



## EDEXCEL ENGLISH LANGUAGE A Level

It is essential that you start the course organised. Come in September with a **folder** and a set of **dividers** ready to begin the course. Ideally, you will be well equipped for lessons and this should include a **purple pen** and a set of highlighters.

### Summer Task

In order to be able to access the course you will need to learn the metalanguage of language. An aspect of this is concerned with 'Grammar'.

- **Revise** parts of speech – feel confident that you can identify and label different word classes, e.g. nouns, verbs, etc. and different sentence types, e.g. simple, compound, exclamatory, etc.
- **Create** a 'Guide to Grammar' book for Key Stage 4 pupils **explaining** what the different word classes/sentences are and giving lots of examples.

#### Things to consider:

- **What** should you include for this age group?
- **How** can you explain this using language which they will understand?
- **How** can you make the book interesting to this age group? e.g. colour, images, pop-ups, etc.?

### Wider Reading

Language is all around us and therefore discussion of language use and the way it changes is always in the press. Tony Thorne writes an interesting blog that explores many issues, one of them being the impact of Covid 19 on language. It is well worth a read: <https://language-and-innovation.com/2020/04/15/coronaspeak-part-2-the-language-of-covid-19-goes-viral/>

Below you will also find a suggested reading list – including websites, ted talks, etc. No one is expecting you to spend your entire summer reading every book on this list. But challenge yourself to do at least one bit of wider reading, as research has proven that wider reading is key to achieving the highest grades in English Language.

### Child language

Armstrong, M. (2006) *Children Writing Stories* (OUP)

Goodman, Y.M. and Prisca, M. (eds) (2007) *Critical Issues in Early Literacy: Research and Pedagogy* (Routledge)

Kress, G. (1996) *Before Writing: Rethinking the Paths to Literacy* (Routledge)

Marsh, J. (ed.) (2005) *Popular Culture, New Media and Digital Literacy in Early Childhood* (Routledge)

Pinker, S. (1995) *The Language Instinct* (Penguin)

### Global English

Jenkins, J. (2009) *World Englishes: A resource book for students* (Routledge)

Kirkpatrick, A. (2007) *World Englishes* (Cambridge University Press)

Melchers, G. and Shaw, P. (2011) *World Englishes* (Routledge)

Mesthrie, R. (2010) *Varieties of English*, vols. 2 and 3 (Mouton de Gruyter, Berlin)

Seargeant, P. and Swann, J. (eds) (2011) *English in the World: History, Diversity, Change* (Worlds of English) (Routledge)

Mooney, A. and Evans, B. (2015) *Language, Society and Power: An introduction*, 4th edition (Routledge)

### Language and gender

Baker, P. (2008) *Sexed Texts: Language, Gender and Sexuality* (Equinox)

Talbot, M. (2010) *Language and Gender* (Polity Press)



## Language of journalism

Finch, G. (2013) *Word of Mouth: A New Introduction to Language and Communication*, 2nd edition (Palgrave Macmillan)

Loughlin, L. (2000) *The Language of Magazines* (Intertext series) (Routledge)

Reah, D. (2002) *The Language of Newspapers*, 2nd edition (Intertext series)

## Language and power

Fairclough, N. (2014) *Language and Power*, 3rd edition (Routledge)

Mooney, A. and Evans, B. (2015) *Language, Society and Power: An introduction*, 4th edition (Routledge)

## Regional language variation

Barton D. and Hamilton, M. (1998) *Local Literacies: Reading and Writing in One Community* (Routledge)

Beal, J. (2008) *A Handbook of Varieties of English* (Mouton de Gruyter, New York)

Hughes, A., Trudgill, P. and Watt, D. (2012) *English Accents and Dialects: An Introduction to Social and Regional Varieties of English in the British Isles*, 5th edition (Routledge)

## Variation over Time

Aitchison, J. (2000) *Language Change: Progress or Decay* (CUP)

Baugh, A. C. and Cable, T. (2012) *A History of the English Language* (Routledge) Graddol, D., Leith, D.,

Swann, J., Rhys, M. and Gillen, J. (eds) (2007) *Changing English* (Routledge)

Leith, D. (1997) *A Social History of English* (Routledge)

Seargeant, P. and Swann, J. (eds) (2011) *English in the World: History, Diversity, Change* (Worlds of English) (Routledge)

Spufford, M. (1985) *Small Books and Pleasant Histories: Popular Fiction and Its Readership in 17th-century England* (CUP)

Simpson, P. and Mayr, A. (2010) *Language and Power: A resource book for students* (Routledge)

## Websites

<http://atp.uclan.ac.uk/buddypress/diffusion/?p=736> Thorough exploration of the development of language and gender studies.

[www.babelzine.com](http://www.babelzine.com) Babel Magazine (cutting edge research in Linguistics, aimed at a wide range of language lovers).

[www.bbc.co.uk/programmes/p00gx2dt](http://www.bbc.co.uk/programmes/p00gx2dt)

1996 Reith Lecture by Jean Aitchison, a Professor of Language and Communication in the Faculty of English Language and Literature at the University of Oxford.

