

A level English Language Summer Independent Learning – Year 13

Welcome to Year 13 A Level English Language. Please complete the following tasks over the summer:

1. Continue drafting your coursework (NEA) investigation. You should submit your:
 - **Introduction (250 words)**
 - **Methodology (250 words)**
 - **First section of your analysis (400 words)**
 - **Data annotated and visual representation e.g. word banks, pie / bar charts etc. (Appendices section)**
 - **Updated Bibliography / references section.**

This should total around **900 - 1000** words and should be submitted by **Tuesday 29th August** on TEAMS. You **MUST** meet this deadline, so that your work can be reviewed and feedback given in September.

2. **Keep revisiting and self-testing your knowledge and understanding of the Language Levels**, as these are the foundations of all elements of the course. You also need to keep revisiting and self-testing your knowledge and understanding of all the topics covered throughout Year 12. You need to ensure that this information stays fresh in your memory! See the suggested revision summary, below, as a guide.
3. **Read the Child Language Development booklet you have been given.** This is to familiarise yourself with the topic you will be starting with in Year 13 (Paper 1 Section B). Answer the questions that follow the information. Create revision materials out of this information and ensure you continue to self-test across the summer.

Year 12 A-Level English Language Revision Topics

1. Language Levels and the **linguistic terms** within them (AO1):
 - a. Phonology
i.e. phoneme, monophthong, diphthong, accent, dialect, idiolect, prosody, etc.
 - b. Lexis
i.e. word classes, semantic fields, subject specific lexis, neology, semantic change, archaisms, etc.
 - c. Grammar
i.e. phrases, voice, tense, aspect, clauses, sentence functions, sentence types, sentence elements etc.
 - d. Semantics
i.e. connotations, figurative language, etc.
 - e. Pragmatics
i.e. pragmatic references, implicature, inferences, politeness, irony, puns, intertextuality, etc.
 - f. Discourse
i.e. discourse markers, genre conventions, cohesion, repetition, triplication, cyclical structure, parallelism, foregrounding, juxtaposition, asyndetic/polysyndetic listing, ellipsis/elision, non-etc.
 - g. Graphology
i.e. layout, images, colour, size, typography, orthography, multimodality, etc.
2. Language concepts, ideas and theories for **language diversity** (AO2):
 - a. Language and social groups
i.e. Milroy (1987), Swales (1990), Lave and Wenger (1991), Eckert (2000), Chesire (1987), Labov (1994), Eckert (1997), Bigham (2012), Ives (2014), Stenström (2014), etc.
 - b. Language and gender
i.e. Jespersen (1922), Lakoff (1975), Zimmerman and West (1975), Fishman (80), Spender (80), Tannen (90), Cameron (2008), etc.
 - c. Language and sexuality
i.e. Halliday (1978), Conrad and More (1976), Leap (1993), Cox and Faye (1994), Baker (2002), etc.
 - d. Language and occupation
i.e. Goffman (1955), Giles (1975), Sinclair and Coulthard (1975), Fairclough (1989), Herbert and Straight (1989), Drew and Heritage (1992), Hornyak (1994), Wareing (1999), etc.
3. Language concepts, ideas and theories for **language change** (AO2):
i.e. Sapir-Whorf (1929), Hockett (1958), Halliday (1961), Mackinnon (1996), Aitchison (1997), Romaine (1998), Old English, Middle English, Early Modern Day English, Late Modern Day English, Present Day English, Prescriptivism, Descriptivism, Reflectionism, Determinism, The Great Vowel Shift, Caxton's Printing Press (1476), Johnson's dictionary (1755), Lowth's grammar book (1762), Processes of language change: broadening, narrowing, amelioration, pejoration, etc.

The lists provided above are not exhaustive and should be used simply as a guide for your revision. There is a lot more you have covered in class to revise and there is also a lot more independent research you can undertake – remember, this can make your work stand out and help you to achieve higher band marks.