

ENGLISH LANGUAGE A LEVEL LEARNING BOOKLET

Name: _____

Budmouth Sixth Form

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? Do you want to gain an advanced qualification in a subject that is of value to almost all employers?

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 very 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 B.

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, using 2 unseen texts linked by topic

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.

Summary: Paper 2 at A Level

Section A offers a choice of 2 questions that test your **evaluation** of a named topic. The question always begins: 'Evaluate the idea that....'

Section B Q3 gives you two texts based on a language topic and asks you to compare them and explore how they create meanings and representations. **Q4** gives you the opportunity to both show off your linguistic knowledge about the language topic from Q3 and to write creatively.

Non-Exam Assessment (NEA)– 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.

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

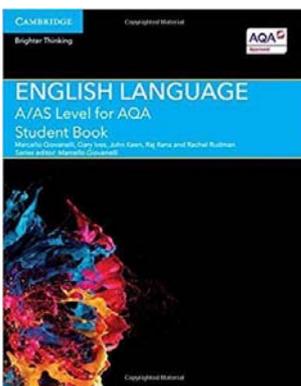
AO4: Explore connections across texts, informed by linguistic concepts and methods.

AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.

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>



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

There is a long list of suggested further resources on the following pages.

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 4 hours per week working outside of class on each subject you study at A Level. Getting into a good study routine, with revision resources made as you go along and extra research about our key topics will mean you won't ever have to do last-minute cramming before an English exam; your final grade will almost certainly reflect all your hard work and perhaps most importantly, you can feel a real sense of satisfaction in your learning.

Below are some ideas about how to use your time productively. There is a very wide range of resources available to you: explore the list over a few study sessions to find out which format suits you best: videos, podcasts, books, articles or a mix of all of these.

Track your work using the log on page 12 and summarise key findings on flashcards ready for revision. Noting and learning case studies, quotations and statistics that you come across independently will give you a significant edge over other candidates across the country.

Independent Study Ideas: English Language

- 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 in the Google Classroom. Use these to revise material already covered in class.
- 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.
- 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 Q4 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, memrise, Seneca or other similar apps 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!
- Listen to some of the many free podcasts about language and linguistics.
 - The Allusionist covers a broad range of linguistic ideas and has dozens of past episodes you can download for free. <https://www.theallusionist.org/>
 - Word of Mouth on Radio 4 is also very good and has many, many back episodes. <https://www.bbc.co.uk/programmes/b006qtnz>
 - Something Rhymes with Purple is more rambling but can be fun. <https://player.fm/series/something-rhymes-with-purple>
 - John McWhorter's podcast: <https://slate.com/podcasts/lexicon-valley>

Some highlights of the above podcasts can be found in this list (but there are many more!):

- A Debate About American English
<https://www.bbc.co.uk/programmes/b08g5533>
- Will Emoji Be the Future of English?
<https://www.bbc.co.uk/programmes/b08ffvp6>
- The Language of Lying
<https://www.bbc.co.uk/programmes/m000dfpy>
- Romani Language
<https://www.bbc.co.uk/programmes/m00050qw>
- Black British Identity and Black-related Words
<https://www.bbc.co.uk/programmes/m0004l93>
- Solving Crime with Language
<https://www.bbc.co.uk/programmes/m00027n6>
- Language, Gender and Trans Identities
<https://www.bbc.co.uk/programmes/b09r4k4l>
- Women's Language

<https://slate.com/podcasts/lexicon-valley/2020/03/vocal-frywomen-language>

- Like, Sort Of...

<https://slate.com/podcasts/lexicon-valley/2019/11/politeness-in-the-english-language>

- Language on the Internet

<https://slate.com/human-interest/2019/07/john-mcwhorter-and-gretchen-mcculloch-on-because-internet.html>

- Puns and Wordplay

<https://www.bbc.co.uk/programmes/m000dj45>

- Sports Writing

<https://www.bbc.co.uk/programmes/m000c2ls>

- How to Write Out Sexism

<https://www.bbc.co.uk/programmes/m0002zyh>

Online Resources for English Language

Many linguists and university linguistics departments have an online presence that's accessible and interesting for the general public, as well as those who are studying language at school, college or university. Along with these, you can find online resources from the BBC, British Council and British Library. A few of these have been selected for you below. They start with the most accessible and move on to ones that are a little more complex or demanding in nature. Dip into a few of these and see what you make of them. They are all interesting in different ways!

Perhaps once you have had a look at the few of them, you could write a short report on two or three that you were particularly interested in. What grabbed you? What else would you like to know more about? Were there any ideas you'd like to challenge and argue about?

