

A level English Language Summer Independent Learning – Year 12-13

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

1. Complete the first full draft of your Language Investigation as part of your coursework (NEA). This should consist of:
 - A title
 - An Introduction of around 200 words explaining what you are investigating and why. This should include 3 bullet-pointed Aims.
 - A Methodology of around 200-300 words explaining how you have collected your data, what variables you can and can't control and how you've tried to make it a fair test (and why no matter how hard you try, it will never be completely fair)
 - An Analysis of around 1000-1200 words structured around the 3 Aims outlined in your Introduction, so around 350-400 words per Aim. In this section every paragraph must address the following AOs:
 - AO1 – Select evidence from your data and identify a range of linguistic terms
 - AO2 – Use and evaluate theories (both from class and ones you've researched independently) to help you explain your data. You should think about how your data can both support AND challenge some theories.
 - AO3 – Analyse how language is used to create meanings and representations in light of contextual factors. You will need to do some research into the context surrounding your data to make sure you are able to analyse social, cultural and historical factors, as well as genre, audience and purpose, etc.
 - A Conclusion and Evaluation of around 300 words in which you summarise your key findings in relation to the 3 Aims you discussed in your Introduction. You should also evaluate how well you met your Aims, discuss what problems you encountered, how you solved them (or didn't!) and state if you did the investigation again, what you would do differently.

This should be submitted by Monday 24th August, so that your work can be reviewed and feedback given as soon as possible in September.

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.