[www.bl.uk/](http://www.bl.uk/) The British Library

<http://college.heinemann.com/shared/onlineresources/E00654/chapter1.pdf> Link to a section on

Scaffolding Literacy Instruction by Adrian Rogers and Emily M. Rogers

[www.corpora4learning.net/resources/corpora.html](http://www.corpora4learning.net/resources/corpora.html)

This page offers short descriptions of the most widely known English language corpora.

[www.dialectsarchive.com/](http://www.dialectsarchive.com/) Recordings of varieties of English around the world.

[www.englishandmedia.co.uk/emag/](http://www.englishandmedia.co.uk/emag/) Emagazine is a quarterly subscription magazine, with website for A Level students of English subjects.

[www.gutenberg.org/](http://www.gutenberg.org/) Project Gutenberg for free ebooks

[www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.htm](http://www.knowledgepresentation.org/BuildingTheFuture/Kress2/Kress2.htm) | A Gunther Kress presentation on 'Reading Images: Multimodality, Representation and New Media', 2004

<http://linguistics-research-digest.blogspot.co.uk/> Summaries of recent articles about linguistics

<http://linguistics.sllf.qmul.ac.uk/english-language-teaching> A student site about multicultural London English – loads of examples and transcripts.

[www.literacytrust.org.uk](http://www.literacytrust.org.uk) The National Literacy Trust covers a wide range from early years to adult literacy, but has interesting articles and details of resources for the 'Talk to Your Baby' campaign – regularly updated.

[www.llas.ac.uk/resources/gpg/2827](http://www.llas.ac.uk/resources/gpg/2827) An article overviewing the history of language and gender.



<http://technonanny.wordpress.com/> Originally available through the Teachit website, this is a blog written by a grandmother to Louise and Spike, who has been following them around with a voice recorder for over a year. (<http://www.teachit.co.uk/index.php?CurrMenu=205>)  
[www.ted.com/](http://www.ted.com/) Relevant talks on the TED site.  
[www.universalteacher.org.uk/contents.htm#langa](http://www.universalteacher.org.uk/contents.htm#langa) Includes a range of topics on English language for A level students.

### An Outline of the Course at A Level

Course Content	Assessment
<p><b>Component 1</b> <b>Language Variation</b></p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• how language varies depending on mode, field, function and audience;</li> <li>• how language choices can create personal identities;</li> <li>• language variation in English from c1550 (the beginnings of Early Modern English) to the present day.</li> </ul> <p>Students will study how the key language frameworks (<b>pragmatics</b> and <b>discourse</b>) contribute to meaning in spoken and written English, as well as the following language levels: <b>graphology, morphology, lexis, semantics, syntax, phonetics, phonology and prosody</b>.</p>	<p><b>Examination:</b> 2 hours and 15 mins Weighting: 35% of total A level (60 marks)</p> <p><b>Section A (30 marks): Individual Variation</b> One question on two unseen 21<sup>st</sup> century texts/data; students produce an extended comparative response.</p> <p><b>Section B (30 marks): Variation Over Time</b> One question on two thematically linked unseen texts/data, from two different periods; students produce an extended comparative response.</p>
<p><b>Component 2</b> <b>Child Language</b></p> <p>Students will explore:</p> <ul style="list-style-type: none"> <li>• spoken language acquisition and how children learn to write between the ages of 0 and 8;</li> <li>• the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading;</li> <li>• appropriate theories of children’s language development.</li> </ul>	<p><b>Examination:</b> 1 hour 15 minutes Weighting : 20% of total A level (45 marks)</p> <p>One question based on a set of unseen data – <i>either</i> spoken or written; students produce an extended response.</p>
<p><b>Component 3</b> <b>Investigating Language</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• select a research focus from five topic areas;</li> <li>• develop their research and investigation skills;</li> <li>• undertake a focused investigation;</li> <li>• apply their knowledge of language levels and concepts developed through the whole course;</li> <li>• develop their personal language specialism.</li> </ul>	<p><b>Examination:</b> 1 hour and 45 mins Weighting: 25% of total A level (45 marks)</p> <p><b>Section A (15 marks)</b> One question on unseen data; students answer the question on the sub-topic they have researched.</p> <p><b>Section B (30 marks)</b> One evaluative question; students produce an extended response to the question on the sub-topic they have researched, and must make connections with data from their investigation.</p>



**Coursework**  
**Crafting Language**

Students will:

- research a selected genre;
- demonstrate their skills as writers within their selected genre, crafting texts for different audiences and /or purposes;
- reflect on their research and writing in an accompanying commentary.

**Internally-assessed coursework**

Weighting: 20% of total A level (50 marks)

Students produce **two** assignments.

- Assignment 1 (30 marks): **two** pieces of original writing from the same genre, differentiated by function and/or audience; the advisory word count is 1500-2000 words.
- Assignment 2 (20 marks): **one** commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken; the advisory word count is 1000 words.