British Library

- British Accents and Dialects:

<https://www.bl.uk/british-accent-and-dialects>

- English Language and Literature Timeline:

<http://www.bl.uk/learning/langlit/evolvingenglish/accessvers/index.html>

- Texts in Context: <http://www.bl.uk/learning/langlit/texts/context.html>

The Open University has always been good for this, and recently one of their linguistics lecturers, Philip Seargeant, posted a link to a range of their online resources

- What is Language?
<https://www.youtube.com/watch?v=LwG9SNeCof8>
- The History of English in 10 Minutes:
<https://www.youtube.com/watch?v=H3r9bOkYW9s>
- A Brief History of Emoji: https://www.youtube.com/watch?v=_tXLUZHf4
- Narrative in Journalism and Politics:
https://www.youtube.com/watch?v=iCP_ifjRZgA
- Filter Bubbles and Fake News:
<https://www.youtube.com/watch?v=eaolE1blpWk>
- Why Do We Swear?
https://www.youtube.com/watch?v=TsFm-pN_XJ0

The dictionary makers (lexicographers) are also very good at making their work with the English language really accessible.

- **The Oxford Dictionary** blog: <https://public.oed.com/blog/>
- **Macmillan Dictionary** blog:
<http://www.macmillandictionaryblog.com/>
- Australia's **Macquarie Dictionary** blog:
<https://www.macquariedictionary.com.au/blog/>
- The US's **Merriam-Webster Dictionary**: <https://www.merriam-webster.com/>

Queen Mary University London (QMUL)

Resources aimed at students, teachers and the general public on accent attitudes, changing language in the UK and lots more.

- Accent Bias in Britain Project: <https://accentbiasbritain.org/>
- Teach Real English Resources:
<http://www.teachrealenglish.org/>

University of York

Lots of very useful resources on aspects of language use and how people feel

about it

- The York English Language Toolkit:
<https://englishlanguagetoolkit.york.ac.uk/>

University College London (UCL)

Helping you understand what grammar is and how it works.

- Englicious Grammar Resources: <http://englicious.org/>

Lancaster University

- Corpus-based teaching resources that explain how you can use technology and digital databases to track changes and variations in English:
<http://corpora.lancs.ac.uk/bnclab/search?display=resources>

Tony Thorne's *Language and Innovation* pages

- Tony Thorne is a linguist at King's College London who collects and tracks slang usage, among other things: <https://language-and-innovation.com/>

Deborah Cameron's *A feminist guide to language* blog

- Deborah Cameron is one of the country's leading experts on language and gender and her blog is funny, thought-provoking and insightful: <https://debuk.wordpress.com/>

Experience a University-style Lecture

OK... so you're thinking of heading into an A Level rather than a degree but it's always interesting to see what's further down the path, should you choose to take it. As more and more universities provide material online and reach out beyond their own students to the wider community, you will find lots of interesting and accessible resources available, including lectures and MOOCs (interactive, self-taught online courses).

Some lectures and talks have been chosen to give you a taste of a few interesting areas.

- Watch a few minutes of these and choose a couple to watch all the way through. Don't worry about making notes at this stage; just follow the line of argument and think about the ideas being offered.
- Once you have listened to a couple of lectures, try to jot down a few notes at the end. What were the key ideas? Did you understand the arguments being made? Were there any things you weren't sure about and might need to look up?
- If you can, arrange with a classmate to listen to the same lecture and swap notes via the platform recommended and validated by your school. Sometimes, two of us can listen to the same lecture and come away with very different ideas or see a different importance to the points being made.
- Many of the links from the TED talks offer suggestions for other language-based lectures. Follow a few of those links and keep a note of which of these you found interesting, and some key ideas from them. Many of these could come in useful later on in the course.

emagClips

- Professor Tim grant on Forensic Linguistics

<https://www.englishandmedia.co.uk/video-clips/clip-listing/leaping-into-language-emagclips>

TED Talks

- Lera Boroditsky on the links between language and thought

https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think

- John McWhorter on digital language and texting
https://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk
 - Deb Roy on children's language development
https://www.ted.com/talks/deb_roy_the_birth_of_a_word
 - Anne Curzan on what makes a word 'real'
https://www.ted.com/talks/anne_curzan_what_makes_a_word_real
 - Erin McKean on making up new words
https://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words
 - Claire Bowerman on where English comes from
https://www.ted.com/talks/claire_bowerman_where_did_english_come_from
 - John McWhorter on made-up languages in sci-fi and fantasy
https://www.ted.com/talks/john_mcwhorter_are_elvish_klingon_dothraki_and_na_vi_real_languages
- 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.

