

A Level English Language AQA Specification

80%
exam



20%
Coursework

The 'Helicopter overview' of English Language A Level

Section A: Textual variations and representations
Analyse a modern text, analyse an old text and compare

Paper 1:
Language, the individual and society **40%**

Section B: Child Language Acquisition
Analyse a set of data about child-directed speech and relate theory about CLA

Coursework Investigation + Creative **20%**

Section A: Diversity and Change
Write a discursive essay from a **choice of two** – you need to provide theories, case studies and examples to evaluate a statement about language

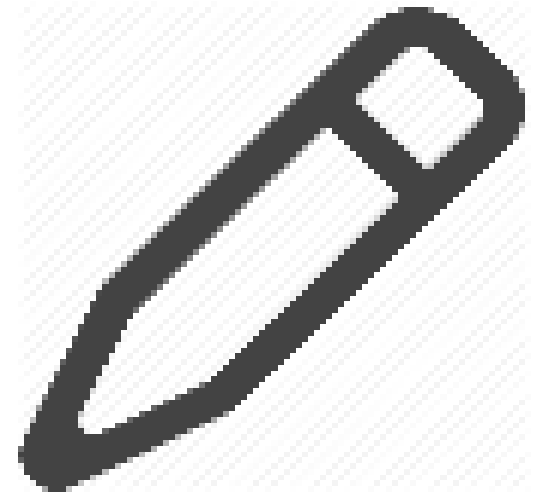


Paper 2:
Language, Diversity and Change **40%**

Section B: Language Discourses
Analyse a set of texts about a language issue, and the ideas they raise, comparing viewpoints and language.
THEN
Write a creative piece for a specific audience and purpose about a language issue

Close Analysis of Texts

Using linguistic and grammatical terms to analyse old and modern, print and multimodal texts.



SPOKEN TRANSCRIPTS/YOUR DATA

Mother: Rapunzel!

Rapunzel: Oh!

Mother: Let down your hair!

Rapunzel: One moment mother!

Mother: I have a big surprise!

Rapunzel: Uhh I do too!

Mother: Qoo I bet my surprise is bigger!

Rapunzel: I seriously doubt it...

Mother: I brought back parsnips (3) I'm going to make hazelnut soup for dinner, your favorite surprise!

Rapunzel: Well mother (2) there's something I want to tell you.

Mother: Ahh Rapunzel (1) you know I hate leaving you after a fight especially when I've done absolutely nothing wrong

Rapunzel: Okavvv (1) I've been thinking a lot about what you've said earlier (and)...

Mother:

Girls	Boys
'So confused, wanna ask if you love me but I don't wanna seem so weak'	'The city is red'
'Didn't think you, of all people would let me down'	'Just watched senna for the first time, hero of a man, hero of a film'
'Being bored is becoming the outcome of my life'	'Hardest second half I've ever had to watch'
'United won then?'	'Only one real team in Manchester<3'
'Shut the f*** up about the s**** football!'	'To the bint that asked me for LD in the foresters...die. That is all...'
'Happy girl but for how long?'	'Can't wait for college tomorrow'
'Oh hello massive homework pile'	'Some people hmmm :@'

PRAGMATICS – THE UNDERLYING MEANING. WHY WE SAY WHAT WE SAY IN THE WAY THAT WE SAY IT?

“That’s not very helpful is it, James. Let’s put the phone away, shall we?”

Use of address term
(name)
Understatement
Inclusive language
Tag question

“You’re not wearing THAT, are you?”

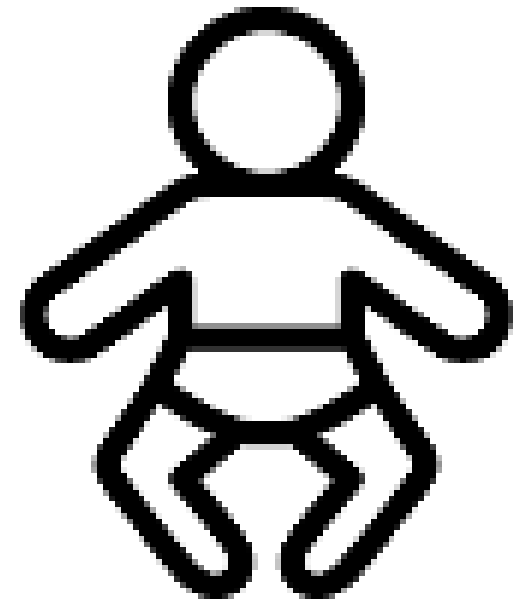
Tag question
Negation
Direct address
Tone (prosodics)

