word that adds detail or clarity to a noun						
Preposition	A word that shows connections between other words often showing a sense of place or time						
Conjunction	A word that connects larger structures such as phrases, clauses and sentences						
Semantic field	A group of words related to the same subject						
Collocates	Words that typically appear together						
Fixed expression	A well-used group of words that become accepted and used as one long structure						
Synonym	A word that has equivalent meaning to another word						
Euphemism	A more socially acceptable word or phrase						
Dysphemism	Using a blunt or direct word instead of a more polite or indirect alternative, close to taboo						
Antonyms	Words that have opposite meanings						
Hyponymy	The way of viewing the relationship between more general and specific words						
Metaphor	A structure that presents one thing in terms of another						
Language Level 2: Grammar							
Morphology	The study of word formation						
Syntax	The study of how words form larger structures such as phrases, clauses and sentences						
Descriptive	Taking an approach to language study that focuses on how language is actually used						
Prescriptive	Taking an approach to language study that focusses on rules and notions of correctness						
Root	A morpheme that can stand on its own and can usually form a word in its own right						
Suffix	A morpheme that comes after a root word to modify its meaning						
Prefix	A morpheme that goes before a root word to modify its meaning						

Compulsory Summer Tasks

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TASK THREE – Thinking about how texts are presented.

Read the variety of texts that follow and then complete the grid – be prepared to share and discuss your findings.

- ✓ **Make sure you understand each grouping focus. If you don't, use the internet to find out!**
- ✓ **With that focus in mind, select two to four texts from the selection which you feel could be grouped by that characteristic.**
- ✓ **In the final box, explain why/how you have come to that conclusion.**
- ✓ **One has been done for you, but the rest is up to you!**

<i>Focus of grouping</i>	<i>Grouped texts</i>	<i>Because...</i>
1. Same purpose	A, G, I	They each have the same purpose to entertain the reader, which can be seen through their sensationalized writing, detailed description and use of familiar features for the genre. E.g. clichés in some, detailed description, or familiar structure or events.
2. Same intended audience		
3. Represents women in a similar way		
4. Use a semantic field of sport		
5. Use of non-standard English		
6. Use of occupational register		
7. Use of idiomatic language		
8. Graphology is used to support the purpose		

Text A

What it will take for Tottenham Hotspur to beat leaders Chelsea to the Premier League title



By Charli Casey - [@charlicasey](#)

Monday, April 24, 2017



We're about to find out what **Tottenham Hotspur** are really made of.

Spurs' outstanding form this calendar year has seen the club establish their spot as Chelsea's main rival to the Premier League title, with the gap now standing at only four points.

The White Hart Lane faithful aren't yet getting carried away by title talk, but there will be a glimmer of hope that this season could be the year they get their hands on the trophy.

But what will it take for Tottenham to pip rivals **Chelsea**? We've detailed what must happen...

Where could Chelsea drop points?

The bottom line is that, no matter what Spurs do between now and the end of the season, title leaders Chelsea have to drop points. Defeat to **Manchester United** has left the gap at four points, so, to highlight the painstakingly obvious, the Blues must, at least, lose one and draw one.

Here are Chelsea's remaining league fixtures:

Chelsea v Southampton, 25 April

Everton v Chelsea, 30 April

Live on talkSPORT

25/04		CHE	19:45	SOU		Preview
30/04		EVE	14:05	CHE		Preview

Text B

Seven sights to see off the slopes in Aspen

JULY 17, 2012 3:28PM



aspen mountain

By Brian Johnston, National Features



AS AN avid skier, I'd happily be the lead singer in a chorus of voices raised in praise of a holiday on the slopes.

But, truth be told, once you're away from the snow, isn't a ski holiday a little dull?

Many purpose-built ski resorts lack the soul of true towns. They have no history, predictable fondue restaurants and, most of all, inflated prices.

Not so in Aspen, which has so much on offer it tempts you to take the last run early just so you can fit it all in. So unstrap your board or pop your bindings. Here are seven ways to spend seven days (or at least evenings) doing things other than hitting the powder.

1. History at the J-Bar

Aspen wasn't built for skiing, with roots dating back to Wild West days.

In the 1890s, its silver-mining boom gave it six times the permanent population it has now.

You can see Aspen's past grandeur in the impressive limestone banks and mansions that line downtown streets. One of the most prominent is the Hotel Jerome, erected in 1889.

Settle in at the J-Bar, which still has its original pressed-tin ceiling and walls decorated with old newspaper clippings. Order an Aspen Crud just for old time's sake. The signature drink from Prohibition days is a vanilla milkshake hiding a good slosh of bourbon.