Below are some suggestions to get you started:

1. If You Can't Embrace Regional Dialect, You Can Kiss My Chuddies:

<https://www.theguardian.com/commentisfree/2019/mar/31/embrace-regional-dialect-kiss-chuddies-dictionary/>

2. The Ugly Rise of Accent Softening:

<https://www.theguardian.com/society/2019/mar/20/ugly-rise-accent-softening-people-changing-their-voices>

3. Calling Someone a 'Gammon' Is Hate

Speech:

<https://www.gq-magazine.co.uk/article/what-does-gammon-mean>

4. Saying No To Gizit Is Plain Prejudice:

<https://www.independent.co.uk/voices/comment/saying-no-to-gizit-is-plain-prejudice-8488358.html>

5. Text Speak: Language Evolution or Just Laziness?

<https://www.telegraph.co.uk/education/educationopinion/9966117/Text-speak-language-evolution-or-just-laziness.html>

6. 6 minutes of British slang:

<http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-160901>

Dip into some of the publications available. 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. Some recommendations are below:

- John McWhorter: *Words on the Move*: <https://preview.tinyurl.com/wordsmove>
- Julie Coleman: *The Life of Slang* (Short interviews about the book)
<https://youtu.be/Dlqk6MdLWRw>
<https://youtu.be/HkAwIVoNUx0>
- Gretchen McCulloch: *Because Internet*: <https://tinyurl.com/cosinternet>
- David Shariatmadari: *Don't Believe a Word*: <https://tinyurl.com/notbelieve>
- Lane Greene: *You Are What You Speak* <https://tinyurl.com/vocabsticklers>
and *Talk on the Wild Side*: <https://tinyurl.com/talkwildside>
- Dan Clayton (ed): *EMC Language Handbook (2nd edition): Key Thinkers on Key Topics*: <https://tinyurl.com/emclang>
- Deborah Cameron: *The Myth of Mars and Venus*:
<https://tinyurl.com/mythmarsvenus>
- Abby Kaplan: *Women Talk More Than Men... and Other Myths About Language Explained*: <https://tinyurl.com/womenmentalk>
- Lynne Murphy: *The Prodigal Tongue*: <https://tinyurl.com/prodigaltalk>

- Jane Setter: *Your Voice Speaks Volumes*: <https://tinyurl.com/voicevolumes>
- David Crystal: *Stories of English*: <https://tinyurl.com/crystalstories> and *How Language Works*: <https://tinyurl.com/crystalworks>

A Level English Language Reading/ Listening Log

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 to 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 sixth 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

Police - 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.



Solihull Police @SolihullPolice · Feb 13
 JAILED: Two career criminals with over 100 previous convictions have been jailed this week: bit.ly/1AIZIt9

1

Solihull Police @SolihullPolice · Feb 13
 It's believed the fire was started between 9.15pm -10.15pm at the back of the nursery on Tanworth Lane. Anyone with any info please call 101

5

Solihull Police @SolihullPolice · Feb 13
 Did you see anything? We are appealing for info following a fire at Active Angels Nursery in Shirley last Friday night.

7

Solihull Police @SolihullPolice · Feb 13
 Here's a bit of a challenge tweeps, as it's Friday 13th we want to know ghostly street names in Solihull. Tweet them in :-) #FridayThe13th

4 1

Solihull Police @SolihullPolice · Feb 13
 Remember to remove all valuables from display, thieves are always on the look-out. It's not wise to advertise...

2 3

Solihull Police @SolihullPolice · Feb 13
 Good afternoon, there are currently 5 people in custody across the borough. Suspected offences include theft from motor vehicle.

2 3

AQA Marked Work Paper 1

Text A (next page) is the beginning of an article from the website of Rouleur cycling magazine (accessed 07/12/2014).

Text B is the beginning of a forum discussion from the website of Singletrack cycling magazine (accessed 12/12/2014).

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

AO1 (accurate use of precise terminology)-**15 marks**

AO3 (linking features to any aspect of GCRA)- **15 marks**

Q2 Analyse how Text A uses language to create meanings and representations.

AO1 (accurate use of precise terminology)- **10 marks**

AO3 (linking features to any aspect of GCRA)- **15 marks**

Q3 Compare and contrast Text A and Text B, showing ways in which they are similar and different in their language use.

AO4 (Exploring linguistic connections between the texts)- **20 marks**

Annotate the texts. Then read the marked student responses that follow. Note where the student is gaining marks: double ticks mean the student is hitting the top bands of the mark scheme.

NB The questions for Paper 1 Section A do not vary. As we know what the questions will be, practise your skills as often as you can by asking yourself these questions about texts you come across as often as possible.

HOME • JOURNAL • RIDERS • LIZZIE ARMITSTEAD

JOURNAL RIDERS

Lizzie Armitstead

The British star talks fame and fakeness, how to beat Marianne Vos and British Cycling's lack of a pathway for women.

