

# A-Level English Language: information for new starters

## Areas of investigation:

- Language diversity: with a specific focus on gender, occupation and ethnicity (Year 12&13)
- Language investigation on topic of your choice (Year 12&13)
- Original, creative writing based on style models (Year 12&13)
- Language change over time, from 16c onwards (Year 12&13)
- Language development in children (Year 13)

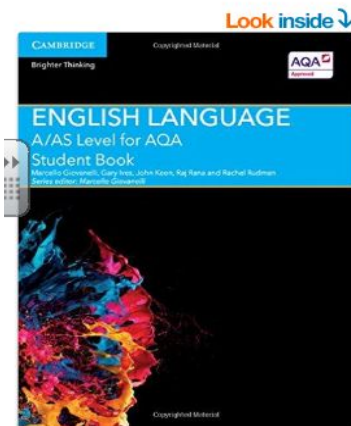
## Overview of topics and assessment:

Paper 1: Language, the individual and society	Paper 2: Language diversity and change	Non-exam assessment: Language in action
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Textual variations and representations</li> <li>• Children's language development (0–11 years)</li> <li>• Methods of language analysis are integrated into the activities</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Language diversity and change</li> <li>• Language discourses</li> <li>• Writing skills</li> <li>• Methods of language analysis are integrated into the activities</li> </ul>	<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Language investigation</li> <li>• Original writing</li> <li>• Methods of language analysis are integrated into the activities</li> </ul>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• 100 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• word count: 3,500</li> <li>• 100 marks</li> <li>• 20% of A-level</li> <li>• assessed by teachers</li> <li>• moderated by AQA</li> </ul>
<p><b>Questions</b></p> <p><b>Section A – Textual variations and representations</b></p> <p>Two texts (one contemporary and one older text) linked by topic or theme.</p> <ul style="list-style-type: none"> <li>• A question requiring analysis of one text (25 marks)</li> <li>• A question requiring analysis of a second text (25 marks)</li> <li>• A question requiring comparison of the two texts (20 marks)</li> </ul> <p><b>Section B – Children's language development</b></p> <p>A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)</p>	<p><b>Questions</b></p> <p><b>Section A – Diversity and change</b></p> <p>One question from a choice of two:</p> <p><b>either:</b> an evaluative essay on language diversity (30 marks)</p> <p><b>or:</b> an evaluative essay on language change (30 marks)</p> <p><b>Section B – Language discourses</b></p> <p>Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> <li>• A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)</li> <li>• A directed writing task linked to the same topic and the ideas in the texts (30 marks)</li> </ul>	<p><b>Tasks</b></p> <p>Students produce:</p> <ul style="list-style-type: none"> <li>• a language investigation (2,000 words excluding data)</li> <li>• a piece of original writing and commentary (1,500 words total)</li> </ul>

## Summer Preparation:

1. Buy this text and read the 'Beginning' section up to page 59.

Languages > English as a Foreign Language > By Level



See this image

### A/AS Level English Language for AQA Student Book (A Level (AS) English Language AQA) Paperback – 4 Jun 2015

by Marcello Giovanelli (Author, Editor), Gary Ives (Author), John Keen (Author), Raj Rana (Author), & 1 more

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A new series of bespoke, full-coverage resources developed for the 2015 A Level English qualifications. Endorsed for the AQA A/AS Level English Language specifications for first teaching from 2015, this print Student Book is suitable for all abilities, providing stretch opportunities for the more able and additional scaffolding for those who need it. Helping bridge the gap between GCSE and A Level, the unique three-part structure provides essential knowledge and allows students to develop their skills through a deeper study of key topics, whilst encouraging independent learning. An enhanced digital version and free Teacher's Resource are also available.

2. Explore some online material to see how the terms and skills you've read from the student book can be applied:

B. Fliss	<a href="http://www.chass.utoronto.ca/~cpercyc/courses/6362Flis2.htm">http://www.chass.utoronto.ca/~cpercyc/courses/6362Flis2.htm</a>	A paper on 'The Language of Email'
David A. Huffaker and Sandra L. Calvert	<a href="http://icmc.indiana.edu/vol10/isue2/huffaker.html">http://icmc.indiana.edu/vol10/isue2/huffaker.html</a>	Gender, Identity, and Language Use in Teenage Blogs
Crispin Thurlow	<a href="http://extra.shu.ac.uk/daol/articles/v1/n1/a3/thurlow2002003-paper.html">http://extra.shu.ac.uk/daol/articles/v1/n1/a3/thurlow2002003-paper.html</a>	Generation Text: the sociolinguistics of young people's text messaging
Danah Boyd	<a href="http://www.danah.org/papers/">http://www.danah.org/papers/</a>	A variety of papers and articles on social networking sites and their impact on communication. Not strictly a linguistic focus, but interesting nonetheless
Susan Herring	<a href="http://ella.ils.indiana.edu/~herring/index.html">http://ella.ils.indiana.edu/~herring/index.html</a>	Susan Herring's website. Herring is one of the key thinkers and writers on technology and language.

3. Read a wide variety of texts to give you a solid base of general knowledge and familiarity with different modes and genres of writing: message boards, editorials, short fiction, reviews, in-depth articles, letters, etc. The Guardian website has a wide variety of writing and Harpers Magazine includes a 'Readings' section with a range of strange and wonderful 'found' texts: <http://harpers.org/departments/readings/>