



ENGLISH LANGUAGE A LEVEL LEARNING BOOKLET



About the Course:

Are you interested in how we use language, manipulate language, change our language, where our language came from and where it is going? English Language will challenge you to think about how the English language has developed and how we both use language and how we respond to language in different contexts. You will develop your skills of analysis, perception and interpretation and you will learn how to develop your thinking through a thorough exploration of studies and theories focusing on the use of language in a variety of contexts. English Language is a qualification that will equip you with the skills to appreciate how our response to the world around us is shaped by language as well as giving you a good basis for going on to a wide range of professions.

The A-level course in English Language consists of two examination modules: Paper One considering 'Language, the individual and society' and Paper Two considering 'Language Diversity and Change'. There is also a Non-Examination Assessment (NEA) which considers 'Language in Action'.

Exam Board:

The exam board is AQA.

You will be studying:

Paper 1 (7702/1) – Language, the individual and society (40%)

Paper 2 (7702/2) – Language Diversity and Change (40%)

A Non-Examined Assessment (NEA) in which you will explore Language in Action. (20%)

Questions? Contact::

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A-level Course Content:

Paper 1: Language, the individual and society – 2 hours 30 minutes

You will study textual variations and representations, children's language development (0-11 years) and methods of language analysis which are integrated into the activities.

The assessment will be by a written exam of 2 hours and 30 minutes focusing on questions exploring textual analysis and representations. Section A will present you with two texts (one contemporary and one older text) linked by topic or theme. Q1 will ask you to explore how meanings and representations are created in text A. Q2 will ask you to explore how meanings and representations are created in text. Q3 will ask you to compare the two texts.

Section B will offer you a choice of two questions about child language acquisition (CLA). In this section of the course, taught in year 13, you will study the development of children's speech, writing and reading skills from both an analytical and theoretical perspective, calling on the research of prestigious linguists.

Summary: Paper 1 at A Level

Section A tests your **linguistic analysis** skills

Section B asks you to explore **Child Language Acquisition and Development**

Paper 2: Language diversity and change – 2 hours 30 minutes

You will study language discourses, develop writing skills and explore methods of language analysis which are integrated into the activities. The assessment will be by a written exam of 2 hours and 30 minutes focusing on questions exploring diversity and change. There will be one question from a choice of two in section A: either an evaluative essay on language diversity or an evaluative essay on language change.

Topics you will cover in language diversity and change are:

1. Language and gender
2. Accent and dialect
3. Language and social groups
4. Language and occupation
5. Global varieties of English.
6. Language change

In section B, Language Discourses, there will be two texts about a topic linked to the study of diversity and change with a question requiring analysis of how the texts use language to present ideas, attitudes and opinions and finally a creative directed writing task linked to the same topic and the ideas in the texts.

Non-exam assessment – Language in action

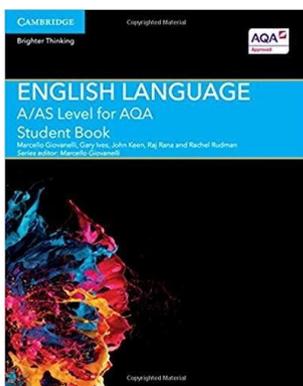
This part of the course involves the production of a portfolio covering language investigation. You will be required to produce a language investigation on a language-based topic of your choice (2,000 words excluding data) and a piece of original writing and commentary (750 words each, 1500 words total). Original writing will take the form of either: the power of storytelling, the power of persuasion or the power of information.

Suggestions for Further Reading

AQA have published a suggested reading list for A Level English Language students here:

<http://filestore.aqa.org.uk/resources/english/AQA-7702-READING-LIST.PDF>

Books by David Crystal are very accessible and he is a prestigious linguist. Look out for free PDF copies of his books online.



There is an official AQA textbook for the course titled 'A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA)' by Marcello Giovanelli. The front cover is predominantly black with a hint of blue. **ISBN-10: 1107465621 ISBN-13: 978-1107465626** You do not have to buy this book- most students don't- but some students find it really helpful.

Child Language Acquisition

- 'Listen to Your Child' by David Crystal
- 'The Language Instinct' by Steven Pinker

Language and Gender

- 'The Myth of Mars and Venus' by Deborah Cameron
- 'Man Made Language' by Dale Spender
- Language and gender by Felicity Titjen

Language Change

'The Stories of English' by David Crystal

Accent and Dialect

'Language and Region' by Joan Beal

'Does Accent Matter?' by Doctor John Honey

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 (theories!)

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.

How Can I Reach my Full Potential?

Success at A Level depends on a lot more independent study than is required at GCSE. You should do a minimum of 5 hours per week working outside of class on each subject you study at A Level.

Below are some ideas about how to use your time productively.

Track your work on the log that follows. Noting and learning case studies, quotations and statistics that you come across will give you a significant edge over other candidates across the country.