WORDS
Andy McGrath

PHOTOGRAPHS
Sam Needham



Forget a mid-life crisis; the quarter-life one is hitting Lizzie Armitstead hard. "I am old now and I don't like it. Twenty-five is pretty old, don't you think?" No way. I give a quizzical, look to encourage a reaction. "You're a man, you're all right: you don't have to push a baby out. Now I am starting to think, crap. What am I gonna do after cycling? What career am I gonna have? Everyone's buying a house, getting married, having kids and I'm still a bit of a nomad."

The time of year probably doesn't help the feeling of unsettlement.

We've drifted out to early December, as distant from the racing season as you can get: nine weeks after her last race of 2013, another nine before the season gets underway. Normal life has caught up. Armitstead is at her parents' house in Otley, a world away from her first race in Qatar or her seasonal residence in Monaco, which she likens to Disneyland, clean and pleasant but ultra-fake.

Lizzie doesn't do phony. She has the kettle on and a mug of tea in my cold hands within minutes of me walking through the door. You can take the girl out of Yorkshire, but you can't take the Yorkshire out of the girl.

In her hands, she holds a London 2012 mug, adorned with five slightly faded coloured rings. A few dishwasher trips too many, probably.

The Olympics. Let's get that O-word out of the way first. It's hard to avoid – it's what most people associate with Lizzie Armitstead with – and the experience has informed a lot about her current state of mind.

It had always been about London 2012 for her. One day in July would define her whole career. Pressure? Just a bit. In the approach, she was a woman on the cusp of a breakdown. She wept on a train back home after getting ill at the Giro Rosa, worried that she'd compromised her chance.

It didn't help that her dad, John, had a habit of putting his foot in it when chatting to her on the phone as the race approached. "He manages to say the wrong thing. He's funny. He'd be like 'are you gonna beat Vos then?' Or 'but she's looking good though, isn't she?'"

Armitstead rose to the challenge on the day to take Britain's first medal of the Games. Sometimes it seems easy for the public to forget – a Sky sports gameshow even announced her as Olympic champion – that she actually finished second, a bike length away from Marianne Vos, and from achieving what she had set out to do. I think she hesitates to feel complete happiness with the result, and it is hemmed in by the memory of the surrounding pressure. "Looking back, it was full on for a year. It was a relief when it was over," she reflects.

For Rio 2016, she wouldn't change it. "I think it's a good thing. It never became 'get me out of here, I don't want to do it'. I like having pressure, I don't perform without it."

Her two weeks in the Olympic village went by in a blur. She wishes she'd written things down. She spent time doing laps of the post-Games dinner circuit, realising her finite appeal as a medallist. "I wanted to embrace all the things I got offered to do in the off-season," she says.

So Armitstead sat on the same table as Stephen Hawking one night and met Prince William and Kate on another. Did she ever feel like she was losing touch with her normality? "No. Doing the whole celebrity thing made me realise even more that" – she drops her voice to a whisper, as if it's a secret – "actually, I'm not impressed by it."

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Bike Forum

Bike riding - health and fitness VS none cycling peers?

21 posts & 20 voices | Started 5 months ago by [cruzcampo](#) | Latest reply from [L_Ache](#)

Tags: No tags yet.



P [cruzcampo](#) – Member

I'm surrounded by people who love overeating, large quantities of crisps, sugary snacks with takeout food chasers at lunch. Evening crashing out in front of the telly, rinse and repeat mon-fri. 1-5 sick days a month is pretty standard, as is excess weight and lots of manflu throughout the year. By comparison i've not had a day off sick in 8 years, and shift colds/manflu incredibly quickly. I'd like to put a large part of it down to biking.

So how much would you say your biking attributes to your overall health and fitness, and how does it compare to your none cycling peers?

POSTED 5 MONTHS AGO #

scaled – Member

I'm off sick much less, in hospital much more 😞

On a serious note though, having children seems to be a much better indicator of likely hood to be off sick. I know I suffer with sickness much more now the germ exchange is back in term time.

POSTED 5 MONTHS AGO #

P [jam bo](#) – Member

By comparison i've not had a day off sick in 8 years, and shift colds/manflu incredibly quickly. I'd like to put a large part of it down to biking.

Children? Bet not. Biohazards.

POSTED 5 MONTHS AGO #

P [schmiken](#) – Member

I imagine diet has a bigger effect than exercise.

POSTED 5 MONTHS AGO #

ton – Member

I have had about 12 weeks sick in the last 5yrs, including 4 operations. cycling is far from good for some people.

POSTED 5 MONTHS AGO #

P [jam bo](#) – Member

And 5 days a month off sick? These people still have jobs?