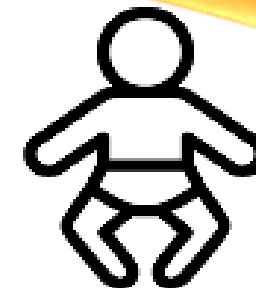
“I wasn’t like completely devastated, but I was a bit annoyed”

“like” as a focuser
Saving face
Understatement

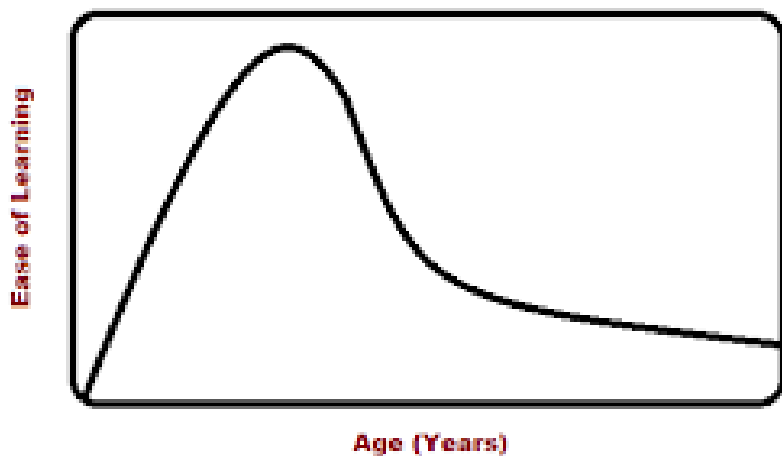
Child Language Acquisition

How children acquire language from birth to fluency: their linguistic journey.





Critical Period

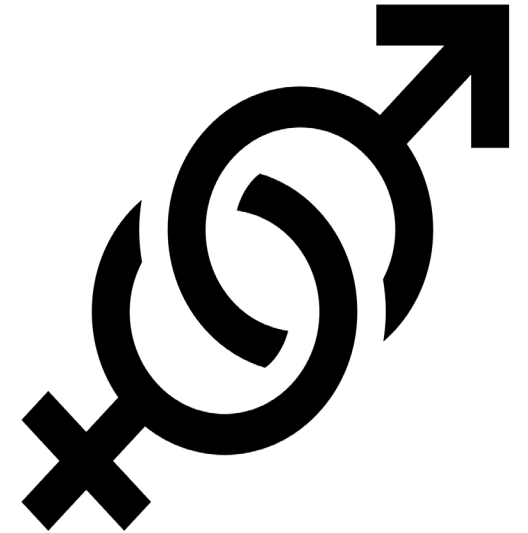


By the age of 2 (“two-word” stage):

- 1) at least 50 different words
- 2) **“telegraphic”** sentences (no function words and grammatical morphemes)
e.g., “Mommy juice”, “baby fall down”
- 3) reflecting the order of the language.
e.g., “kiss baby”, “baby kiss”
- 4) creatively combining words.
e.g., “more outside”, “all gone cookie”

Language and Gender

How (and if) gender affects how we use language and how we are represented.



Language and Occupation

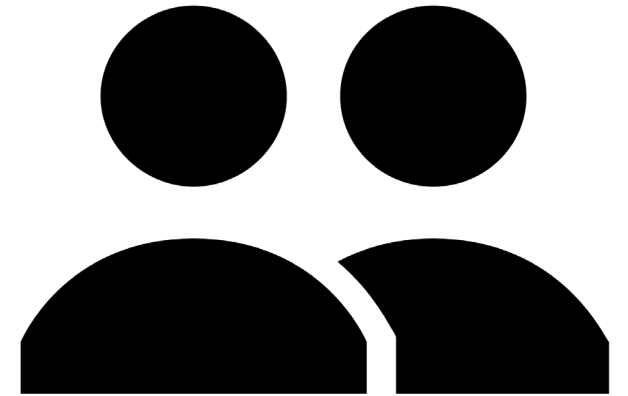
How our workplace and occupation affects the way we speak: jargon, shared references, specialisms.





Language and Social Groups

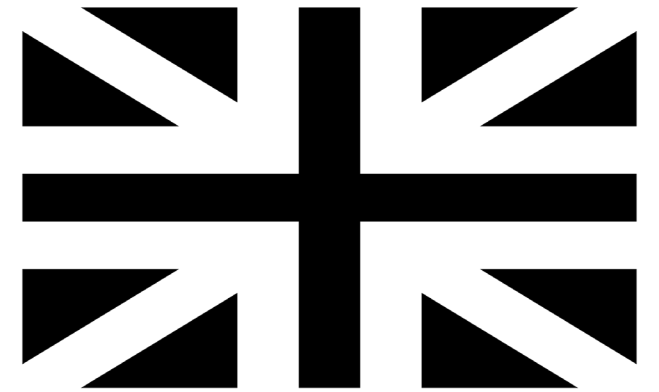
How our friendships and social networks affect our language: solidarity or exclusivity?