- Create new learning materials every week using your class notes. These will build up over the year, so think carefully about what will be most useful for revision. Many students find it is helpful to create terminology flashcards (term on one side, definition on the other): you can use your flashcards to test yourself. Other students prefer mindmaps to help get information clear. Consolidating your learning as you go along really helps to avoid stress as the exams approach.
- Practise linguistic analysis every day. This could happen while you are brushing your teeth (read the toothpaste label), eating breakfast (read the cereal box) or listening to conversations in the café (spoken language analysis). Vary the texts you analyse, so you are ready to handle anything in the exam. The examiners seem to particularly favour internet forums and newspaper or magazine articles- make sure you regularly practise your analytical skills in these genres.
- You can find some AQA-approved study materials here:
<http://www.teachit.co.uk/language>
- Read the specification for a detailed look at the whole course:
<http://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>
- Lesson powerpoints can be found on the FROG Department Resources tab. Use these to revise material already covered in class.
- Spend 30 minutes with someone in your class or another AS class – what can you teach them? What can they teach you? Or, find a text for each other and analyse it together.
- Prepare for the Paper 2 Q3 Opinion article question by frequently reading opinion articles. You could download the app of the publication you plan to write for and read articles every week to help to develop a convincing voice for your own piece. These two websites make a good starting point:
<https://www.theguardian.com/uk/commentisfree>
<https://www.independent.co.uk/voices>
- Use quizlet or memrise to test yourself. If you put in terms such as 'language and gender' or 'A level English grammar', lots of study sets can be found. Some students like to create their own study sets- give it a try!
- Use the two theorist overview documents on FROG to consolidate what we have done in class and to extend your knowledge to theorists we don't have time to cover together. The documents are called 'All Language Theorists' and 'A level English language theories'. These documents are great for making study sets on Quizlet or for making flashcards and mindmaps.
- Listen to podcasts. The Allusionist covers a broad range of linguistic ideas and has dozens of past episodes you can download for free. Word of Mouth on Radio 4 is also very good. A relatively new podcast is Something Rhymes with Purple, which also has some great material. All these podcasts have some episodes that are directly linked to our course and are all free to download. Browse to find one you like the sound of.

Make notes as you listen so you can use this learning in your exam responses.

<https://www.theillusionist.org/>

<https://www.bbc.co.uk/programmes/b006qtnz>

<https://player.fm/series/something-rhymes-with-purple>

- Assemble a linguistic stationery kit. You could use different highlighters for each framework, for example, or create mindmaps for each topic on large revision cards.
- Search for language stories in the news. They regularly appear on the BBC website, plus there are often stories in newspapers such as The Daily Telegraph and The Guardian. Try searching terms such as 'accent', 'dialect', 'slang' etc.
<http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-160901>
<http://www.bbc.co.uk/programmes/b07cx2c9>
 - Work your way through the pre-course task reading list. Anything by David Crystal or Guy Deutscher is good and will extend your thinking about linguistic issues. We have some of these books in the RC.
 - Though not updated for the current spec, this website has lots of information and is well worth dipping into: <http://www.universalteacher.org.uk/>

Date	Source	Key Ideas

Exam Practice Paper 1

Text A - This is an extract from a page on *MyHub*, part of the *ebeat* website from Northumbria Police, featuring an interview with a police officer.

Text B - This is from the Twitter feed of Solihull Police.

01) Analyse how **Text A** uses language to create meanings and representations.
[25 marks]

02) Analyse how **Text B** uses language to create meanings and representations.
[25 marks]

03) Compare and contrast **Text A** and **Text B**, showing ways in which they are similar and different in their language use.
[20 marks]

- MyHub
- Being a cop
- Could you be a cop?
- interview with an Officer**
- A day in the life of a cop
- Jobs and careers
- Police jargon
- The oath
- Rank structure
- Training
- Uniform
- The utility belt

INTERVIEW WITH A POLICE OFFICER

We asked a 24/7 response officer from Newcastle, what it's like be a cop.....



What was your previous job before you joined the Police?
 Before I became a police officer I worked for the London Pension Service, a large sector of the Department of Works and Pensions

Did you go to University or college?
 I went to Northumbria University after completing my A-Levels in both form.

Do you enjoy your job?
 Yes, very much so. I like how everyday is different. Being a police officer for me isn't just a job, it's who I am.

Got a question?

Useful websites

Polico - Could you?
 Want to do something worthwhile? Like to give something back to your community? Then a career in the police force could be for you.

Become a Special Constable with Northumbria Police
 The Special Constabulary is a form of community service like no other. Why not volunteer as a special constable and support the work of your police force in the community?

Northumbria Police Working for us
 Find out more about a career with Northumbria Police and current job vacancies.

What does your job involve?
 My main role is to respond to incidents of crime and disorder reported by members of the public. However, a police officer can find themselves doing anything from looking for a missing child to helping a grieving family when they have suffered the sudden death of a loved one. I aim to offer an excellent service to the public, to prevent crime as well as solving crimes in an effort to help raise peoples perception of a modern police officer.



What is your favourite / least favourite thing about the job?
 My favourite aspect of my role is helping victims of crime, particularly vulnerable victims who may feel isolated or alone following an incident. Many people are unaware of how much help is out there for them. I achieve a great sense of satisfaction knowing that my hard work has helped bring an offender to justice. Telling someone that one of their family members or friends has been injured or has died is the part of my job I don't enjoy.

Have you ever been injured (hurt)?
 Yes, only once. I was assaulted by a drunk female after I had arrested her partner in the street. Thankfully the injury was not serious and she was arrested for the assault and charged.

Do you ever get scared?
 Not really. It's important to stay calm and professional when dealing with incidents. Other police officers will always be nearby to help you if you need assistance and the majority of people I deal with are very polite and helpful. Police officers working during the night always work in pairs as we sometimes have to deal with people who are drunk and can be aggressive due to the effects of alcohol.



What days / hours do you work?
 I work a five week shift pattern that involves two sets of day shifts (7am - 5pm) two sets of late shifts (2pm - midnight) and two sets of nightshifts (10pm - 7am). On average I have two days off a week.

What specialist departments can you move in to and which ones would you like to work in?
 There are a lot of specialist departments within the police such as the dog section, firearms section, neighbourhood teams, C.I.D and the marine unit. At the moment I'm happy with my current role but in the future I think I will apply to join the firearms section of the police as it is something that interests me and would be a great challenge.

