

A level English Language Summer Independent Learning – Year 13

Welcome to Year 13 A Level English Language. Please complete the following tasks over the summer:

1. Continue drafting your coursework (NEA) investigation. You should submit your:
 - Introduction
 - Methodology
 - First Aim of your Analysis

This should total around 1000 words and should be submitted by a date to be agreed with your teacher. Note this is likely to be before you return in September, so that your work can be reviewed and feedback given before you restart lessons.

See notes overleaf for a summary of what's needed in your Introduction, Methodology and Analysis. Refer to the resources provided in class for more detail.

2. Keep revisiting and self-testing your knowledge and understanding of the Language Levels, as these are the foundations of all elements of the course. You also need to keep revisiting and self-testing your knowledge and understanding of all the topics covered throughout Year 12. You need to ensure that this information stays fresh in your memory! See the suggested revision summary, below, as a guide.
3. Read the Child Language Development booklet you have been given. This is to familiarise yourself with the topic you will be starting with in Year 13 (Paper 1 Section B). Answer the questions that follow the information. Create revision materials out of this information and ensure you continue to self-test across the summer. The initial assessment in Year 13 is in the first few weeks of the term and will be on Child Language Development; it will test your knowledge of the content in this booklet.

Year 12 A-Level English Language Revision Topics

1. Linguistic terms (AO1):

Level 3 Features	
Sentence Functions	Declaratives Imperatives Exclamatories Interrogatives/rhetorical questions
Graphology	Text-image cohesion Colour (and its connotations) Bold/Italics/Capitalisation
Genre Conventions	Repetition/Triplication Headline Non-fluency features/spoken language features Archaisms Subject specific lexis Semantic fields Emotive language

Level 4 Features	
Word Classes in Detail	Nouns (concrete, abstract, proper, pronoun) Verbs (material, stative, modal) Adjectives (attributive, predicative, comparative, superlative) Adverbs (time, place, manner, frequency, degree)
Phrases	Noun Verb Adjective Adverbial
Figurative Language	Metaphor/Simile Personification Symbolism Hyperbole
Grammar	Tense (past, present) Voice (active, passive) Aspect (progressive, perfective)

Level 5 Features	
Sentence Types	Simple, Compound, Complex, Compound-Complex, Fragment
Clause Types	Independent, Coordinate, Subordinate, Relative, Non-Finite
Sentence Elements	Subject, Object, Complement
Discourse Structure	Cyclical Structure, Juxtaposition, Parallelism, Foregrounding, Asyndetic/Polysyndetic Listing
Pragmatics	Pragmatic References, Politeness, Irony, Deixis, Intertextuality
Patterns & Complexities	How the same features are used for different reasons across the text

2. Language concepts, ideas and theories for **language diversity** (AO2):
 - a. Language and social groups
i.e. Milroy (1987), Swales (1990), Lave and Wenger (1991), Eckert (2000), Chesire (1987), Labov (1994), Eckert (1997), Bigham (2012), Ives (2014), Stenström (2014), etc.
 - b. Language and gender
i.e. Jespersen (1922), Lakoff (1975), Zimmerman and West (1975), Fishman (80), Spender (80), Tannen (90), Cameron (2008), etc.
 - c. Language and sexuality
i.e. Halliday (1978), Conrad and More (1976), Leap (1993), Cox and Faye (1994), Baker (2002), etc.
 - d. Language and occupation
i.e. Goffman (1955), Giles (1975), Sinclair and Coulthard (1975), Fairclough (1989), Herbert and Straight (1989), Drew and Heritage (1992), Hornyak (1994), Wareing (1999), etc.
3. Language concepts, ideas and theories for **language change** (AO2):
i.e. Sapir-Whorf (1929), Hocket (1958), Halliday (1961), Mackinnon (1996), Aitchison (1997), Romaine (1998), Old English, Middle English, Early Modern Day English, Late Modern Day English, Present Day English, Prescriptivism, Descriptivism, Reflectionism, Determinism, The Great Vowel Shift, Caxton's Printing Press (1476), Johnson's dictionary (1755), Lowth's grammar book (1762), Processes of language change: broadening, narrowing, amelioration, pejoration, etc.

The lists provided above are not exhaustive and should be used simply as a guide for your revision. There is a lot more you have covered in class to revise and there is also a lot more independent research you can undertake – remember, this can make your work stand out and help you to achieve higher band marks.

Successful Language Investigations contain the following elements:

- ❑ An Introduction (of around 250 words)
 - Explain what your Investigation is about and why it's an interesting topic for analysis
 - Explain very specifically what your data is
 - Explain any facts or key information the examiner needs to know to understand your Investigation (assume they've never come across this topic before)
 - Bullet point your hypotheses: what three key areas are you going to specifically investigate about your data?
- ❑ A Methodology (of around 250 words)
 - How have you collected your data?
 - What have you done to make your Investigation a fair experiment?
 - Which variables relating to your data have you been able to control?
 - Which variables relating to your data have you not been able to control? How do you think they will impact your ability to make reliable conclusions?
- ❑ An Analysis (of around 1200 words, not including evidence/data, etc – for the SIL you should be writing around 400-500 words)
 - Use your hypotheses as sub-headings
 - Write a detailed analysis of your data under each sub-heading of your data:
 - Select interesting evidence from your data
 - Identify a range of linguistic terms (from across Levels 3, 4 and 5)
 - Explore how meanings and representations are created in detail in light of contexts
 - Discuss how your data supports and challenges key theories relating to your topic