



A Level/BTEC Subject Year 12 Transition Work: English Language

Why study English Language?

By studying A Level English Language you'll gain an advanced understanding of language study. You'll develop your own writing style and identity to be able to write for a variety of audiences and purposes.

By analysing language through the ages you'll discover how language is used and how it's changed over time. You'll cover the variations and manipulations that have caused the English Language to evolve over centuries. That could mean analysing how gender, occupation and ethnicity played a part in the development of linguistics.

As well as covering the broader themes that affect language, you'll also study the technical and factual elements too. By understanding scientific elements such as phonology, syntax and grammar you'll enhance your knowledge of linguistics and your writing ability. Another fascinating unit that you'll study is the development of language in children.

This interesting topic gives insight on how we as humans learn our mother tongue. You'll learn about how children explore language and draw influence from their parents as well as their surroundings. This is sure to be an eye-opening module that will give you a deeper appreciation of the power of language.

Where could this lead after studying English Language at A Level?

The skills you'll develop throughout your English Language A Level can be utilised in various job roles. During your course you'll develop excellent communication, problem-solving, analytical and critical thinking skills. As well as be able to confidently research independently which can benefit future academic studies or research-based jobs. Job opportunities include:

- Digital copywriter
- Editor
- Lexicographer
- Journalist
- Publishing copyeditor/proof-reader
- Teacher
- Web content manager

Employment opportunities in more corporate roles such as the marketing or financial sector can also be considered. Working in these fields requires you to be able to present products or services in a professional and appealing way. Not to mention you'll need to be able to write in a persuasive manner.

English Language at a glance

- Paper 1: Language, the Individual and Society – 2 hours 30 mins – written exam - 100 marks - 40%
- Paper 2: Language Diversity and Change- 2 hours 30 mins – written exam - 100 marks - 40%
- Non-exam assessment: Language in Action - Coursework – 20%

How the subject is assessed



Course details: AQA English Language Specification at a glance can be found here -

[AQA | English | A-Level | A-level English Language](#)

Paper 1: Language, the Individual and Society

What's assessed

- Textual Variations and representations
- Children's language development
- Methods of language analysis are integrated into the activities

How is it assessed?

- Written exam – 2 hours 30 minutes
- 100 marks
- 40% of the A-Level

What will the questions be like?

- Section A: Textual Variations and Representations. Two texts (one contemporary and one older text) linked by topic or theme. - A question requiring analysis of an older 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: Children's Language Development. 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

What's assessed?

- Language diversity and change
- Language discourses
- writing skills
- Methods of language analysis are integrated into the activities

How is it assessed?

- Written exam – 2 hours 30 minutes
- 100 marks
- 40% of the A-Level

What will the questions be like?

- 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-Examined Assessment

What's assessed

- Language Investigation
- Original Writing
- Methods of language analysis are integrated into the activities

How is it assessed?

- Word count: 3,500 words
- 100 marks
- 20% of A-Level
- Assessed by teachers
- Moderated by AQA

Tasks that you will produce for your coursework:

- A language investigation (2,000 words, excluding data)
- A piece of original writing and commentary (1,500 words total)

The purpose of the transition work

This transition work will include introductory tasks to some of the topics you will study during the A Level English Language course. There are activities to complete, articles to read, and talks to watch and listen to.

All the tasks in this transition work should be fun for you to enjoy, helping you to explore what your A Level course will be like, and will also get you thinking about how we all use language every day.

You will need to bring your completed work (All of the Tasks below) to the first lesson in September.

Please contact Miss Munda if you have any further questions at smunda@holytrinitycrawley.org.uk

Transition tasks:

Task 1:

Language in our Society



YOUR language: what is it like?

1. Do you use Twitter or Instagram or Facebook? What words do you most often use? How long is your average update?
2. Do you use hashtags – not just for Twitter and Instagram?
3. What words or phrases are fashionable in your year group this year? Do you use them?
4. Do you use any words, grammar or pronunciations that drive your parents mad? What are they?
5. What's your language history? What does your accent reveal about you/your parents/where you are from/which sounds you like and hate?
6. Do you have any family words that no one else uses? Where did they come from?
7. Look up the last 6 words to be admitted to the Oxford English Dictionary. Any surprises?