What is your proudest moment?
 I once caught two burglars in a house who were in the process of stealing a large TV. The offenders had been made aware the owner was on holiday and had broke in through the back door. Thankfully, a neighbour had heard the noise and we were not far from the house when she called. The offenders also admitted to burgling a number of other houses in the area once they were brought to the police station for questioning.



West Midlands Police @WMPolice · Feb 18

Even our four-legged crime fighters need a rest once in a while!
#EatSleepBarkRepeat



69 129 View more photos and videos

Solihull Police @SolihullPolice · Feb 18

Interested in joining us? Take a look at our latest vacancies, we have vacancies in custody, intelligence and more ow.ly/JfERm

3 1

Solihull Police @SolihullPolice · Feb 18

Good afternoon there are currently 2 people in custody across the borough. Suspected offences include theft.





AQA Marked Work Paper 1

Text A is an article from the online edition of *Metro*, accessed on 21/01/2016.



Q1 Analyse how Text A uses language to create meanings and representations.

Analyse how Text A uses language to create meanings and representations.

Time 9:50 - 10:20

The purpose of Text A is both to inform and entertain, for it is taken from an online newspaper. It is likely that the audience is particularly those interested in sports, yet this may be broader as the text discusses the Olympics which is often watched globally - even by those who do not usually show an interest in sport. Whilst the tone of the text is formal and the primary mode transactional (as it purely provides information shown by the abstract noun phrase "The rule"), the text does include contractions like "doesn't" which arguably reduce the level of formality.

The key topic of running is primarily represented as competitive shown through the infinitive verb phrase "to win the race" and the P, proper noun phrase "Beijing World Championships".

Pragmatically speaking, however, despite the brutality of the competition which can be inferred from the finite verb "disqualified" for a minor mistake, the producer suggests a sense of humour. Evidently, acknowledging graphology, the producer wrote the dynamic verb phrase "RUN IN THE WRONG LANE" in non-standard capital letters. As well as this, the creation of dialogue in the declarative "Excuse me, that's MY lane" may be the producer attempting to show that sports and running in particular - can be light-hearted. Not only this, but the producer may also be attempting to create tension with the audience and not appear too serious.

Although the producer may be attempting to have a friendly relationship with the audience, it could be suggested that the producer of the text also aims to appear knowledgeable, and therefore intellectually above the audience. This could be inferred through the abstract noun phrase "The rule" which is followed by the main clause "An athlete shall not be disqualified" which shows certainty and knowledge, particularly through the use of the modal verb "shall".

Additionally, it could be implied that women in particular are being represented. Whilst the main clause "has possibly ^{run} more races in her career than she could possibly count" does represent Veronica Campbell-Brown as prepared for the Olympics shown through the quantitative adjective "more" and the abstract noun "experience", it could also be pragmatically representing Campbell-Brown as intellectually inferior. Supporting this is the verb phrase "she has still managed" which suggests that despite the runner has done something unexpected and quite frankly not very clever by running in the wrong lane, and sarcasm can be inferred from the adverb "still".

Moreover, a sense of injustice can also be inferred from the perspective of the producer. In the title the producer uses the stative verb phrase "hasn't get disqualified" which may be implying that this is abnormal or goes against what is expected. In terms of cohesion the producer also finishes the text with a sense of a grudge being held against Campbell-Brown, inferred through the declarative "we can't imagine that Campbell-Brown's fellow sprinters will let her forget this in a hurry". Furthermore, this may be suggesting that the producer is bitter towards the runner.

as the personal opinion is voiced through the third person inclusive pronoun "we".

Perhaps the producer expects the audience to agree with their view as the Metro appears powerful and popular shows through the numerical "68.3m" in the common noun phrase "68.3m shares".

Marks awarded

AO1: 10/10

AO3: 14/15

Summarise what is needed for success in this question.

Paper 2 Section A

Diversity and Change

Answer **one** question in this section.

Here is a list of potential questions you need to be ready to answer. All of them are worth 30 marks and should take 45 minutes to answer.

- Clear introduction
 - 4 main paragraphs, using case studies and other evidence to support your points
 - Concise Conclusion
01. Evaluate the idea that spoken interactions between men and women are characterised by miscommunication.
 02. Evaluate the idea that people are under pressure to change their accents based on certain situations.
 03. Evaluate the idea that teen slang and text speak are signs of sloppiness and laziness.
 04. Evaluate the idea that Women's language is weak.
 05. Evaluate the idea that different occupations have their own discourse communities.
 06. Evaluate the idea that men are more competitive and women are more co-operative in communication.
 07. Evaluate the idea that people are judged on the basis of their accents and dialects.
 08. Evaluate the idea that Standard English is a superior form of English.
 09. Evaluate the idea that occupational jargon is damaging the English Language.
 10. Evaluate the idea that young people can code switch, and therefore should be able to use slang freely.
 11. Evaluate the idea that different social groups are partly defined by their shared language.

Mark Scheme for Q1: Evaluate the idea that spoken interactions between men and women are characterised by miscommunication.

