



Philips High School - A Level Transition Work

A level English Language

Specification

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

Course Overview

- **phonetics, phonology and prosodics:** how speech sounds and effects are articulated and analysed
- **graphology:** the visual aspects of textual design and appearance
- **lexis and semantics:** the vocabulary of English, including social and historical variation
- **grammar, including morphology:** the structural patterns and shapes of English at sentence, clause, phrase and word level
- **pragmatics:** the contextual aspects of language use
- **discourse:** extended stretches of communication occurring in different genres, modes and contexts.

Year 1 Subject Content	Year 2 Subject Content
<ul style="list-style-type: none">• Language and Representation• Original Writing 1• Original Writing 2• Accent and Dialect• Language and Power• Language and Gender• Language and Occupation• Global English• Child language Acquisition	<ul style="list-style-type: none">• Child Language Acquisition• Literacy• Language Change• Original Writing 3• Language and Social Class• Language Investigation• Revision and practice

Paper 1 Language, the individual and society (2 hours 30 minutes) 100 marks 40% of final grade

Paper 2 Language, diversity and change (2 hours 30 minutes) 100 marks 40% of final grade

Non-examined Assessment (Coursework)

This counts for 20% of your final grade and consists of two parts.

1. An investigation on a topic of your choice. You collect your own data and plan your own framework for analysis. 50 marks 10% of final grade.
2. Original Writing and Commentary. You submit you best piece of original writing alongside an annotated copy of your style model and write a commentary analysing your own linguistic choices. 50 marks, 10% of final grade.



Philips High School - A Level Transition Work

Recommended Reading

“The Language Instinct: How the Mind Creates Language” by Steven Pinker, Harper perennial, 2007

“Now You're Talking: Human Conversation from the Neanderthals to Artificial Intelligence” by Trevor Cox

“Child Language” (Language Workbooks) by Jean Stilwell Peccei, Routledge, 2007

“Language and Gender” by Penelope Eckert, Cambridge University Press, 2013

“Text Analysis and Representation” (Cambridge Topics in English Language) by Ian Cushing, Cambridge University Press, 2018

“Language Change: Progress or Decay?” (Cambridge Approaches to Linguistics) by Jean Aitchison, Cambridge University Press, 2013

“How Language Works: How Babies Babble, Words Change Meaning and Languages Live or Die” by David Crystal, Avery/Penguin, 2007

<http://www.universalteacher.org.uk/contents.htm#langu>

<http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>

<http://www.bl.uk/learning/langlit/sounds/index.html>

<http://www.bl.uk/learning/langlit/texts/context.html>

<https://www.bl.uk/history-of-writing>

Transition work for English Language Students

Tasks

1. Look online to find an article on attitudes to regional varieties of English or how language changes. (Try going on The Guardian website and simply putting “accent” or “language change” in their search box; you will find plenty to choose from.
2. Write an extended paragraph analysing how the writer uses language to argue their point of view.
3. Write an extended paragraph in which you argue against the view expressed in your chosen article.
4. Write an expended paragraph in which you describe your own spoken language (accent and dialect) and try to explain why it is like it is.

Extension Work

Research online how children acquire spoken language. Write your own project on child language acquisition which describes the key stages of development for a non-specialist student reader. (The Steven Pinker book recommended in the list above would be very helpful here)