For your main task –

- Collect a variety of newspaper/magazine articles that you think represent a particular 'social group' – e.g. gender, ethnicity, young people, occupation.
- Think about...
 - the type of language used – the layout/design – the structure of the text
 - who the audience might be – what the text's purpose is – its genre
- Stick the articles/items in a scrapbook or onto A4 sheets and annotate them with your notes – see an example of this task annotated below –



For example:

Jargon – language unique to this type of text. Demonstrates the cost of the ticket and implies that it is cheaper than other types.

Abbreviations due to limited size of

Colours are typical of this text type and are the same regardless of the train company.

Implied legal language showing the authority of the ticket. Hints at the power behind the people who issue and check tickets.

Off-Peak Single

Valid for one journey from
Watford Junction
To
Coventry
Not valid for travel via London Terminals
This Off-Peak ticket can only be used at certain times, for details ask staff or go to nationalrail.co.uk/9
Under-16-year-old Standard Class
Refundable and exchangeable for a fee

From
05-Jan-15
Until
05-Jan-15

£22.95

12345678 1234-00-21-30
1234 888115A

Task 2: Language and Gender –

Read the 1950's contextual annotations from the Tide Washing Powder advert below.

You need to:

- Identify the genre, audience and purpose for these texts
- Explain how you know this giving detailed analysis of the evidence in the texts to prove your points.
- Explore the use of devices which illustrate the audience it is aimed at.
- Discuss why the authors chose to portray the subjects (male and female) in the way that they did.
- Explain if the texts are the same or different.
- Evaluate how successful each of the authors were in fulfilling their purpose.



Now for your main task, look at the next advert and answer the question using the guidance beneath the advert:

- How does this 1950s advertisement below represent women?



Pick 3 words or phrases as examples and analyse in the spaces below, what assumptions are being made about roles and relationships:

1

2

3

Remember to bring all of these completed tasks to school to explore as a class in your first week of the course.

Task 3:

A Level/BTEC Subject

The Holy Trinity Church of England
Secondary School



Watch the TED Talks on this link:

[How language changes over time | TED Talks](#)

For each of the talks, think about the following questions and then choose one of the following topics to investigate:

Txtng is killing language. JK!!!



What are your views on the way that texting (and social media in general) has influenced language?
What are the key differences between the way we use language in speech and the way we use it in language?
Look at the way the speaker discusses the use of the phrase 'LOL.' How far do you agree with his assertion that the role of 'LOL' has changed? Do you still use this technique?

Investigation: What are the key features of the way you use language in text messages and social media? What affects the way you use language in these situations?

Go ahead, make up new words!



How far do you agree with the idea that we are pre-programmed to apply certain grammatical rules such as plurals?
According to the talk, what are the different ways of creating new words? Look at the new words that have been added to the *Oxford English Dictionary* (google 'new words list' and they will appear). What methods have been used?

Investigation: Try to create a new word and see if you can track its usage. Think about the gap you are trying to fill and how you will get the word to spread around different speakers.

How language transformed humanity.



How essential is language to social learning?
Pagel presents an argument for a global language. What are your thoughts about creating a single global language? What are the potential benefits of such a situation? What are the potential downsides to this situation?

Investigation: Pagel discusses the idea that language is subversive and that there are certain words you cannot say. Discuss the words that are considered 'dangerous' or 'taboo' in modern society. How has this changed over time? Are there words that could be used 50 years ago that are considered inappropriate now? Why has this changed?

Reading Lists:

There are lots of things to read for this course – Here are some ideas for your Reading lists:



Grammar practice	• Brush up on your grammar if you find this area to be weaker. • There are many different websites you can look at for tutorials but start with: http://www.bbc.co.uk/skillswise/english ◦ Work your way through the different 'word grammar' and 'sentence grammar' sections, reading the fact sheets, completing the work sheets and taking the quizzes. • Listen to TED talks on grammar to widen your understand of the subject. This enables you to see what other people's perspectives are. You can listen to them online or download the app. Follow these links to get you started: https://www.ted.com/topics/literature http://blog.ed.ted.com/2014/05/29/be-a-better-writer-in-15-minutes-4-ted-ed-lessons-on-grammar-and-word-choice/
Suggested reading	• 'The Mother Tongue' – Bill Bryson • 'The Story of English' - Robert MacNeil, Robert McCrum and William Cran • 'Language and Society' (Living Language series) - Susan Cockcroft • 'The Adventure of English: the Biography of a Language' - Melvyn Bragg • 'The Cambridge Encyclopaedia of the English Language' / 'Rediscover Grammar' – David Crystal
Useful websites	• http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml • Back issues of: http://www.worldwidewords.org/ • https://www.sporcle.com/games/spoodrunbk/bk/english-language-a-level-terminology • http://www.businessballs.com/grammar-language-glossary.html

