

Royal Wootton Bassett Academy Sixth Form

English Language A-Level Handbook

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Contents

Course outline

How the course is assessed

Copy of the syllabus or a link to it/Access details to VLE, blogs, resources areas etc

How the course is delivered

Departmental expectations

Area for recording target grades & modules

Two summer holiday tasks

Course outline

For the A Level qualification, you will study for two more exams and two non-exam assessments:

Paper 1 (Language, the Individual and Society): 2 hours 30 **40% of A level**

- **Section A: Textual Variations and Representations** - two questions on unseen texts (one contemporary and one older) and one question comparing the two texts.
- **Section B: Children's Language Development** - a discursive essay on children's language development, based on a given data set and wider knowledge of connected theories and research

Paper 2 (Language Diversity and Change): 2 hours 30 **40% of A level**

- **Section A: Diversity and Change** – choice of two evaluative essays on either language diversity (gender, occupation, regional variation etc) or language change.
- **Section B: Language Discourses** – two texts linked to diversity/change topic, one analysis question and one directed writing task linked to the same topic.

Non-Exam Assessment – a language investigation and a piece of original writing with a commentary totalling 3500 words.
20% of A level

[AQA | AS and A-level | English Language | Specification at a glance](#)

Access details to VLE, blogs, resources areas

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

<http://englishlangsfx.blogspot.co.uk/>

<https://www.theguardian.com/science/language>

<http://modern-english.co.uk/>

How the course is delivered

At A level, students are taught through paired teaching: one teacher will cover one exam and the other will cover the second exam.

Independent study will consist of students collecting and analysing their own data in the form of transcripts of speech, non-fiction texts like leaflets, recipes, newspaper articles etc.

Departmental expectations English Language offers you an accessible and stimulating course in which you will engage with a variety of spoken and written texts. It is essential that you engage with all aspects of your study to maximise your understanding and progress.

Any absences will require you to obtain work missed and be fully prepared for the following lessons. Homework must be completed on time, as many lessons will require this as a prerequisite to contributing during the next lesson.

Study requires an independent approach to analysing and commenting on texts, thus providing a firm foundation for study in Higher Education. It requires you to respond creatively to texts, both in coursework and examined units, whilst in addition, expecting a high level of commitment to work and to reading beyond the classroom, and an ability to meet strict deadlines.

Your success on this course will depend upon your willingness to engage in group discussions, to be involved in debates and to be enthusiastic about fulfilling your potential. You will need to be prepared to undertake presentations to your student group and to be willing to contribute significantly to the learning environment.

The A level learning environment is very different to the one you have experienced at GCSE, and as such, your own approaches will need to be different. Achieving well at an advanced level involves taking responsibility for your own learning, working independently and meeting all deadlines.

Subject Leaders

You will have the opportunity to apply for a subject leader position for the subjects within the English Faculty. Subject Leaders promote their subject throughout the school and in the wider community, for example our feeder primary schools, and act as an ambassador for the subject and the school.

Initial recommended reading

It is recommended that you buy the Cambridge AQA English Language Student Book to support your study.

Other books that will provide a really good foundation for the study of Language:

- Talk on the Wild Side, by Lane Green
- Listen to your Child, by David Crystal
- You Say Potato, by Ben Crystal and David Crystal
- Discover Grammar by David Crystal will prove to be essential.

Articles on linguistics

[The power of language: we translate our thoughts into words, but words also affect the way we think \(theconversation.com\)](https://theconversation.com/the-power-of-language-we-translate-our-thoughts-into-words-but-words-also-affect-the-way-we-think)

[‘Like’ isn’t a lazy linguistic filler – the English language snobs need to, like, pipe down \(theconversation.com\)](https://theconversation.com/like-isn-t-a-lazy-linguistic-filler-the-english-language-snob-need-to-like-pipe-down)

[Shrill, bossy, emotional: why language matters in the gender debate \(theconversation.com\)](https://theconversation.com/shrill-bossy-emotional-why-language-matters-in-the-gender-debate)

[Why you shouldn’t get salty if your child ‘speaks YouTube’ | YouTube | The Guardian](https://www.theguardian.com/technology/2017/oct/11/you-tube-speak-children)

[Bare reasons to believe in a bright future for the English language | Letters | The Guardian](https://www.theguardian.com/education/2017/oct/11/bright-future-english-language)

Podcasts on Linguistics

[Word of Mouth - Women's Words - BBC Sounds](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Dropping the Mic and Jumping the Shark: Where Do Modern Idioms Come From?](https://www.bbc.com/radio4/word-of-mouth/dropping-the-mic-and-jumping-the-shark-where-do-modern-idioms-come-from)

[BBC Radio 4 - Word of Mouth, LGBTQIA+ slang](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Black masculinity and language](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Vikings](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Demystifying the language of the courtroom](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Solving crime with forensic linguistics](https://www.bbc.com/sounds/play/p0000000)

[BBC Radio 4 - Word of Mouth, Multicultural London English](https://www.bbc.com/sounds/play/p0000000)

Progress Record

Why did you choose to study English Language?

What are your expectations of the course?

What do you hope to do after A-Level study?

GCSE grade:

Summer task band:

Target grade:

What are your strengths in English Language?

What do you regard as your weaknesses?

What actions can you take to work effectively towards your target grade?

Summer holiday key skills tasks

Aim – to promote a commitment to working at an advanced level through independent study of English Language.

Task 1

Choose 5 texts from the articles and podcast lists to read/listen to.

Task 2

- Choose a media story, person or event to track over a 1 week period.
- Collect headlines/articles/pictures that represent your chosen focus.
- Can you see any patterns/contrasts?
- What do you think about these?
- What might they reveal about wider attitudes to class, gender, race etc?

Some ideas:

- Politics and political figures
- Pop culture
- Crime stories
- Young people
- Refugees
- The monarchy
- Schools
- Sports events and sports figures
- Celebrities