 **A-Level English Language Guide**

**How English Language will be taught:**

* Whole class discussions
* Small group tasks and discussions
* Reading in class
* Preparation for written textual analysis in class
* Note taking and essay writing
* Research in class and independently

**Working expectations:**

* Attend all lessons
* Complete organised and neat notes
* Complete all tasks to the best of your ability
* Ask for help if required
* Work well independently and with others
* Be willing to share ideas

**What 100% effort in this subject looks like:**

* Seeking additional essay questions, doing them as practice and handing them in.
* Making your own revision booklets
* Reading about the wider context
* Reading linked texts
* Watching YouTube documentaries about English Language
* Listening to podcasts and reading articles about the subject

**Folder Policy:**

Your folder should have:

* Clear notes
* Separate sections
* A glossary of linguistic terms
* Notes on context
* Marked essays to show progress
* Sample essays and other revision materials in the back of the folder

**What marking looks like:**

* Class notes are not marked
* Research homework will be marked visually but not graded
* Analysis homework will be marked with comments
* All essays/practice exam questions will be marked with comments and a numbered mark

**What homework looks like:**

* Reading
* Text annotation
* Research
* Exam questions
* Plan a presentation

**Specification at a glance:**

**Paper 1: Language, the Individual and Society**

Written exam: 2 hours 30 minutes (100 marks)

40% of A-level

Section A:

Two texts (one contemporary and one older text) linked by topic or theme.

* A question requiring analysis of one text (25 marks)
* A question requiring analysis of a second text (25 marks)
* A question requiring comparison of the two texts (20 marks)

Section B:

 A discursive essay on children’s language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)

**Paper 2: Language Diversity and Change**

Written exam: 2 hours 30 minutes

100 marks

40% of A-level

**Questions**

**Section A - Diversity and Change**

One question from a choice of two:

**Either:** an evaluative essay on language diversity (30 marks)

**Or:** an evaluative essay on language change (30 marks)

**Section B - Language Discourses**

Two texts about a topic linked to the study of diversity and change.

* A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)
* A directed writing task linked to the same topic and the ideas in the texts (30 marks)

**Non-exam assessment: Language in Action**

|  |
| --- |
| **What's assessed*** Language Investigation
* Original Writing
* Methods of language analysis are integrated into the activities
 |
| **Assessed*** Word count: 3,500
* 100 marks
* 20% of A-level
* Assessed by teachers
* Moderated by AQA
 |
| **Tasks**Students produce:* a language investigation (2,000 words excluding data)
* a piece of original writing and commentary (1,500 words total)
 |

**Summer preparation tasks**

In September, we will begin by looking at the analytical ‘frameworks’ that you will use in every aspect of your study in this subject. It will be essential that you understand this analytical structure; do your best to really grasp this early on in the course and ask questions and revise if you do not. We will, in particular, need to have a very good grasp of grammar rules and grammatical features, so it is worth you revising word classes before September if you know your knowledge is limited in this area. **Your main task over Summer is to read ‘Words, Words, Words’ by David Crystal**, writing a one page essay on your findings. Bring in the following for the first lesson back in September:

You can find the text here:

<https://d0wnl0ad.net/v6/preview/?pid=6&offer_id=26&ref_id=5030ab90cb0a43b92b56650614fa7UM8_541a0fad_c28f910b&sub1=37812&keyword=words-words-words-david-crystal.pdf>

You will need to register but it is free to do so.

**Task 1:**

Read ‘Words, Words, Words’ by David Crystal to give you a grounding in the basics behind

linguistics and linguistic analysis.

**Task 2:**

Write a page summarising your findings. Focus on the sections you found interesting or

discovered something new about language.

**Task 3:**

Revise grammar! This can be as big or small as you like, but the main thing is that you at

least have a grasp of the basics, such as word classes and how to label different word types

and functions. It may be worth making yourself a little ‘Grammar Guide’ that you can refer

back to at different points in the course. Trust me; this will be VERY useful.

**Further Tasks:**

Once you have revised grammar, have a go at choosing a small text (e.g. a leaflet, an advertisement, a text message …) and highlighting the grammatical features in it. Then you could explain why these features might be present.

You could also read The Adventures of English by Melvynn Bragg

**Please bring your work with you to your first lesson.**

**Potentially useful websites:**

For the above tasks, there are many websites to look at. Explore the following:

 http://www.oxforddictionaries.com/words/word-classes-or-parts-of-speech

http://www.bbc.co.uk/skillswise/topic-group/word-grammar

 http://ielanguages.com/linguist.html (slightly more complex)

https://www.youtube.com/watch?v=z2I7x-MxP-A (a film clip on the English

Language)

**Link to the Specification:**

**http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-**

**7702**