POSTED 5 MONTHS AGO #

philjunior – Member

I don't seem to get less colds and flu than my colleagues and sometimes it hits me like a tonne of bricks to be honest. I do have kids, and my wife until her maternity leave for the second one started was working as a childminder. I also don't eat particularly well if i'm honest. Too much convenient junk food to keep my energy levels up in the office.

Compared to some of my peers of similar age, though, i'm in pretty good shape, and I know I can go out and do stuff (walk up a mountain etc.) that they struggle with.

Edit - 1 to 5 sick days a month? Ok, far less than that for me. 1-2 a year at a guess.

POSTED 5 MONTHS AGO #

END OF TEXTS

dent 1 - Questions 1 and 2

1 One of the representations among this text is that of the subject of the article, Lizzie Armistead, as a dedicated racer. This is conveyed by the use of the interrogative "what am I going to do after cycling?", which emphasises the role of cycling in her life, representing it as important and her main focus. This is also shown by the use of the noun 'nomad' which acts as humour, representing Lizzie as not only dedicated, but also humble despite her status, which is emphasised by the use of a lexical field of everyday objects, such as 'kettle', 'mug' and 'dishwasher', as well as the use of the compound sentence 'You can take the gin out of Yorkshire, but you...' which juxtaposes the lexical field of exotic places such as 'Qatar', 'Monaco' and 'Disneyland'. This represents Lizzie's life as being compelled of two contrasting actual realities and so, making the article more interesting as its purpose is primarily to entertain.

The writer represents himself as humorous by using humour which can be understood by all readers of ordinary lives, such as the simple sentence 'A few dishwasher tips too many'. The use of high frequency lexis, such as 'chatting', 'blur' and 'clean' makes the article accessible to all readers, mixed with low frequency lexis, including 'adorned', 'cusp' and 'kept' represents the writer as well-educated and experienced in writing and the description of interviewing Lizzie shows that he is well-informed about her, also by fronting

'She has the kettle on' within the simple sentence, Lizzie's humbleness is emphasised, representing her and the writer as ordinary people. *

Another representation within this text is that of the Olympics, that are represented as a big deal by the use of simple sentences, for example, 'The Olympics' and the near 'O-word' which exaggerates the importance of the Olympics to the extent at which it has become taboo to use the word. This is also represented by the use of the past tense with a continuous time marker 'It had always been about London 2012 for her' which fronts the Olympics ~~was~~ before the mention of Lizzie, again, emphasising its importance.

* The adjacency pair of 'don't you think?' 'No way' represents the writer as experienced as it shows that he is older than Lizzie and the declarative 'You're a man' represents her as comfortable in sharing her thoughts and also as a conversational woman through the use of a lexical field of family in the verb phrases 'buying a house, getting married, having kids' but for cycling, she describes the feeling ~~of unsettingment~~ using post modification: 'of unsettingment!'

0 2

One thing that is being represented in this text is the member, who uses the monicker 'cruzcampo' as someone who is in better health than their peers due to cycling, which is portrayed by the use of the first person present tense verb phrase 'I'm surrounded by people who love overeating' which is followed by the triadic structure 'crisps, sugary snacks, with takeout food' to emphasise the bad habits of their peers. The comparative phrase, 'By comparison i've not had a day off' emphasises the benefits of biking for one's health, which is the basis of the interrogative: 'So how much would you say your biking?' which acts as a trigger of initialising a topic of conversation.

Also, scaled is represented as quite humorous in their response by using the comparative phrase 'sick much less, in hospital much more' and the emoticon acts as a way to convey that it is a humour as this is quite ambiguous and could have been taken seriously, but the affordance of using a forum allows this to be emphasised. Scaled is also represented as having contrasting opinions to cruzcampo as in the main clause 'having children seems to be a much better indicator' they phrase which do not mention the effects of cycling. The purpose of the forum is to discuss the initial interrogative and by using a declarative sentence mood, the responder is represented as showing different views on biking in relation to health, for example, 'cycling is far from good for some people'.

The interrogative mood used by jambo represents them as causing conflict, for example, 'These people still have jobs?' is a quite outrageous phrase that suggests that the initiator of the discussion used hyperbole when using the declarative phrase 'I'm sick days a month is pretty standard' in order to exaggerate their own health and fitness as much better than the subject of the declaratives. This protest by jambo is also supported by philjunior's interrogative phrase: 'I'm sick days a month?'