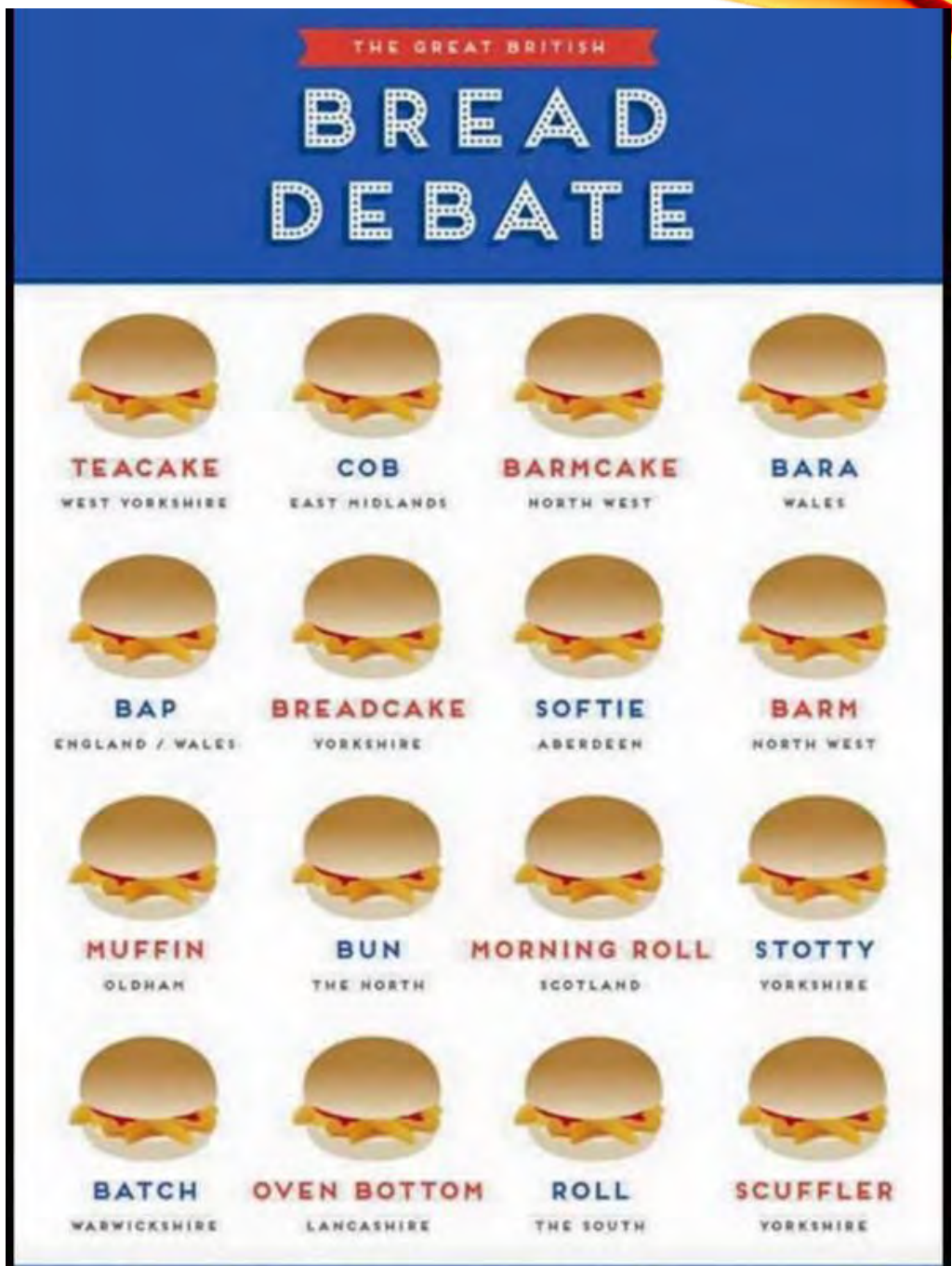




Accent and Dialect

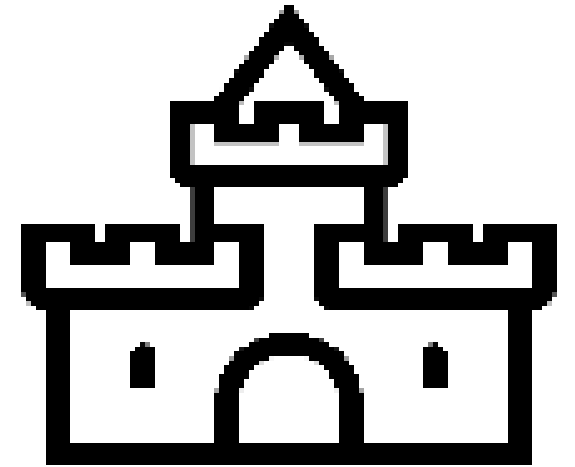
How region affects the way we speak and our sense of identity.