AO1- assesses your ability to construct a convincing argument, using linguistic examples to support your ideas. (10 marks)

AO2- assesses your critical understanding of linguistic theories, concepts and issues. (15 marks)

MARK SCHEME – A-LEVEL ENGLISH LANGUAGE PAPER 2 – 7702/2 – SPECIMEN

01	Evaluate the idea that spoken interactions between men and women are characterised by miscommunication. [30 marks]
AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression	
Level/Marks	PERFORMANCE CHARACTERISTICS
Level 5 9–10	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology, identifying patterns and complexities • guide the reader
Level 4 7–8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • develop a line of argument
Level 3 5–6	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • communicate with clear topics and paragraphs
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use linguistic methods and terminology inappropriately and/or inconsistently • express ideas with organisation emerging
Level 1 1–2	Students will: <ul style="list-style-type: none"> • quote or identify features of language without linguistic description • present material with limited organisation
0	Nothing written

01	Evaluate the idea that spoken interactions between men and women are characterised by miscommunication. [30 marks]	
AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • evaluate deficit/dominance/difference views, research and methodologies • challenge ideas of difference: gender polarisation and dichotomies, universalising, biologism, miscommunication • conceptualise diversity views: heterogeneity of women's and men's social identities • explore gender as performance, eg roles people play in difference situations
Level 4 13–16	<p>Students will:</p> <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • identify and classify deficit/dominance/difference views • explore different interpretations of female/male conversational behaviours, eg tags as showing uncertainty or wielding power • consider research on/effect of other variables, eg context, age, class, ethnicity • explore other aspects of language such as differences in accent and dialect, use of other modes of communication
Level 3 9–12	<p>Students will:</p> <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • illustrate miscommunication (11–12) by giving examples • characterise and apply a difference view, eg rapport/report, co-operative/collaborative (11–12) • illustrate detailed research findings, eg Goodwin on command styles of males and females • explore use of particular features in detail: eg turns (interruptions/overlaps), tags (modal vs affective)
Level 2 5–8	<p>Students will:</p> <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • label features of female and male communication, eg tag questions, interruptions (8) • identify specific features of female and male communication, eg "don't you", "absolutely divine" (7) • identify researchers by name, eg Coates, and general reference to research

		<ul style="list-style-type: none"> • give confused references, eg Cameron for Tannen • outline a view of female/male language as simply different
Level 1 1–4	<p>Students will:</p> <ul style="list-style-type: none"> • discuss issues anecdotally without specialist linguistic knowledge 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • discuss examples of women's and men's communication without linguistic comment (4) • give examples of women's and men's communication (3) • discuss women's and men's communication without examples (2) • discuss female/male behaviour with no language focus (1)
0	Nothing written about language concepts or issues	Nothing written about language concepts or issues

A-level ENGLISH LANGUAGE

Paper 2 Language diversity and change

Tuesday 20 June 2017

Morning

Time allowed: 2 hours 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book
- Insert to accompany Section B (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7702/2.
- There are **two** sections:
 - Section A: Diversity and change
 - Section B: Language discourses.
- Answer **either** Question 1 **or** Question 2 from Section A.
- Answer **both** Question 3 **and** Question 4 from Section B.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- There are 30 marks for **either** Question 1 **or** Question 2, 40 marks for Question 3 and 30 marks for Question 4.
- You **will** be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- It is recommended that you spend about 45 minutes writing your Section A answer. You should spend 15 minutes preparing the material for Section B and 45 minutes writing your answer to Question 3 and 45 minutes writing your answer to Question 4.

Section A**Diversity and change**

Answer **one** question in this section.

Either**0 1**

Evaluate the idea that a person's language use is completely determined by the social groups they belong to.

[30 marks]**or****0 2**

Evaluate the idea that language change can be controlled and directed.

[30 marks]

Section B**Language discourses**

Answer **both** Question 3 and Question 4 in this section.

0 3

Text A, printed on page 3, is a feature article about women's language from *Mail Online*.

Text B, printed on the insert, is the start of a feature article about women's language from *The Guardian* website.

Analyse how language is used in **Text A** and **Text B** to present views about women's language. In your answer you should:

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

[40 marks]**0 4**

Write a feature article about women's language in which you assess the ideas and issues raised in **Text A** and **Text B** and argue your own views.

[30 marks]**END OF QUESTIONS**



Young women, give up the vocal fry and reclaim your strong female voice

Naomi Wolf



What's heartbreaking about the trend for destructive speech patterns is that yours is the most transformational generation – you're disowning your power

Friday 24 July 2015
16.01 BST



Shares Comments

65,264 560

Save for later



'A study found that this speech pattern makes young women who use it sound less competent, less trustworthy, less educated and less hireable.' Illustration: Noma Bar

Patriarchy is inventive. The minute a generation of women has figured out how to not be enslaved by Ideology A, some new cultural pressure arises in the form of Internalisation B, making sure they don't get too far too fast. The latest example: the most empowered generation of women ever – today's twentysomethings in North America and Britain – is being hobbled in some important ways by something as basic as a new fashion in how they use their voices.

This demographic of women tends to have a distinctive speech pattern. Many commentators have noticed it, often with dismay. [Time magazine devoted a column to the mannerism](#) called *vocal fry*, noting a study that found that this speech pattern makes young women who use it sound less competent, less trustworthy, less educated and less hireable: "Think Britney Spears and the Kardashians."

"Vocal fry" is that guttural growl at the back of the throat, as a Valley girl might sound if she had been shouting herself hoarse at a rave all night. The less charitable refer to it privately as painfully nasal, and to young women in conversation sounding like ducks quacking. "Vocal fry" has joined more traditional young-women voice mannerisms such as run-ons, breathiness and the dreaded question marks in sentences (known by linguists as uptalk) to undermine these women's authority in newly distinctive ways. [Slate notes](#)¹ that older men (ie those in power over young women) find it intensely annoying. One study by a "deeply annoyed" professor, found that young women use "uptalk" to seek to hold the floor. But does cordially hating these speech patterns automatically mean you are anti-feminist?