2. Counterculture at Woody Creek Tavern

Back before Angelina Jolie or even Barbra Streisand came to town, Aspen was a place for those who embraced the counterculture of the 1960s.

Woody Creek Tavern is a survivor from that era. No Aspen elegance here. The tavern is adjacent to a trailer park and was the hangout of writer Hunter S. Thompson, who ran for sheriff of the county in 1970 on a Freak Power ticket.

Inside, the walls are covered in counterculture memorabilia and press cuttings. The bar is renowned for its strong margaritas, so settle in for a pre-dinner drink and chat with the locals.

BECOME A SKI INSTRUCTOR

simplysnowsports.com

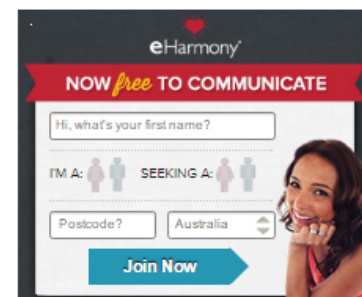
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RIGHT NOW IN TRAVEL

139 READERS	Delta Airlines pilot 'hits' female passenger to break up fig...
55 READERS	Australian on living in London: 'Pride is something I bid ad...
50 READERS	Plane makes emergency landing in Florida after wheel fell of...
25 READERS	Phuket: British tourist drowns after walking into the sea wh...
14 READERS	Delta Air Lines: Woman says crew did nothing to stop her fro...



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Text C

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YOUR DAILY DOSE OF MARVELOUS.

NO MATTER THE DISTANCE

THE TALE OF THE SMALL TOWN GIRL WITH BIG CITY BRITCHES

DEALING WITH ANXIETY

FRIENDSHIP OVER FOLLOWERS

HOT TOPICS: HELPING THE HOMELESS

SEASONS OF FRIENDSHIP

SHARING HAPPINESS - IT'S IN OUR BIOLOGY!

BEING IN THE BIG CITY

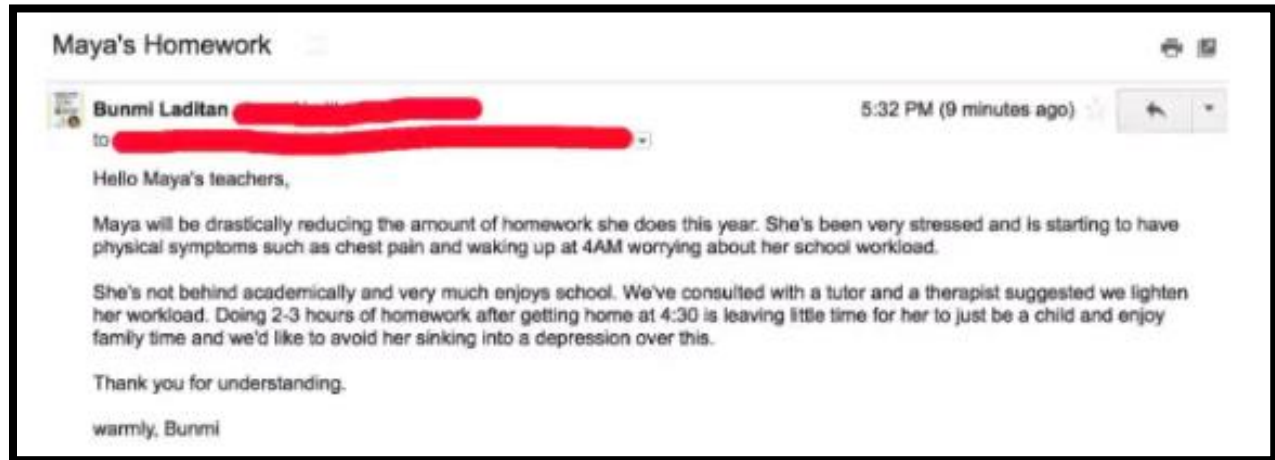
OUT WITH THE OLD

< 1 2 3 4 5 6 7 8 9 ... 222 223 >

I, am that girl.

I have a brilliant heart and a beautiful mind. I am me, a perfectly flawed, beautyFULL work in progress. I promise to lift other girls up, have their backs, and make it safe for them to be exactly who they are. I'm on a mission to raise the standards for how we treat each other, how we treat ourselves, and how we treat the world. Every time I look in the mirror I'll remind myself that I'm not alone, that I'm beautiful, that my voice matters, and that I am enough.

