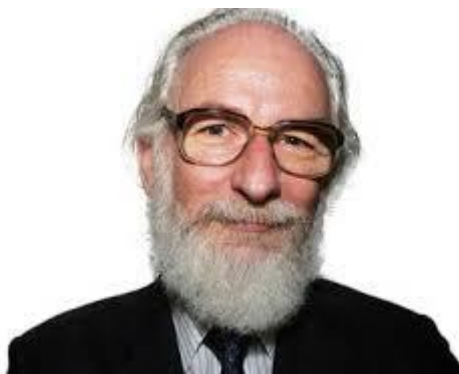


Dronfield Henry Fanshawe School

English Faculty



English Language

AS and A2

Student Guide

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Expectations

We expect that by choosing to study English Language at Advanced Level students will:

- Attend all lessons unless there is a valid and important reason for non-attendance
- Contact their teachers and the Head of Faculty to apologise for absence and ask for catch-up work
- Complete all work set during lessons
- Complete all homework to the best of their ability
- Print, read and annotate the article of the week; compose three questions/points for discussion
- Meet the deadlines set by their teachers
- Contribute towards discussion in lessons
- Read widely around the subject; students should read a quality newspaper at least once a week and also look at a variety of fiction and non-fiction writing
- Be equipped with folders, dividers and writing materials
- Comply with folder expectations (overleaf)
- Be prepared to submit folders to teaching staff upon request

Signed _____ Mentor Group: _____

Sixth form English Language: Folder Check

Teachers may check your folder at any time. If you fail to meet departmental expectations, you will be inspected more regularly and may receive a consequence.

Folder expectations:

- ✓ Notes must be clear, neat and comprehensive
- ✓ Respond to teacher/peer marking in green pen
- ✓ Retain drafts of work
- ✓ You must have clearly labelled sections for each topic studied
- ✓ You must order your notes by topic and date
- ✓ Keep a record of additional reading

Teacher comments

Autumn	Spring	Summer

Student comments and targets

Autumn	Spring	Summer

English Language: Peer Folder Check

Folders must be organised, neat, clearly labelled into the different sections for the exam and coursework with obvious evidence of independent research, reading around the subject and regular note-taking. Teachers may check this at any time during each term.

Peers: highlight each applicable bullet point. Reflect and discuss with your partner to set a helpful and appropriate target.

Autumn (before Xmas)	Spring (before Easter)	Summer (before exam)
General file: <ul style="list-style-type: none"> ✓ Well organised by topic and date ✓ File dividers used ✓ Work is well-presented, easy to read and revise from ✓ No work is missing ✓ All marking and advice has been responded to in green pen ✓ Evidence of additional research, reading or essay writing ✓ Homework is clearly completed to the best of the students' ability ✓ Submitted work is always seen as a starting point rather than an end point; all teacher advice is acted upon 	General file: <ul style="list-style-type: none"> ✓ Well organised by topic and date ✓ File dividers used ✓ Work is well-presented, easy to read and revise from ✓ No work is missing ✓ All marking and advice has been responded to in green pen ✓ Evidence of additional research, reading or essay writing ✓ Homework is clearly completed to the best of the students' ability Submitted work is always seen as a starting point rather than an end point; all teacher advice is acted upon 	General file: <ul style="list-style-type: none"> ✓ Well organised by topic and date ✓ File dividers used ✓ Work is well-presented, easy to read and revise from ✓ No work is missing ✓ All marking and advice has been responded to in green pen ✓ Evidence of additional research, reading or essay writing ✓ Homework is clearly completed to the best of the students' ability Submitted work is always seen as a starting point rather than an end point; all teacher advice is acted upon
Targets for improvement:	Targets for improvement:	Targets for improvement (into A2):

Student comments and targets: self-assessment

Autumn	Spring	Summer

Pointers for Success in English Language

Wider Reading – Read a wide variety of texts. Apart from improving your knowledge of language in everyday use this will also add to your understanding of writers' techniques.

Read Critical Material – Aim to read books and articles by critics on the areas that you are studying. Do not limit yourself to just using revision guides look at a wider range of critical reading – David Crystal is always a good starting point.

Make Useful Notes – Class work should be supplemented with detailed notes to add to your understanding of each text to help with homework and essay planning. Keep your work tidy and organised, it will be checked.

Knowledge – Learn terminology, theorists, and key areas as you go along. This will save precious time in the exam.

Be Prepared – Keep up to date. Make sure that you prepare yourself carefully and thoroughly for lessons. The amount of work that you put into a lesson will link in to the amount of knowledge that you will take away.

Join in Discussion – By taking part in discussion you will get a lot more out of lessons. Even if you are unsure of an idea it is worthwhile to try it out orally and gain a clear grasp of the point that you want to make. The more that you discuss and share ideas the more confident you will become. You will be more familiar with the material and more articulate in expressing your thoughts.

Essays and Assignments – Make sure that you complete all of the work that is set even if you are absent. It is your responsibility to catch up work missed through absence. Make sure that you meet deadlines and use your time purposefully and effectively.