Many devoted professors, employers who wish to move young women up the ranks and business owners who just want to evaluate personnel on merit flinch over the speech patterns of today's young women. "Because of their run-on sentences, I can't tell in a meeting when these young women have said what they have to say," confided one law partner.

"Their constant uptalk means I am constantly having to reassure them: 'uh-huh, uh-huh, uh-huh'. It's exhausting."

I myself have inadvertently flinched when a young woman barraging a group with uptalk ran a technology-based conference call: "We'll use Ruby on Rails? It is an MVC framework to support databases?" Well, will we?

One 29-year-old woman working in engineering told me it was easier for gatekeepers in her male-dominated field to disregard running-on, softspoken, vocally frying and uptalking women. "It is difficult for young women to be heard or even responded to in many male-dominated fields if they don't strengthen their voices. That kind of disregarding response from men made me feel even softer and even lesser – in a vicious circle of silencing," she said.

¹Slate: An online magazine of news, politics, technology and culture.

From the Examiner's Report Re. Q1

More successful students:

- addressed the key terms 'evaluate', 'completely' and 'determined' throughout their answer
- identified a number of specific social groups an individual might belong to
- gave specific examples of the language of particular social groups
- identified and explained in detail relevant case studies and research to support or challenge the question's idea
- explored how a social group might function as a norm enforcing mechanism
- examined how social networks could be identified and their strengths measured as a way of explaining language use
- used the concept of convergence to explain why people's language would become similar
- rejected the idea that people's language use is determined by external factors in simple, uniform ways
- evaluated quantitative research findings on language and class and questioned whether people spoke in just one way because of their class
- used the concept of a repertoire to challenge ideas of people being determined by one particular factor to use one kind of language
- recognised that within quantitative findings not everyone from the same class used the same kind of language
- recognised that an individual's language is likely to vary according to context and audience
- explored the interplay of a range of factors that influenced language use
- discussed how accommodation might affect language use
- explored how people might diverge in their language use to signal difference from a social group
- explored how gender might affect language use
- considered whether gender constituted a social group or was an example of biological determinism
- explored the idea that people performed their identity through language.

Less successful students:

- were able to show knowledge of research that linked language and group membership
- did not attend to 'determined' and 'completely'
- seemed very uncertain what might be meant by 'social groups'
- were happy to accept that an individual's language might be completely determined by their membership of one social group
- wrote general pre-prepared essays that answered the question with more or less precision
- offered few specific examples of language, contenting themselves with 'very formal', "slang" or 'incorrect' language
- confused convergence and divergence
- confused Labov and Lakoff
- wrote about language change or World Englishes without regard to the question
- used paragraphs, but not to develop a line of argument, only offering a series of illustrations of different groups and their language
- showed weak control of expression, punctuation and spelling.

0 4 Write a feature article about women's language in which you assess the ideas and issues raised in **Text A** and **Text B** and argue your own views.

[30 marks]

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	Students will: <ul style="list-style-type: none"> • demonstrate a synthesised, conceptualised and individual overview of issues • evaluate and challenge views, approaches, interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • evaluate deficit/dominance/difference interpretations, research and methodologies • challenge ideas of difference as polarising, universalising, treating women as a homogenous group • conceptualise diversity approaches: heterogeneity of women's social identities • explore gender as performance/performative
Level 4 13–16	Students will: <ul style="list-style-type: none"> • identify and comment on different views, approaches and interpretations of linguistic issues 	Students are likely to: <ul style="list-style-type: none"> • identify and explain deficit/dominance views • identify and explain difference views • explore different interpretations of vocal fry and other features of women's language: immaturity, relationship building, power tools, stupidity, insecurity, enslaving, disease, identity marker • consider research on/effect of other variables: status, context, age, ethnicity etc
Level 3 9–12	Students will: <ul style="list-style-type: none"> • show detailed knowledge of linguistic ideas, concepts and research 	Students are likely to: <ul style="list-style-type: none"> • illustrate ideas of women's language as different from men's • illustrate ideas of women's language as lacking in power • explain research findings in detail • show knowledge of folk-linguistic books on the topic

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways		
Level/Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 9–10	Students will: <ul style="list-style-type: none"> • use form creatively and innovatively • use register creatively for context • write accurately 	Students are likely to: <ul style="list-style-type: none"> • use a range of cohesion strategies to guide the reader • transform and explore ideas relevantly and interestingly for audience, showing their significance to the reader • show close control of sentence effects
Level 4 7–8	Students will: <ul style="list-style-type: none"> • use form convincingly • show close attention to register, effective for context • show strong control of accuracy 	Students are likely to: <ul style="list-style-type: none"> • produce an effective opening and conclusion • argue well-documented viewpoints, that provide information accessibly • use engaging and entertaining style
Level 3 5–6	Students will: <ul style="list-style-type: none"> • use form competently • use and sustain register, effective for context • show firm control of accuracy 	Students are likely to: <ul style="list-style-type: none"> • produce an effective opening and lively sub-editorial material • write accessibly and transform linguistic ideas for audience • write for context of a non-specialist audience, recognising entertainment and informative functions
Level 2 3–4	Students will: <ul style="list-style-type: none"> • use form appropriately • use appropriate language for context • make occasional errors 	Students are likely to: <ul style="list-style-type: none"> • use article format eg a functional headline, sub-editorial material • use a linguistic register but be overly academic • address the audience but be overly informal
Level 1 1–2	Students will: <ul style="list-style-type: none"> • use form limited to simple elements • shape language broadly for context • make intrusive errors 	Students are likely to: <ul style="list-style-type: none"> • write essay-like response • use paragraphs
0	Nothing written about language concepts or issues	

