

St Bede's Catholic College

Year 11 into 12
Transition Work

English Language



Exam board: AQA

Course length: Two years

Specification:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/specification-at-a-glance>

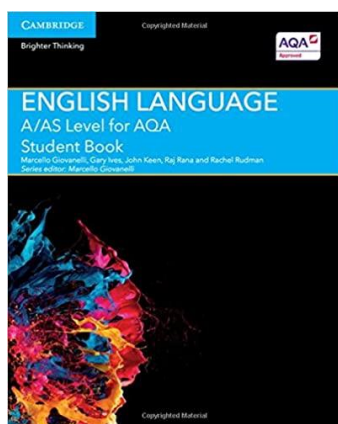
Exam structure:

Assessments

Paper 1: Language, the individual and society	+	Paper 2: Language diversity and change	+	Non-exam assessment: Language in action
<p>What's assessed</p> <ul style="list-style-type: none"> Textual variations and representations Children's language development (0–11 years) Methods of language analysis are integrated into the activities 		<p>What's assessed</p> <ul style="list-style-type: none"> Language diversity and change Language discourses Writing skills Methods of language analysis are integrated into the activities 		<p>What's assessed</p> <ul style="list-style-type: none"> Language investigation Original writing Methods of language analysis are integrated into the activities
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 2 hours 30 minutes 100 marks 40% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> written exam: 2 hours 30 minutes 100 marks 40% of A-level 		<p>Assessed</p> <ul style="list-style-type: none"> word count: 3,500 100 marks 20% of A-level assessed by teachers moderated by AQA
<p>Questions</p> <p>Section A – Textual variations and representations</p> <p>Two texts (one contemporary and one older text) linked by topic or theme.</p> <ul style="list-style-type: none"> 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) <p>Section B – Children's language development</p> <p>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)</p>		<p>Questions</p> <p>Section A – Diversity and change</p> <p>One question from a choice of two:</p> <p>either: an evaluative essay on language diversity (30 marks)</p> <p>or: an evaluative essay on language change (30 marks)</p> <p>Section B – Language discourses</p> <p>Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> 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) 		<p>Tasks</p> <p>Students produce:</p> <ul style="list-style-type: none"> a language investigation (2,000 words excluding data) a piece of original writing and commentary (1,500 words total)

AO1	AO2	AO3	AO4	AO5
Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	Demonstrate critical understanding of concepts and issues relevant to language use.	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.	Explore connections across texts, informed by linguistic concepts and methods.	Demonstrate expertise and creativity in the use of English to communicate in different ways.

Useful textbooks:



A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – 4 Jun. 2015

Edited by Marcello Giovanelli Marcello Giovanelli , Gary Ives , John Keen , Raj Rana , Rachel Rudman (Author)

(There is no obligation to buy this book, you will be provided with a copy when you join St Bede's; however, if you'd like to get one to start learning some of the course already then please do so.)

Useful websites:

www.universalteacher.org.uk and click on English Language A Level. You will be able to read a range of information about different aspects of language that we might study. There's a lot there, so just browse a few different pages to get a feel for the types of topics we'll be studying.

<https://sounds.bl.uk/Accents-and-dialects/BBC-Voices> - listen to different accents from around the UK.

<https://www.ef.co.uk/english-resources/english-grammar/> Ensure your English grammar knowledge is secure. Read up on grammar on this website. Find grammar games online to help you improve.

<https://app.senecalearning.com/classroom/course/bfb81199-4dba-47c6-b646-43cc0bdd640f/section/b8e7d646-1437-41ef-9b94-48b452fb8f1c/section-overview> - Seneca Learning A-Level English Language taster resources

Listen: to some episodes from the following podcasts- <https://www.theillusionist.org/>

BBC Radio 4 Word of Mouth Podcast.

<https://www.bbc.co.uk/programmes/b006qtnz/episodes/player>

Sample/past papers:

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702/assessment-resources?f.Sub-category%7CF=Sample+papers+and+mark+schemes>

Transition work:

Aims:

- To explore the English language and different aspects of language we will study.
- Research accents and dialects.
- To read a range of text types in preparation for analysing language in different contexts and writing in different styles.
- To practise writing a review and a magazine article.

Texts to read:

Try to read the following text in order to understand how our language has evolved in better detail. Available from most libraries. *The Adventure of English: the Biography of a Language* by Melvyn Bragg

Also- you MUST read a novel from the attached wider reading list.

