



Yr 12 English Language

Welcome to English Language A2!

We are looking forward to meeting you, starting lessons, and exploring English Language. The topics we cover and the skills we use are rather different to your GCSE experience – the Literature course is a lot more like the GCSE and has set texts. In A2 English Language we teach you the analysis and you will find lots of examples and material around you to investigate...

- why did Sam Smith want to be referred to as “they”?
- why do some accents make listeners assume you are employable, and trustworthy – or the reverse?
- Stormzy from Croydon uses MLE (Multicultural London English) – but does anyone over 40 talk that way?
- WOTY (Word of the Year) 2019 was “climate emergency”, 2018 “single-use plastic”, 2017 ‘youthquake’ 2016 “post-truth” and 2015 an emoji laughing with tears. What will be the WOTY 2020? Who decides?

What is in the course?

Year 12 – methods of language analysis, including phonetics, phonology, prosodics, graphology, lexis, semantics, grammar, pragmatics, discourse analysis. We apply these to investigate how English varies by individual, workplace, region, class, gender – and how companies, websites, blogs, conversations, advertisements and more manipulate and present ideas to us.

Over the summer you will start on the coursework before Year 13. There is a piece of creative writing to draft in a genre and style of your choice. You also decide on a topic to investigate and collect the data. The data could be transcripts from real conversations or TV shows; contrasting adverts for the same product at different times; how people responded to an experiment you set up ; two political speeches on the same topic around the same time. The creative piece and the investigation together are worth 20% of the total mark.

Year 13 – how do we learn to speak, write and read? We discover child language acquisition. We also track the history of English and how it has changed and is still changing. This means the course is taught before the Spring, so we have plenty of time for exam practice and finishing coursework.

For reference, the full syllabus is <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

How do I get ready for the course?

Over the summer you need to become **English Language Collectors**. One of the most beneficial things you can do is to collect your own examples of language use around you. This will enable you to build up a bank of resources you will use in class and can draw on in essays. This will help you to develop critical awareness. You will notice that many of the so-called rules and conventions of language are frequently broken: there is no such thing as 'correct' language in the real world!

We expect you to arrive in September with a folder containing your notes, ideas, examples, ready to discuss these with other class members. You will need to be able to present a topic, word, language issue for 5 mins. You can talk in person, have a slideshow, give us a game to try to explore a point, write a handout you talk too... please make it digital friendly just in case we are still online. Any questions please contact f.bryden@ralphallenschool.com

Previous students have used:

Different newspaper accounts or headlines covering the same event, articles about new words or trends, transcripts from television programmes ('Love Island') or interviews, political speeches, advertising campaigns, exchanges in social media/memes...

One current example

On 16th June the Government agreed with campaigners that vouchers for free school meals should be given to families over the summer holidays. The campaign to change the government's mind was supported by Conservative backbenchers, Labour MPs and Marcus Rashford, Manchester United striker was a key figure. Coverage in newspaper headlines used lots of football vocabulary (lexical field of football) and focussed on the player:

'The Times' Rashford 1, PM 0: player wins school meals battle

'The Independent' Rashford 1 Johnson 0

You might notice how this is personalised with the names of individuals and seen as a competitive match with a clear victor – and other coverage talked about Rashford “cutting through clumsy defences” to “strike”. It would be interesting to see how the story worked across both political and sport coverage e.g. Gary Lineker tweeted “Great to see [Manchester United’s] No 10 changing policy at No10. Extraordinary campaign and win for the brilliant @Marcus Rashford”

Other places you might find material

<http://englishlangsfx.blogspot.com/> - this collates material from a range of sources including the twitter feeds of top theorists, so it is always topical and often opinionated. They have just started a new feed <https://twitter.com/lexispodcast/status/1270433048501325824?s=12>

You might also try

https://twitter.com/wordspinster?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor -this is the account of Prof Deborah Cameron, Oxford, it is informal, feminist and topical

Online versions of national newspapers – expect this to reflect the political leanings of the editors and owners, as this clip indicates

<https://www.youtube.com/watch?v=DGscoaUWW2M>. You will probably find more prescriptivist views in ‘The Telegraph’ wanting no change in language and more descriptivist views in ‘The Guardian’ describing change happening.

You will also find podcasts useful. ‘The Allusionist’ is all about language use, history and change. You can also try ‘Word of Mouth’ a Radio Four podcast, which has recently covered how best to communicate climate change, how consultants’ letters are understood by patients, and another on the special tricks of story-telling.

Don’t forget that advertising, political speeches, and any use of language that needs a public apology after it are also worth recording and noting. The Presidential campaign in the US will be worth looking at.

From all these sources and more (have you noticed the dreadful puns in ‘The Bath Chronicle’ ...or the way clickbait is worded to make it irresistible...) you will need to record a lot of different uses in one safe place. This should include printouts of webpages, photocopies of newspaper articles, surplus leaflets and a memory stick with plenty of interesting uses you can download and print off. Keep this in a hard copy folder.

What predictions can you make already about the sort of English you will notice this summer?

<https://language-and-innovation.com/2020/03/31/coronaspeak-the-language-of-covid-19-goes-viral/> Tony Thorne from Kings College London has his views on new words in use...

What books and folders do I need for the course?

You need to come to the course organised from the start as the course is fast paced and you will be given notes and resources that you will need to keep organised. The start of term is a great time for stationery deals, stock up on what you need and save time and money.

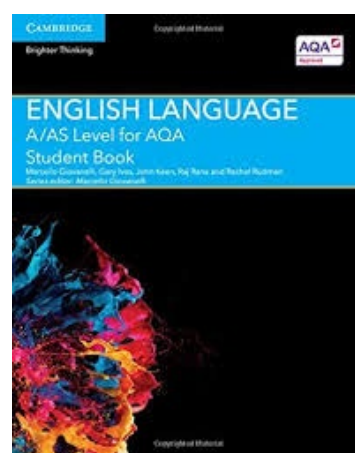
Buy this once you have your GCSE results.

1. **Buy an A4 folder and 10 file dividers. Name it.**

Use this to put your summer work in and start printing and filing it as you go.

2. **Label up your folder with the following headings:**

- Summer work 2020
 - Course booklet
 - Paper 1
 - Paper 2
 - Directed Writing
 - Grammar
 - Lexis and semantics
 - Pragmatics
 - Phonology
 - Graphology
 - Discourse structure
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3. **Get a memory stick** – use this to move material between Ralph Allen and home. You will need to back it up to a laptop or computer at home, and also to a cloud. This way it is more difficult to lose all your notes, essays or coursework. But not impossible. Always back up as this clip illustrates https://www.youtube.com/watch?v=8dhp_20j0Ys
4. You will also need a copy of the coursebook (above). We have some in school for lessons, but you will need your own to refer to at home right the way through the course. It will make more sense to read and use it once you start. It is about £25, if this is a problem, please let us know.

English Language A/As level for AQA Student Book – Marcello Giovanelli

Published by Cambridge University Press ISBN 978-1-107-46562-6

There are more specific guides published by CUP but this is the best place to start – and we have a library of titles you can draw on later.

And finally...

We know this is an unusual way to end GCSE and start A2. It was wonderful to meet you all at our virtual Zoom Induction 😊 Thank you for jumping in and trying out the materials with us on the day.

We are looking forward to meeting you and wish you the very best until then. If you are unsure about the course, something in this booklet, or have a question you need answering, please get in touch via your school email to : f.bryden@ralphallenschool.com or h.fleming@ralphallenschool.com .

Stay safe, look after the people around you and do your best to find the interesting, sunny and soul-feeding moments you will thrive on. Best wishes, the English Language team.