<p>Level 2 5–8</p>	<p>Students will:</p> <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • label features of women's language, eg tag questions, rising intonation • identify specific features of women's language by examples • identify researchers by name and identify examples of research • give confused references to researchers, eg Tannen/Cameron
<p>Level 1 1–4</p>	<p>Students will:</p> <ul style="list-style-type: none"> • discuss issues anecdotally without specialist linguistic knowledge 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • offer generalised reactions to ideas in Text A and Text B • make generalised comments on women's language without linguistic comment (3) • rely on and repeat ideas in Text A and Text B (2) • discuss issues about women's lives without language focus (1)
<p>0</p>	<p>Nothing written about language concepts or issues</p>	

From the examiners' report re. Q4:

More successful students:

- wrote substantial answers in which they reviewed and evaluated different views about women's language
- explained the views of Lakoff and others and analysed these as deficit and dominance views
- explained the difference approach associated with Tannen, Coates and Holmes most frequently
- critiqued deficit, dominance and difference views
- challenged the idea that all women and all men talk in the same way
- explained Hyde's meta-research and gender similarities hypothesis
- explored the idea of gender and identity as performances
- created a clear 'voice' in the article
- imagined new readers, without 'A' level experience, responding to these creative pieces
- introduced the Naomi Wolf and Mail articles, often explaining how they had recently come across these articles
- explained or glossed 'vocal fry', 'uptalk', 'prescriptivism', 'tag questions' as terms that are not in everyday usage
- identified themselves in a by-line or sub-editorial introduction
- managed references to Texts A and B that explained to their reader the context: 'I recently read an article ...'
- briefly explained the views expressed in the articles
- genuinely informed the reader about the linguistic issues
- wrote answers which often incorporated well judged humour
- used sentences which were varied and crafted for effect
- made good use of parallel structures or contrasts
- addressed the reader in an appropriate way
- used often witty and always relevant headlines
- enjoyed the opportunity to pun cleverly in the headline
- provided a thoughtful/memorable/witty conclusion.

Less successful candidates:

- wrote only a general response to the texts with little evidence of A-level language study
 - made no reference to any research into women's language
 - repeated the views expressed in the original articles
 - showed uncritical acceptance of the ideas in the two texts
 - showed outrage at the views in the two texts with no real counter-argument or analysis
 - wrote at length about their own views of the Kardashians
 - wrote about the oppression of women with little focus on language
 - wrote as if their audience had read Text A and Text B
 - used an inappropriately informal style of expression
- presented linguistic terms, ideas and names of researchers with no explanation for their non-specialist audience
- adopted abusive and insulting address to the writers of Text A and B or Robin Lakoff
 - showed little control of spelling and punctuation, especially the punctuation of titles and quotations
 - wrote no sub-editorial material
 - wrote headlines that neither hooked the reader nor gave them any indication of the article's content or line.

Section A: Diversity and change

Student Exemplar 3 Question 1 – High

It could be suggested that 'a person's language use is completely determined by the social groups they belong to'. In light of this statement, it is important to look at society, the language of particular social groups, as well as an individual's choice and the way they choose to represent themselves through language. With joining a social group, it is ~~not~~ relevant to note the shared sense of community as well as the reflection of identity that this may denote for an individual; particularly as linguist Joanna Thornborrow suggests that 'one of the most fundamental ways we have of creating an identity, as well as altering people's perceptions of ourselves, is through our use of language'.

Considering this statement, evidence to support the view that a person's language use is completely determined by the social groups they belong to may come from theories of adolescent speech, more commonly known to linguists as 'teenage talk'. Sternstein lists common features found in the language of teenagers, including use of multiple negation (e.g. 'I don't know nothing'), rising intonation, and repeated use of 'like' as hedging or in replacement for pauses for thought. Similarly, Eckert found similar strategies used in teenage talk, including repeated use of 'like', as well as irregular turn-taking, multiple negation and more. This suggests that social groups may determine an individual's language, as

these features are not commonly found in other age groups, suggesting that 'teenage talk' is a variety of language popular to that particular age demographic and social group. However, this view may be criticised by See Fox, who suggests

Again, considering this statement, another social group that may determine a person's choice of idiolect may be the ethnic group they are a part of. Paul Kerswill found that the use of Multi-Cultural London English (MLE) has roots in West Indian and Asian countries, as well as reference to Cockney and Estuary English. As London is a very multi-cultural capital and filled with diversity, it may be noted that an individual's ethnic background may have influence upon their language, with Rob Drummond noting key features of Multi-Cultural Urban British English (MUBE) to include dental fronting ('dem' for 'them'), use of pragmatic marker 'you get me?' at the end of sentences, as well as differences in vowel articulation ('alright' to 'alraait') to that of typical Standard Received Pronunciation. Hence, this supports the view that an individual's social group, such as an ethnic group, may determine an individual's language. Although, this view may be criticised by See Fox, who suggests that

people in London are using features of MLE, regardless of their race or their ethnic background. Rob Drummond also conveys that the growth of media influences such as hip hop and rap music may also influence the language that young people are choosing to use, as these features may be found among the lyrics of their favourite music artists, such as Stormzy, Eminem and Nicki Minaj. Hence, it is not only social groups alone that determine language, but also media influences.