Text D



Text E

MARRIAGE #1

A conversation involving Reed (boy, age 5), June (girl, age 5) and Fiona (girl, age 5), recorded by Victoria (adult)

Reed: Well, anyway, if you want to come to my house, you have to give me candy and then you can go in my hot tub.

Fiona: What kind of candy?

Reed: Like MnM's or something.

June (to Reed): I'm going to your house and we're going to marry.

Reed: No.

June (to Fiona): Are you going to marry Reed?

Fiona: No. But I'm going to marry a boy.

June: Right. Because girls marry boys. I don't think girls marry girls.

Fiona (to June): Do girls marry girls? (to Victoria, adult) Vicki, do girls marry girls and boys marry boys?

Victoria: Well, they're working on that right now. In most states they can't.

Fiona: Maybe they can just go to the mountains and marry.

June: Yeah.

Fiona: And, anyway, I'm going to marry a boy.

Text F



10 DOWNING STREET
LONDON SW1A 2AA

From the Direct Communications Unit

4 May 2006

Mr John Gardner
British Weights And Measures Association

Dear Mr Gardner

The Prime Minister has asked me to thank you and your members for your recent letters.

Mr Blair would like to reply personally, but as you will appreciate he receives many thousands of letters each week and this is not possible.

The matter you raise is the responsibility of the Department of Trade and Industry, therefore he has asked that your letter be forwarded to that Department so that they are also aware of your views.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'S Caine'.

S CAINE

Text G

The tale of the sad Queen

By Traditional

Once upon a time there was a great king of China. This king had everything he wanted. He had rare treasures, a beautiful palace, fine horses, the bravest warriors and a people who loved him. But one thing the king lacked. He didn't have a wife. So one day he gathered seven of his most trusted warriors, saddled his strongest horse, and departed in search of a wife. They travelled many moons and called in at all the great palaces and cities on their way, and met many beautiful princesses and great ladies, but nowhere did the king see a lady who made his heart beat faster. After a long days' ride the party arrived at a lake, and the king decided to halt there and make a camp for the night. As he was taking his supper he heard the faint strains of a tune coming from the direction of the lake. He got up and walked towards the water. There he saw a boat drifting by, and on the boat the figure of a woman. By the light of the moon he saw her face and he knew immediately that here was the woman he had set out to find. He called his warriors, and they waded into the water and pushed the craft to the shore. The king helped the lady step onto the land and introduced himself. He asked the lady to be his guest and join him for some supper. The king stated the purpose of his quest, and asked the lady if there was any reason why she could not travel back with him to his palace to be his wife. The poor woman was taken somewhat aback, You wish to marry me, she asked, when I am a complete stranger to you?

Text H



Text 1

Daily Mail
THURSDAY, JANUARY 15, 2009 www.dailymail.co.uk DAILY NEWSPAPER OF THE YEAR 2009

FREE DVD
Pick up your latest classic costume drama FREE from WHSMITH or TESCO today
SEE PAGE 42 FOR DETAILS

THE WAY WE LIVE NOW
DISC TWO

THE PAPER THAT SAVES YOU MONEY
50% OFF FAMILY MEALS AT TOOTSIES
£5 OFF AT MOSS BROS
... AND WIN A SONY LAPTOP
SEE PAGE 42 FOR DETAILS

Sorry, says Gordon's guru after 'green shoots' of recovery gaffe

MINISTER SHOOT HERSELF IN THE FOOT

ONE of Gordon Brown's closest advisers was rebuked yesterday after claiming she could see 'green shoots' of economic recovery.

Baroness Williams said there was 'evidence of an improvement' in the economy.

The Business Secretary has been criticised for his 'green shoots' of recovery gaffe.

Is Scotland's Budget Review and State Planning

... more than in the face of another year of global economic crisis.

■ The first round of demand for budget cuts has been met, but the second round is still to come.

■ In the UK, the New Labour led-off in 2007, Scotland is in a state of crisis.

... the world's most powerful nations.

■ The first round of demand for budget cuts has been met, but the second round is still to come.

■ In the UK, the New Labour led-off in 2007, Scotland is in a state of crisis.

Why has BBC handed Ross the Baftas?
SEE PAGE 4



Text J



Tie the Knot

Since 1837 the masterpieces of Tiffany & Co. have defined style and celebrated the world's greatest love stories. If you are seeking only the best in rare and beautiful diamonds, we offer a wide and exquisite collection of engagement rings, fine jewelry, yellow diamond designs and statement creations.

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