Examiner's Comments

1	AO1	Range covered: noun, lex field, compound, just., simple sent, decl, verb phrase, pre-rod, More on complexities & patterns for higher	8
	AO3	Meets all 7-9 criteria with flashes of a more analytical approach. Just into level 4	10
			(18)
2	AO1	Good identification of language features: modifier, pronoun, biadic, interrogative, phrase, clause, hyperbole. Addresses data in a linear way rather than overview.	7
	AO3	Interpretation is not fully developed for top of this band. Fully meets the second bullet point (linking) but not as strong on 'interpret'	8
			(15)

Read the mark schemes on the next two pages. Look at where the examiner has placed them. This is around a B/C response overall.

Now look at the band above: what are the examiners looking for to award higher marks?

Summarise your ideas:

AO1: What did this student do well? How could they improve?

AO3: What did this student do well? How could they **improve**?

<https://drive.google.com/drive/u/0/folders/1He4qX-oyf2FCFvefF7MqNlz3N6aUu2QN>

Follow this link and read pages 10-14 of the response to see a top grade response to this question.

Paper 1 Section A Mark scheme

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
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"> • apply linguistic methods and terminology, identifying patterns and complexities • apply different levels of language analysis in an integrated way, recognising how they are connected • apply levels of language analysis with rare errors • guide the reader 	Students are likely to describe features such as: <ul style="list-style-type: none"> • visual design • structure • webpage navigation • clause types, order, linking • cohesion • antithesis • metaphor
Level 4 7-8	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology with precision and detail • apply two or more levels of language analysis • apply levels of language analysis with occasional errors • develop a line of argument 	Students are likely to describe features such as: <ul style="list-style-type: none"> • ellipsis • tenses • noun phrases • noun types • adverb types • sentence types
Level 3 5-6	Students will: <ul style="list-style-type: none"> • apply linguistic methods and terminology consistently and appropriately • label features that have value for the task • label features with more accuracy than inaccuracy • communicate with clear topics and paragraphs 	Students are likely to describe features such as: <ul style="list-style-type: none"> • connotations • semantic fields • hyperlinks • colloquialisms • graphological features • word classes • sentence functions

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in Text A		
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 13-15	Students will: <ul style="list-style-type: none"> • explore use of language and representations according to context 	Students are likely to: <ul style="list-style-type: none"> • explore journalistic style and representation of topic eg "Let's get that O-word out of the way first" • explore how values and attitudes are conveyed eg directly quoted dad "are you gonna beat Vos then?" and Lizzie's reported speech "She wishes she'd written things down." • explore patterns of metaphor eg "slightly faded coloured rings", "drifted out" • explore the contrasting representations of domesticity and celebrity eg "mug of tea", "post-Games dinner circuit" • explore intertextual and design features
Level 4 10-12	Students will: <ul style="list-style-type: none"> • analyse how language choices create meanings and representations • analyse how aspects of context work together to affect language use 	Students are likely to: <ul style="list-style-type: none"> • analyse how audience is positioned eg "Forget a mid-life crisis", "Let's get that O-word out of the way first." • analyse how language is used to represent Lizzie eg "you can't take Yorkshire out of the girl" • analyse representations of gender eg "You're a man, you're alright" • analyse spoken effects eg "No way", "Just a bit."
Level 3 7-9	Students will: <ul style="list-style-type: none"> • interpret significance of specific choices of language according to context • link specific language choices with an aspect of context 	Students are likely to: <ul style="list-style-type: none"> • identify and exemplify purposes of the text to express, describe and entertain • identify vocabulary reflecting audience's interest in cycling eg "Giro Rosa", "Vos" • identify vocabulary used to describe Lizzie's experiences of competition eg "breakdown", "pressure", "gonna beat" • identify use of third person reporting eg "Words Andy McGrath"

Q3 Student Response

03

Both texts are crime articles which talk about biking and the benefits that it has. Text B is different in the way that it allows other people to put forward their ideas whereas text A is a singular opinion. They are also different in their selected audiences as Text A is aimed at both novices and professionals who are grown up whereas Text B aims at those of any age.

One way in that the texts are similar is that they both represent cycling as being a serious and beneficial exercise. Text A is slightly different in the way that it suggests that it is beneficial to social status and confidence through the use of the "So Armstrong ~~at~~ sat on the same table as Stephen Hawking and met Prince William and Kate on another"

which contrasts with her being the earlier idea of her being very down to earth. Text B, however, focuses on the health benefits included such as being "off sick much less".

The texts are also similar in their use of premodification. Text A uses the premodifiers "cold hands", "slightly faded" and "finite appeal" to deepen the story and further the appeal of Lizzie Armstrong's story. Text B uses the premodifiers "large quantities", "sugary snacks" and "takeout food" to portray and deepen the idea that these foods are bad for your health.