Additionally, the view that a person's language may be determined by the social groups they belong to may be supported by Koenraad Kuiper's findings when investigating the language used by male rugby players. Conveying that the gender group that a person belongs to, as well as social group, Kuiper found that males used fewer politeness strategies and insults when interacting with their fellow teammates. Taboo words and swearing can be commonly recognised among the language of sports teams, but it is particularly interesting that the male members felt less of a need to save face and perform a face threatening act, e.g. 'you complete idiot', supporting Goffman's idea of 'facework' when talking to one another. Genderlect theorists, such as Jenny Cheshire suggest that men and women use ~~different~~ languages.

differently when speaking, also suggesting women used more politeness strategies than males, such as using compliments 'I like your shoes', 'you look nice' to engage in conversation with members of the same sex. Cheshire suggests this is because of same-sex friendship groups dating back to nursery days for the differences in the genders use of language. Again, however, this view may be enobised by Judith Butler who proposed 'gender performativity', stating that is individual choice as to how far we indulge into gender identities, and we 'perform' according to these social constructs based on personal choice, not the social group we are in.

Furthermore, more support for this view that language is only determined by a social group can be supported by Halliday's theory of anti-language. Particularly evident amongst criminal use of language, Halliday proposes that criminals use a code or form of cant to remain in-group and discuss activity with fellow criminals. For example, euphemisms such as 'fiddling' may be used for stealing, in order to disguise activity and intent. This may also be supported by Leslie Milroy's social network theory, as criminals may want to remain a closed network. Again, this may further be supported by Giles 'Accommodation Theory', as more people may begin to use the language

if they view the group as a successful criminal group and desirable to join, such as a gang.

Overall, it is fair to suggest that the language used by an individual is influenced by the social groups they belong to, but the concept of identity, as Joanna Thornborrow states, is a fundamental reason to alter language use. Additionally, key influences from the media, as Rob Drummond proposes are also important to ~~note~~ note, as well as more basic influences on language such as age, class, etc.

Student Exemplar 3 – Question 1 Examiner Comments

The student begins at a very high level of conceptualisation. They raise issues of sociolect and idiolect, identity and language, self-representation and reflection. The essay illustrates identity creation by teenagers and the effects of ethnicity on the development of sociolects and the way cultural activity and identity creation operate. There is clear evidence of detailed knowledge and understanding of research and very detailed examples of language use are offered throughout. There is interesting discussion of group norms and gendered behaviours in the language of sports teams. There is a critical analysis of ideas that gender determines language use which is replaced by the ideas that we use language to perform identity. There is also understanding of what drives group norms and the effect of social networks. The essay uses accommodation theory to examine how people's identity and group membership is fluid and a product of language choices. Overall there is a very successful discussion of the complexity of how language is tied up with identity and an evaluation of the simplistic view of fixed identity and group membership determining language choice. The indicative content of Level 5 is fully evidenced therefore a mark of 20 is given.

The expression is sophisticated and accurate. The argument is detailed and the reader is guided very effectively. Level 5 is evidenced well and 10 awarded.

Section B: Language discourses
Student Exemplar 11 Question 4 – Medium

PLANS:

- 1) Women seen as powerless (Lakoff)
- 2) how the 'wobbly talk' is supporting this
- 3) not powerless but different (Tannen)
- 4) ways we talk shouldn't affect our opportunities
- 5) conclusion

DON'T BE A LAKOFF, BE A

TANNEN: be an advocate, not a destroyer.

Since the early years of the 1900's women's language has been seen as inferior, submissive and just plain ^{old} powerless. ~~Down~~ Our caring sentiments, well-meaning compliments and support ~~have been crossed~~ have been crossed as powerless, not only by men but by one of our own ^{Horrified? Very right.} Robin Lakoff (a fellow female) published a set of features, which she ^{in the 1970's} 'created' ^{believed} made women's language 'powerless'. These features included empty adjectives (lovely, gorgeous), hidden directives (it's a bit cold in here) and modal verbs (would, could), but are these really bringing down the female language? Or just making it more thoughtful and kind, things all us women feel are important in life.

But don't you worry ladies, we have a hero in our midst Deborah Tannen ^{was} fighting for the girls when she published her difference model in regards to gender and language. The difference model suggests

Women's speech is not powerless, it is just different. ~~Women~~ ~~men~~ ~~Women~~ ~~Tannen~~ & As US ladies are more caring, sweet and supportive, our language reflects that.

Now we've established that our language is as good as the men's, let's talk about the phenomenon sweeping through our language ladies; 'baby talk'. The use of rising intonation (upraik) and 'py' has gained our repertoire but hasn't received the best of reviews. With the daily mail suggesting we sound like children and the guardian claiming it portrays us in a negative image, why do we continue this 'childish' speech? Is it to stand-out? Is it to feel like children? Is it to reduce our power? NO! It is because we want to.

'Baby talk' is not destroying our language ladies, it's not destroying our power or our positive self-image. Negative attitudes towards the phenomenon are causing these disastrous effects. Language should not be the determinant of women's image and power, am I right ladies? It should not justify the dominant divide in this world, it should

women should be viewed on the actions they take and the roles they embrace, not the pitch or sound of their voice. ^{women} ~~ladies~~ need to band together and fight this absurd view that women's power can be judged on the language they use. So come on ladies, ~~actions speak louder than words~~ ~~to~~ ~~an~~ advocate for women's

language, not a destroyer!

Actions speak louder than words.

Student Exemplar 11 – Question 4 Examiner Comments

The student uses a headline that reveals some knowledge of linguistic ideas but which would remain opaque for a reader. There is a clear shaping in the form of the parallelism and the imperatives seek to engage the reader and argue a case.