Language Change

How English has evolved
and adapted over time
– from its earliest form to
most modern formation.




māt lingue infro: quā Argus rōe pūctūm uolūm hūc
 sūpūmē dēpēdī dūc. Sēdēlūmā uōs apūd mōs
 tūc iūcēpōlōnēc. Amplēcūmāc lēdūmōc. sūcūm
 mōdō quōcūc pōst quātū lībrū Arācī sūcūc. nēcūpōlōm
 mōdōc.

EDFRIC GARI EADMOULU ABELPERD TALDOR MAM
 JUREGE BELTOP. FICHABBE MII GEGADIMD ON FIPPICE
 DEE JAPA HALGETIA HPOPUNGA. JE ME TO ONHAGODE
 ONLIGHRE TOAPINDIE. PAPPAN HEDULEOP. SPIDOST. JADD
 MADY FVLEPNA. QPUPA ON BEDON. JEPHANDU SELDIA
 WEPNIE GELUPAN TOGETIVIMMIMMIM

And whan I sawgh he wolde never fine
 To reden on this cursed book al night,
 Al sodeinly three seves have I plight
 Out of his book right as he redde, and eke
 I with my fist so took him on the cheeke
 That in oure fir he fil bakward adown.
 And up he sterte as dooth a wood leon
 And with his fist he smoot me on the heed
 That in the floor I lay as I were deed.
 And whan he swagh how stille that I lay,
 he was agast, and wolde have fled his way,
 Till atte laste out of my sw...
 "O hastou slain me, false t...
 "And for my sand thus hast...
 Er I be deed yit wol I kisse





The Tragedie of
H A M L E T
 Prince of Denmarke.

Enter Barnardo, and Francisco, two Centinels.


Bar. Who's there?
Fran. Nay answer me. Stand and vnfolde your selfe.
Bar. Long live the King.
Fran. Barnardo.

Bar. Hee.
Fran. You come most carefully vpon your houre.
Bar. 'Tis now strooke twelue, get thee to bed *Francisco*,
Fran. For this reliefe much thanks, tis bitter cold,
 And I am sick at hart.
Bar. Haue you had quiet guard?
Fran. Not a moule stirring.
Bar. Well, good night:
 If you doe meete *Horatio* and *Marcellus*,
 The riualls of my watch, bid them make hast.
Enter Horatio, and Marcellus.

Fran. I thinke I heare them, stand ho, who is there?
Hor. Friends to this ground.
Mar. And Leedgemen to the Dane,
Fran. Giue you good night.
Mar. O, farwell honest souldiers, who hath relieu'd you?
Fran. *Barnardo* hath my place: giue you good night. *Exit Fran.*
Mar.



Txtng
 The gr8 db8



**DAVID
 CRYSTAL**
 'Compelling' *The Times*

World Englishes





How English is used
throughout the world:
all its regional varieties.






		
Creamer		Milk Powder
Candy		Chocolate
Bell Peppers		Capsicum
Cookies		Biscuits
Chilli Pepper		Chillies
Shrimp		Prawns

British & American English

<u>British</u> trainers		<u>American</u> sneakers <i>/ˈsniːkərs/</i>
<u>British</u> jumper pullover		<u>American</u> sweater <i>/ˈswetər/</i>
<u>British</u> waistcoat		<u>American</u> vest <i>/ˈvest/</i>
<u>British</u> braces		<u>American</u> suspenders <i>/səˈspendəz/</i>



A E American English at State

americanenglish.state.gov

COURSEWORK – 20% FOLDER



Creative Writing



Language investigation



Tarporley Eng Lang @T... · 06/06/2018 ✓
Any bets on Love Island slang '18?



Bookies taking bets on which Love Island slang won't be used tonight
birminghammail.co.uk



Mind your tongue: teen swearers perceived as less trustworthy and less intelligent – Research Digest



Mind your tongue: teen swearers perceived as le...
digest.bps.org.uk





Tarporley Eng Lang @T... · 16/06/2018 ✓

Brilliant article on reclaiming words and the impact which language can have: reaction, rebellion and re-appropriation



Power grab: reclaiming words can be such a bitch

amp.theguardian.com





Tarporley Eng Lang @T... · 06/06/2018 ✓

Technology / Opinion Piece - perfect reading for Friday!



Emoji 'ruining people's grasp of English' because young rely on the...
telegraph.co.uk