The texts are also similar in the way that they both use non standard English to connect with the audience more within the context and to encourage them to believe what is being said ~~as it is much more like~~ by representing themselves as being a friendly figure. The use of "gonna" and the colloquial "crap" is dissimilar from Text B to a certain degree as they are used to liven up an otherwise boring article. Text B uses the nonstandard English "telly" and "manfri" to show that what is being said comes from an actual person who knows what they are talking about.

The texts are dissimilar through the

use of pragmatics. Text A could be argued to be presenting Lizzie Armstrong as being a role model in order to get more attention and viewership on their website. Text B however could be seen as trying to help people who might be interested in improving their health get into cycling.

The texts are also dissimilar in the way they are written. Text A could be seen as being very factual and through the use of proper nouns such as "London", "Monaco", "Rio" and "Marianne Vos" whereas text B is very opinionated through the use of the modal verb "I imagine" and through the repeated use of the first person pronoun "I" throughout the text which implies that what they are saying is very personal.

The texts are also dissimilar in their use of register. Text A uses a very formal register throughout the text however Text B ~~has~~ occasionally has a style shift between informal and formal register. This shows that the texts have different text producers and text receivers within the context.

The texts are also dissimilar in the presentation. Text A is presented with a large picture of the cyclist whereas Text B has a simple small

picture of an advertisement. This suggests that Text A is more multimodal than Text B to a certain degree.

Now look at the mark scheme. There is only one AO for Q3. Which band fits best?

AO4: Explore connections across texts, informed by linguistic concepts and methods		
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"> explore the significance of connections found across texts 	Students are likely to: <ul style="list-style-type: none"> explore effects of internet contexts on language use, representations and meanings explore effects of sociocultural contexts on language use, representations and meanings explore creation of discourses about cycling explore effects of health contexts on language use, representations and meanings explore effects of celebrity contexts on language use, representations and meanings
Level 4 13-16	Students will: <ul style="list-style-type: none"> examine connections between texts by linking language and context 	Students are likely to: <ul style="list-style-type: none"> examine internet contexts and visual presentation examine media contexts: online newspaper report/web-based forum and language examine sporting/competitive contexts and language examine fitness contexts and language use examine use of sentence types and functions
Level 3 9-12	Students will: <ul style="list-style-type: none"> make connections across texts by identifying similar or different uses of language/content/context 	Students are likely to: <ul style="list-style-type: none"> compare use of first, second and third person compare and contrast degrees of interactivity compare and contrast how language is used to describe social norms and behaviour compare and contrast vocabulary describing cycling compare and contrast other uses of language
Level 2 5-8	Students will: <ul style="list-style-type: none"> make connections at a literal level 	Students are likely to: <ul style="list-style-type: none"> compare audiences/users compare topics contrast writers/producers contrast genres
Level 1 1-4	Students will: <ul style="list-style-type: none"> discuss relevant aspects of texts without making connections explicitly 	Students are likely to: <ul style="list-style-type: none"> make one/two explicit connections (4) make implicit connections by using similar topics for paragraphs (3) write about each text separately (2) write about one text only (1)
0	Nothing written about the text or topic	

Paper 2 Section A

Diversity and Change

You have to answer **one** question from a choice of two in this section of the exam. One of the two questions will always be linked to language change.

Here is a list of potential questions. Planning and writing practice answers (after we have studied the relevant topic in class) is one of the best ways to revise. All of them are worth 30 marks and should take around 45 minutes to answer.

A typical response features:

- Clear introduction, addressing the question and offering an overview of the key issues
- 4 main paragraphs, using case studies and other evidence to support your points
- Concise Conclusion that probably agrees only partially with the question.

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.
12. Evaluate the idea that English is fragmenting and breaking up.
13. Evaluate the idea that language change reflects changes in society.

Summarised 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)

Q1 Mark scheme

(All Paper 2 Section A mark schemes have very similar descriptors- you can use this MS to self-mark any response to an '*Evaluate the idea that...*' question.

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	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 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	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 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	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 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	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	Students are likely to: <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

9 of 22

Paper 2 in full

Look at the full paper that follows, the mark scheme and the model responses. This exam is 2 hours and 30 minutes. You are advised to spend 45 minutes writing each of your three responses, plus 15 minutes to read and annotate the texts for Q3.

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

Text A

Mail Online

femail

Home | News | U.S. | Sport | TV&Showbiz | Australia | **Femail** | Health | Science | Money | Video | Travel | Fashion Finder
Latest Headlines | *Femail* | Fashion Finder | Food | Femail Boards | Beauty | Gardening | Deals | Blogs | Baby Blog | Login

Do women really talk like 12-year-old girls? Actress Lake Bell insists there is vocal 'pandemic' of adults talking in 'baby' voices

By DAILY MAIL REPORTER

PUBLISHED: 21:39, 31 July 2013 | UPDATED: 23:09, 31 July 2013



203
View comments

From Valley Girls to the Kardashians, young women are often mocked for the way they talk. And Lake Bell, best known for her role in the 2009 movie, *It's Complicated*, believes that young women everywhere have caught chronic 'sexy baby vocal virus'.