The student locates the issues in time and identifies the treatment of women's language as weak. There is some discussion of Robin Lakoff's ideas with glossing for the audience, though the dating of Lakoff is inaccurately expressed. The student goes on to introduce Tannen and the difference approach with its re-evaluation of women's language. The student now chooses to make detailed references to the texts to contextualise the story for the reader. Ultimately the student argues that women should not be judged on their vocal characteristics but other behaviours and talents.

Throughout the student seeks to craft their language. There is frequent guiding address to the reader, although this is not always well judged. There is an effort to challenge the views from the texts by use of questions. There is an attempt to end the argument on a firm and memorable note.

AO5 is stronger than in Script 10 and there is sufficient shaping of the audience's position, guiding and informative content to merit a L4 mark of seven, recognising that the voice and address do not always work. AO2 is in Level 4 at a mark of fifteen. The student is able to identify and comment on two different views of women's language. They then begin to explore alternative meanings of vocal fry. They thus demonstrate 3 of the indicative content descriptors in L4 so go into its upper reaches.

Ways to improve:

- Challenge difference ideas and show knowledge of diversity and performance views of language and gender
- Develop sense of audience and how to address them

Year 12 Learning Audit

As you complete each unit, use the audit to RAG code each section.

Green: With a little revision I could comfortably write about this idea / topic, including examples.

Amber: I am not really sure about this topic.

Red: This is completely alien.

Paper 1: Terminology (AO1)

Grammar	Red	Amber	Green
<i>Nouns: concrete, abstract, collective, proper</i>			
<i>Adjectives: comparative, superlative, pre- and post-modification</i>			
<i>Sentence moods: imperative, declarative, exclamatory, interrogative</i>			
<i>Pronouns: first, second and third person</i>			
<i>Adverbs: manner, place, time, frequency</i>			
<i>Sentences: fragment, simple, compound, complex</i>			
<i>Conjunctions: co-ordinating, subordinating</i>			
<i>Modal auxiliary verbs and auxiliary verbs</i>			
<i>Verbs</i>			
<i>Active and passive voice</i>			
<i>Prepositions</i>			
<i>Clauses: main, subordinate, relative</i>			
<i>Determiners</i>			

Lexis	Red	Amber	Green
<i>High and low frequency lexis</i>			
<i>Specialist lexis/ jargon</i>			
<i>Non-standard/ dialect forms</i>			
<i>Colloquialisms</i>			
<i>Taboo language, expletives</i>			
<i>Vocatives</i>			
<i>Contractions</i>			
<i>Lexical and semantic fields</i>			
<i>Collocation</i>			

Semantics	Red	Amber	Green
<i>Imagery: simile, metaphor, personification</i>			
<i>Hyperbole and litotes</i>			
<i>Euphemism and dysphemism</i>			
<i>Idiom</i>			

Phonology	Red	Amber	Green
<i>Alliteration</i>			
<i>Sibilance</i>			
<i>Plosives</i>			
<i>Aspirants</i>			
<i>Phonemes</i>			
<i>Accent</i>			
<i>Accommodation: convergence and divergence</i>			

Discourse Structure	Red	Amber	Green
<i>Online affordances</i>			
<i>Online features- eg hyperlinks, social media sharing</i>			
<i>Discourse markers</i>			
<i>Audience positioning</i>			
<i>Cohesion</i>			

Paper 2: Language Diversity

Language and Gender	Red	Amber	Green
<i>Robin Lakoff and features of 'Women's Language' (Defecit Model)</i>			
<i>O'Barr and Atkins Court Room Study</i>			
<i>Pamela Fishman and 'Dominance Model'</i>			
<i>Dale Spender: Man Made Language</i>			
<i>Zimmerman and West – Dominance Model</i>			
<i>Deborah Tannen – Difference Model</i>			
<i>Janet Holmes</i>			
<i>Deborah Cameron</i>			
<i>Any other relevant ideas you've covered?</i>			

Language and Occupation	Red	Amber	Green
<i>Norman Fairclough- instrumental and influential power</i>			
<i>Shan Wareing- personal, political, social group power</i>			
<i>Erving Goffman- face theory</i>			
<i>Howard Giles and Accommodation theory (Convergence / Divergence)</i>			
<i>Drew and Heritage's 6 features of workplace talk</i>			
<i>Swales 'Discourse Communities'</i>			
<i>Almut Koester – Back Stage / Front Talk and symmetrical/asymmetrical relationships.</i>			
<i>Debates about occupational jargon, office-speak, breaking of D and H's rules; phatic talk</i>			

Any other relevant ideas you've covered?

Accent and Dialect- UK and Global Varieties of English	Red	Amber	Green
<i>'Received Pronunciation' as prestige form of language</i>			
<i>Typical attitudes to accents</i>			
<i>Ideas about 'dialect levelling'</i>			
<i>Labov – Martha's Vineyard study and 'covert prestige'</i>			
<i>Peter Trudgill – Norwich Accent Study</i>			
<i>Jenny Cheshire- Reading study</i>			
<i>Issues and Debates about changing one's accent in case studies- Thatcher, Beckhams, Jagger etc</i>			
<i>Features of Canadian English</i>			
<i>The spread of American English</i>			
<i>English as a Lingua Franca</i>			
<i>David Crystal's views on the future of English</i>			
<i>Any other relevant ideas you've covered?</i>			

Language and Social Groups	Red	Amber	Green
<i>Prescriptivism vs. descriptivism</i>			
<i>Teen sociolect- Emma Thompson</i>			
<i>Online conventions</i>			
<i>Arguments about teenspeak and 'code switching'</i>			
<i>Cockney Rhyming Slang</i>			
<i>Polari</i>			
<i>Asian and Caribbean varieties</i>			
<i>MLE</i>			

Any other relevant ideas you've covered?