



Sixth Form
Handbook
English
Language

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About the course

Our A-level English Language specification draws on the academic field of how Language is used and the representation created based on the language we use for different situations. This specification focus on how language has varied over time and how we are continually changing the English language to meet the demands we face in our lives. A subject requires you to think about how words that are spoken and written portray meaning and help us identify with who we are. The course will allow you to understand how children acquire the English Language and at what ages, they develop certain language skills. The specification requires a lot of independent research, as you need to look at how critics over the years have evaluated and studied our use of language. Paper three, also requires you to develop a case study based on an area of English Language, whilst the NEA allows you to show your creative ability.

Expectations

One of the secrets of success lies in your ability to organise both yourself and your work, and study effectively on your own. In this respect you will find that your work will fall into the following categories;

- **INDEPENDENT RESEARCH** to provide context for texts studied
- **REVIEW** of notes taken in lessons
- **WIDER READING** of both literary and non-literary texts
- **READING** text books to support theoretical understanding
- **NOTE MAKING** from extra sources (books, web, periodicals)
- **WRITING** answers to the set essays
- **REVISING**

Basic Reminders

1. Arrive on time for every session
2. Be prepared with pens, pencils, paper and subject folder- with dividers
3. Make notes in lesson from discussions and the whiteboard- highlighting will help with revising key topics
4. Listen carefully and discuss sensibly- it is a subject that requires academic discussion on adult issues
5. Have the highest respect for resources and staff
6. Be prepared to use your own time for wider reading/independent research
7. Be willing studying in pairs and groups- requiring you to work with others

Subject Content

Year 12

Paper 1 Section A- Individual Variation: Looking at how our language can create personal identities, looking at how we use language differently based on the situations we are in. Analysis of different text types and how language changes based on the mode, field, function and audience. Embedding of appropriate theorists.

Paper 2- Child Language: Looking at how children learn to write between the ages of 0 and 8. Study of how the relationship between spoken language and literacy skills that children are taught has an impact on their development. Embedding of appropriate theorists.

Paper 3 Study 1- Language and Gender: Undertake a focused investigation of how over time, men and women speak differently, use language differently and how they are perceived in society based on the way they speak.

Paper 3 Study 2- Language and Power: Undertake a focused investigation of how people in powerful positions use language to represent who they are- such as solicitors, business men and police officers. Looking at how we may adapt our language to make us seem more powerful

NEA: Research a particular genre of writing (sports journalism, novel writing or magazine articles), and understand the skills this style of writer uses. Then produce two pieces of original writing differentiated by function and audience.

Year 13

Paper 1 Section B- Language Overtime: Understanding how language over time has changed- from the introduction of the dictionary, advances in technology, to scientific advancement and modern day. Writing a comparative essay- comparing texts from different periods.

Paper 3 Study 3- Language and Journalism: Looking at the language used by journalists and its function. A detailed investigation in to the different types of journalism and the way in which these journalists use language for different functions and purposes

How you will be assessed

You will be assessed in three written exams one non-exam assessment worth 20% of your final grade.

Paper 1 – Language Variation (35%) 2 hours 15 minutes

Section A (30 marks)- Language and the Individual: An extended comparative essay on two texts around identity.

Section B (30 marks)- Variation over Time: An extended comparative essay on texts from different periods

Paper 2 – Child Language (20%) 1 Hour

Written examination of one question based on unseen data around children’s speech or written work

Paper 3 – Investigating Language (25%) 1 Hour 45 minutes

Section A (15 marks)- One question on unseen data

Section B (30 marks)- Question on the prelease material, that you study prior to the exam

Non-exam assessment – Crafting Language (20%)

Research on a writing style, production of two pieces of writing and an accompanying evaluative commentary.

Course Reading List & Materials

Essential reading over the course

Non-Fiction Reading

- *Neither Here nor There: Travels in Europe*: Bill Bryson
- *A Little Book of Language*: David Crystal (Yale)

Grammar

- *Discover Grammar*: David Crystal (Longman)
- *Eats, Shoots and Leaves*: Lynne Truss (Fourth Estate)
- *Collins Improve Your Grammar*: Graham King (Collins)
- *English Grammar for Dummies*: Lesley J Ward & Geraldine Woods (John Wiley & Sons)

Research

- *The English Language Encyclopedia*: David Crystal (Cambridge)
- *A Dictionary of Stylistics*: Katie Wales (Longman)
- *Troublesome Words*: Bryson (Penguin)

Some writers to follow on Twitter

@wordspinster @mmgiovannelli @chuckpalahniuk @SalmanRushdie @neilhimsel
@MargaretAtwood @jk_rowling @BretEastonEllis @Beathhigh @MichaelRosenYes
@Joannechocolat @monstroso @malorieblackman @Wintersonworld @EricaJong
@susanhillwriter @Tracy_Chevalier @caitlinmoran @DAaronovitch @indiaknight @gracedent

Some music to accompany your reading

Django Rheinhardt, Edith Piaf, Serge Gainsborough, Johnny Hallyday, Mylene Farmer, Brigitte Bardot, Jacques Brel, The Doors (Riders on the Storm)

Research skills

As part of this course, you will need to develop effective research skills.

Here are a few tips:

1. Don't just use the internet – remember there are lots of books out there you can use!
2. Be willing to spend enough time on research – don't expect it to be a quick 5 minute task.
3. Read, make notes in your own words, rewrite information – don't just copy huge chunks.
4. Write down your source (either the URL & date accessed or the title & publisher of the book plus page numbers).
5. Triangulate your sources: check a number of sources – don't just use one.
6. Evaluate the information you have found – what do you think of it?
7. Narrow your research – could you examine one aspect in more depth
8. Organise your information and consider how it should be presented.
9. Create a padlet or similar to store URLs for regularly used websites – share it with your friends!
10. Don't wait to be told to research something – use your initiative!

Tasks before September

Task 1: Linguistic terminology

To do well in your English course it is essential that you are familiar with a wide range of linguistic terms. Start a [glossary](#) for yourself that you can add to during the course of your studies. Be sure to include a definition and an example.

Begin with the following terms:

noun, verb, adjective, adverb, preposition, determiner, personal pronoun, clause, phrase, simile, metaphor, deixis, amelioration, pejoration, phoneme, morpheme, denotative and connotative.

You then need to create a mind map of all the different word classes and the elements of these- such as relational verb, auxiliary verbs and so on.

Task 2: Presentation

The term linguistic **variation** (or simply **variation**) refers to regional, social, or contextual differences in the ways that a particular **language** is used. You need to create a presentation on **Language Variation, and how spoken language varies based on these differing factors**.

Include reference to how our dialect, sociolect, idiolect and other factors impact on our speech- make sure you include specific details. Be as detailed and focused as possible, by developing your study skills fully. Be prepared to present this on your second English Language lesson.

Task 3: Child Language

Create a revision aid on how Children develop language over the years, from ages 0-11. Think about the different stages they go through, and at each stage make focused notes on what they learn and develop. Try to add theorists as you go, to start looking at the idea of embedding theorists in to your work.

Who can I contact for help?

If you are unclear on any aspect of this booklet or if you are debating which English course to take, please contact us.

Language team

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