Attendance – Regular attendance at lessons is essential. Much of the content of lessons is discussion based and therefore cannot be simply copied up. If you do miss a lesson then it is your responsibility to catch up at the earliest opportunity. If you are absent you must email your teacher and the head of faculty (Ms S Lingard) to explain your absence and to ask for work.

AS Language

Assessments

Paper 1: Language and the individual	+ Paper 2: Language varieties
What's assessed <ul style="list-style-type: none">Textual variations and representationsMethods of language analysis are integrated into the activities	What's assessed <ul style="list-style-type: none">Language diversityWriting skillsMethods of language analysis are integrated into the activities
Assessed <ul style="list-style-type: none">written exam: 1 hour 30 minutes70 marks50% of AS	Assessed <ul style="list-style-type: none">written exam: 1 hour 30 minutes70 marks50% of AS
Questions Textual variations and representations Two texts, linked by topic or theme. <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)	Questions Section A – Language diversity A discursive essay on language diversity, with a choice of two questions (30 marks) Section B – Language discourses A directed writing task on attitudes to language (40 marks)

Notes:

A Level Language

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)

Notes:

Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level English Language specifications and all exam boards.

The exams and non-exam assessment will measure to what extent students have achieved the following assessment objectives.

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

Weighting of assessment objectives for AS English Language

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	14	7	21
AO2	–	29	29
AO3	22	–	22
AO4	14	–	14
AO5	–	14	14
Overall weighting of components	50	50	100

Weighting of assessment objectives for A-level English Language

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Non-exam assessment	
AO1	14	8	4	26
AO2	6	16	4	26
AO3	12	6	5	23
AO4	8	6	1	15
AO5	–	4	6	10
Overall weighting of components	40	40	20	100

Additional activities for an outstanding ATL

Activity	Date completed	Your comments
Visit the AQA website and familiarise yourself with the AQA English Language AS and A level specification		
Learn and test yourself on the linguistic terminology glossary in this booklet. Use three new terms in your next assignment.		
Read the front page of the Guardian newspaper; compare this with the newspaper's Internet homepage. What are the key differences and similarities? Why?		
Read a page from a famous work of literature. Identify as many word classes and sentence patterns as you can.		
Create a spider diagram consisting of as many influences on your idiolect as you can think of.		
Watch three different soap operas set in different areas of the country; list some of the different regional language variations.		
Study some famous speeches and identify what rhetorical and persuasive devices are used to make them powerful.		
Access <i>emagazine</i> and find and read at least one article or emag clip relating to a topic studied. Make notes of key points to use in assignments and the name of the article's author or presenter of the clip.		
Write yourself 3 targets for improvement and how you will achieve these in the next two weeks. Review your progress at the end.		
Listen to the ways in which both genders use language in conversations, (both single and mixed gender interactions) and make a note of any variations, suggesting reasons.		
Read some early children's books - note down any strategies they use to help children develop their early reading skills.		
Visit the British Library website and research Old English (Anglo Saxon) and Middle English. Listen to recordings of extracts from Beowulf and The Canterbury Tales and note how English pronunciation has changed over time.		
Has English changed since you were a child? How and why? Ask your parents and grandparents the same question and note down their responses.		
Begin a portfolio of different texts (e.g. leaflets to inform, posters to persuade, poems, novel openings etc) and annotate them for conventions and GAP.		
Prior to submitting work, use the mark scheme to give yourself a band and target.		
Think of a task yourself : _____ _____		

Reading list

Bragg, M. (2004), *The Adventure of English*, London: Sceptre.

Bryson, B. (1999) *The Mother Tongue: English and How it Got That Way*, London: Penguin.

Ed. Cameron, D. (1998) *The Feminist critique of Language, A Reader*, London: Routledge.

Cameron, D. (2007), *The Myth of Mars and Venus: Do Men and Women Really Speak Different Languages?* Oxford: OUP.

Ed. Coates, J. *Language and Gender, A Reader*, Oxford: Blackwell.

Coates, J. (2nd Ed. 1993) *Women, Men and Language*, London: Longman.

Cook, V. (2004), *Accommodating Broccoli in the Cemetery: Or Why Can't Anybody Spell?* London: Profile Books.

Crystal, D. (1995), *Encyclopaedia of English Language*, Cambridge: CUP.

Crystal, D. (1999), *Rediscover Grammar*, London: Longman.

Fairclough, N. (2nd Ed. 2001) *Language and Power*, London: Pearson Educational.

Goddard, A. (2011) *Language and Technology*, London: Routledge.

Goddard, A. (2001) *Researching Language*, London: Heinemann.

Keith, G and Shuttleworth, J. (1999), *Living Language*, London: Hodder and Stoughton.

Spender, D. (1980), *Man Made Language*, London: Routledge.

Trudgill, P. (2000), *Sociolinguistics, An Introduction to Language and Society*, London: Penguin.

Truss, L. (2nd Ed 2009), *Eats, Shoots and leaves*, London: Fourth Estate.