Key terms to understand (The Key Constituents of Language):

- **Lexis**- the vocabulary system; meaning at word and phrase level
- **Grammar**- the structural relationships within and between sentences and utterances
- **Phonetics/ Phonology**- the sounds of English, how they are produced and how they are described; including aspects of prosody
- **Pragmatics**- the ways in which social conventions and implied meanings are encoded in spoken and written language
- **Discourse**- (i) longer stretches of text, looking particularly at aspects of cohesion; (ii) the way texts create identities for particular individuals, groups or institutions e.g. the discourse of law, politics, the media
- **Graphology**- language as a semiotic system creating meaning through textual design, signs and images.
- **Semantics**- the meanings of words and phrases

Tasks:

1) Read a range of film reviews and magazine articles:

Read some film reviews on <http://www.empireonline.com> and <http://www.totalfilm.com>. Using the same style of one website, **write a review of a film** you have recently watched- think about the structure, tone and language which you use. (Approx. 500 words)

AND

Read a selection of magazine articles from well-respected publications such as Time Magazine, New Scientist, National Geographic, NME, Cosmopolitan, or genres you're interested in such as cars, photography, computers, sport etc. Choose one publication and article style and **write your own article** on a topic of your choice aimed at the same audience as your chosen publication. Remember to use the same language, style and tone. (Approx. 500 words)

(Keep hold of any magazines as we can use them when we start the course!)

- 2) Read a range of newspapers-** *The Times*, *The Telegraph*, *The Guardian* and choose 5 interesting articles to keep and bring with you in September, which we can discuss and analyse.
- 3) Read a novel from the attached list**
- 4) Go on the BBC Voices page.** Choose three regional accents/dialects and make notes on the types of words and phrases they say, what they mean and interesting aspects of how they pronounce them.
- 5) Ensure your grammar knowledge is secure.**

First Lesson in September, bring in the work you have completed so we can discuss your work and begin to build up a bank of resources to analyse over the first few weeks.

6th Form Wider Reading List

We Need To Talk About Kevin – Lionel Shriver. Catcher in the Rye – JD Salinger
Wuthering Heights – Emily Bronte. The Bell Jar- Sylvia Plath
The Great Gatsby – F. Scott Fitzgerald. Charlotte Grey – Sebastian Faulks
Enduring Love – Ian McEwan. The Outsider – Albert Camus
Atonement – Ian McEwan. Time Machine – HG Wells
Jane Eyre – Charlotte Bronte. The Help- Kathryn Stockett
Wide Sargasso Sea – Jean Rhys. In Cold Blood – Truman Capote
1984 – George Orwell. Fahrenheit 451 – Ray Bradbury
Wise Children – Angela Carter. Circe- Madeline Miller
Brave New World – Aldous Huxley. The Wasp Factory – Ian Banks
A Thousand Splendid Suns- Khaled Hosseini Brick Lane – Monica Ali.
The Handmaid's Tale – Margaret Atwood. White Teeth – Zadie Smith.

Purple Hibiscus- Chimamanda Ngozi Adichie
Half of a Yellow Sun- Chimamanda N-A
A Farewell to Arms – Ernest Hemingway
The Kite Runner – Khaled Hosseini.
The Curious Incident of the Dog in the Night Time – Mark Haddon.
Oranges are Not The Only Fruit – Jeanette Winterson.
Captain Corelli's Mandolin – Louis de Bernieres.
Moll Flanders – Daniel Defoe.
The Woodlanders – Thomas Hardy
One Hundred Years of Solitude- Gabriel Garcia Marquez
Bleak House - Charles Dickens
Who's Afraid of Virginia Woolf? - Edward Albee
The Fifth Child - Doris Lessing
Maps for Lost Lovers - Nadeem Aslam
Digging to America - Anne Tyler
Anna Karenina - Leo Tolstoy
Sense and Sensibility/ Pride and Prejudice/ Emma- Jane Austen
The Colour Purple- Alice Walker
The Time Traveller's Wife- Audrey Niffenegger
Do androids dream of electric sheep? - Philip K. Dick
I Know Why the Caged Bird Sings- Maya Angelou
Blindness- Jose Saramago
One Flew Over the Cuckoo's Nest- Ken Kesey
The Shipping News- Annie Proulx
Sons & Lovers – D.H Lawrence.
Waterland – Graham Swift.
Fall of the House of Usher – Edgar Allen Poe
Slaughterhouse 5 – Kurt Vonnegut
A Clockwork Orange- Anthony Burgess
Never Let Me Go- Kazuo Ishiguro
The Bloody Chamber – Angela Carter
Nights at the Circus – Angela Carter

Mr McNamara is Head of A Level English Language. Please email him on g.mcnamara@stbcc.org with any queries.