Further Reading list:

- English Language: AS & A2 Study Guide (A Level Study Guides)
- The Cambridge Encyclopaedia of Language – David Crystal
- The English Language: A Guided Tour of the Language– David Crystal
- Making Sense of Grammar– David Crystal
- Fight for English: How Language Pundits Ate, Shot, and Left– David Crystal
- Language Change - R L Trask
- The Intertext series, including:
 - The Language of Magazines
 - Language and Gender
 - Language and Technology
 - The Language of Conversation
 - The Language of Children
 - Language Change
 - The Language of Websites
 - The Language of Speech and Writing
 - The Language of Comics
- David Crystal: The Story of English in 100 Words; How Language Works; The English Language: A Guided Tour of the Language

(in fact, most books by this author are accessible and interesting. Many of these books mentioned in the transition work can be found for free online).

Podcasts:



Word of Mouth on BBC 4, <https://www.bbc.co.uk/programmes/b006gtnz/episodes/player>

Some GREAT suggestions:

Internet Fandom Language: <https://www.bbc.co.uk/programmes/m000vwsh>

LGBTQIA+ and Slang: <https://www.bbc.co.uk/programmes/m000s9vj>

Words used about women: <https://www.bbc.co.uk/programmes/m000l8pf>

Protest Slogans: <https://www.bbc.co.uk/programmes/m000m13r>

Task 4:

You have almost finished the bridging work for English Language A Level. Before you complete this work, we would like you to look through this International Phonetic Alphabet and write your name using the symbols suggested for each letter of your first name –

iː	ɪ	ʊ	uː	ɪə	eɪ		
see	his	put	too	ear	say		
e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ	
ten	ago	her	saw	pure	boy	so	
æ	ʌ	aː	ɒ	eə	aɪ	aʊ	
hat	but	car	hot	air	buy	now	

p	b	t	d	tʃ	dʒ	k	g
pen	book	tea	day	chair	jam	key	go
f	v	θ	ð	s	z	ʃ	ʒ
four	very	thin	that	sun	zoo	she	vision
m	n	ŋ	h	l	r	w	j
man	no	sing	hat	look	red	want	yes

VOWELS	long sounds	short sounds	DIPHTHONGS
CONSONANTS	voiced consonants	unvoiced consonants	



The International Phonetic Alphabet (IPA)

→ Learn these symbols and the sounds they correspond to! ←

Consonants

	Symbol	Elizabeth's dialect	Other dialects
Front of the mouth	p	spy [spaɪ], pick [pɪk], cup [kʌp]	
	b	bake [bek], lab [læb], bright [braɪt]	
	m	mouth [maʊθ], lamb [læm]	
	w	one [wʌn], Wales [welz], whales [welz]	
	ʌ		whales [ʌelz], when [ʌen]
	f	fawn [faʊn], front [frʌnt], if [ɪf]	
	v	very [veri], of [ʌv]	
	θ	think [θɪŋk], bath [bæθ]	
	ð	the [ði] or [ðə], bathe [beð]	
	t	two [tu], but [bʌt], laughed [læft]	
	d	do [du], lid [lɪd], loved [lʌvd]	
	n	knife [naɪf], loan [lon]	
	s	sink [sɪŋk], loss [lɒs], lacks [læks]	
	z	zebra [zɪbrə], laws [laz], lags [lægz]	
Back of the mouth	l	lake [lek], lie [laɪ], fall [fɔl]	
	tʃ	chat [tʃæt], which [wɪtʃ], trick [trɪk]	
	dʒ	jump [dʒʌmp], edge [edʒ], drink [drɪŋk]	
	ʃ	shoe [fu], hush [hʌʃ]	
	ʒ	leisure [liʒər], vision [vɪʒən]	
	r	run [rʌn], write [raɪt], cart [kɑrt]	
	j	yell [jel], fusion [fjuʒən]	
	k	cake [kek], lack [læk], scrape [skrep]	
	g	gum [gʌm], lag [læɡ], finger [fɪŋgər]	
	ŋ	wing [wɪŋ], link [lɪŋk], singer [sɪŋər]	
	ʔ	uh-oh [ʌʔ oʔ], mitten [mɪʔən]	bottle [bʌʔəl]
	h	hope [hop], hook [hʊk], huge [hjuːdʒ]	

And finally, write a paragraph on what you hope to get out of studying English Language for the next two years.