'It's like a speech pattern that includes uptalking and fry, so it's this amalgamation of really unsavory sounds that many young women have adopted. It's a pandemic, in my opinion,' the 34-year-old told [NPR](#).¹

The actress, who wrote, directed and stars in the upcoming film, *In A World*, says she is worried that women are hurting their careers by talking like 'little girls'.

'I grew up thinking a female voice and sound should sound sophisticated and sexy, a la Lauren Bacall or Anne Bancroft or Faye Dunaway, you know.

'Not a 12-year-old little girl that is submissive to the male species.

'I can't have people around me that speak that way,' she admitted.

Whether it is uptalk (pronouncing statements as if they were questions), or the incessant use of 'like' as a conversation filler, vocal trends associated with young women are often seen as markers of immaturity or stupidity.

But some believe women also change their voices, often subconsciously, to sound less threatening or domineering.

'I hear women do it on the street when they are talking to a man they want to quickly placate,' wrote Huffington Post blogger Kate Fridkis.

'I heard one of my college roommates use it every night on the phone with her boyfriend. Girls and women slip into it so naturally, and then out of again, on a daily basis.'

Carmen Fought, a professor of linguistics at Pitzer College in Claremont, California, told the *New York Times*: 'If women do something like uptalk or vocal fry, it's immediately interpreted as insecure, emotional or even stupid.

'The truth is this: Young women take linguistic features and use them as power tools for building relationships.'

¹NPR: National Public Radio

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

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‘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.

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
		<p>These are examples of ways students' work might exemplify the performance characteristics in the question above.</p> <p>They indicate possible content and how it can be treated at different levels.</p>
Level 5 9–10	<p>Students will:</p> <ul style="list-style-type: none"> • use form creatively and innovatively • use register creatively for context • write accurately 	<p>Students are likely to:</p> <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	<p>Students will:</p> <ul style="list-style-type: none"> • use form convincingly • show close attention to register, effective for context • show strong control of accuracy 	<p>Students are likely to:</p> <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	<p>Students will:</p> <ul style="list-style-type: none"> • use form competently • use and sustain register, effective for context • show firm control of accuracy 	<p>Students are likely to:</p> <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	<p>Students will:</p> <ul style="list-style-type: none"> • use form appropriately • use appropriate language for context • make occasional errors 	<p>Students are likely to:</p> <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	<p>Students will:</p> <ul style="list-style-type: none"> • use form limited to simple elements • shape language broadly for context • make intrusive errors 	<p>Students are likely to:</p> <ul style="list-style-type: none"> • write essay-like response • use paragraphs
0	Nothing written about language concepts or issues	

Level 2 5–8	Students will: <ul style="list-style-type: none"> • show familiarity with linguistic ideas, concepts and research 	Students are likely to: <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
Level 1 1–4	Students will: <ul style="list-style-type: none"> • discuss issues anecdotally without specialist linguistic knowledge 	Students are likely to: <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)
0	Nothing written about language concepts or issues	

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 sociolinguistics, the language of particular social groups, as well as an individual's idiolect 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 peoples' 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 adolescents' 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^(sigh). 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 Koeraad 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~~ language.

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 enobused 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 'wokeness' is supporting this
- 3) not powerless but different (Tannen)
- 4) way 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. ~~But~~ Our caring sentiments, well-meaning compliments and support ~~have been~~ ^{have} been crossed as powerless, not only by men but by one of our own Robin Lakoff (a fellow ^{in the 1980's} female) published a set of features, which she ^{'claimed'} ~~believed~~ made women's language 'powerless'. These features included empty adjectives (lively, 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 our women feel are important in life.

But don't you worry ladies, we have a hero in our midst Deborah Tannen ^{was} ~~is~~ 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. ~~Ammer Ammer~~ Annen 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 (up-talk) and 'pry' has gained our reputation but hasn't received the best of reviews. With the daily mails 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 woman'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. US ^{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.~~ ^{be} an advocate use 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>			
<i>Any other relevant ideas you've covered?</i>			

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>Eckert's Jocks and Burnouts study</i>			
<i>Gary Ives' Bradford study</i>			
<i>Cockney Rhyming Slang</i>			

<i>Polari</i>			
<i>Asian and Caribbean varieties</i>			
<i>MLE</i>			
<i>Any other relevant ideas you've covered?</i>			