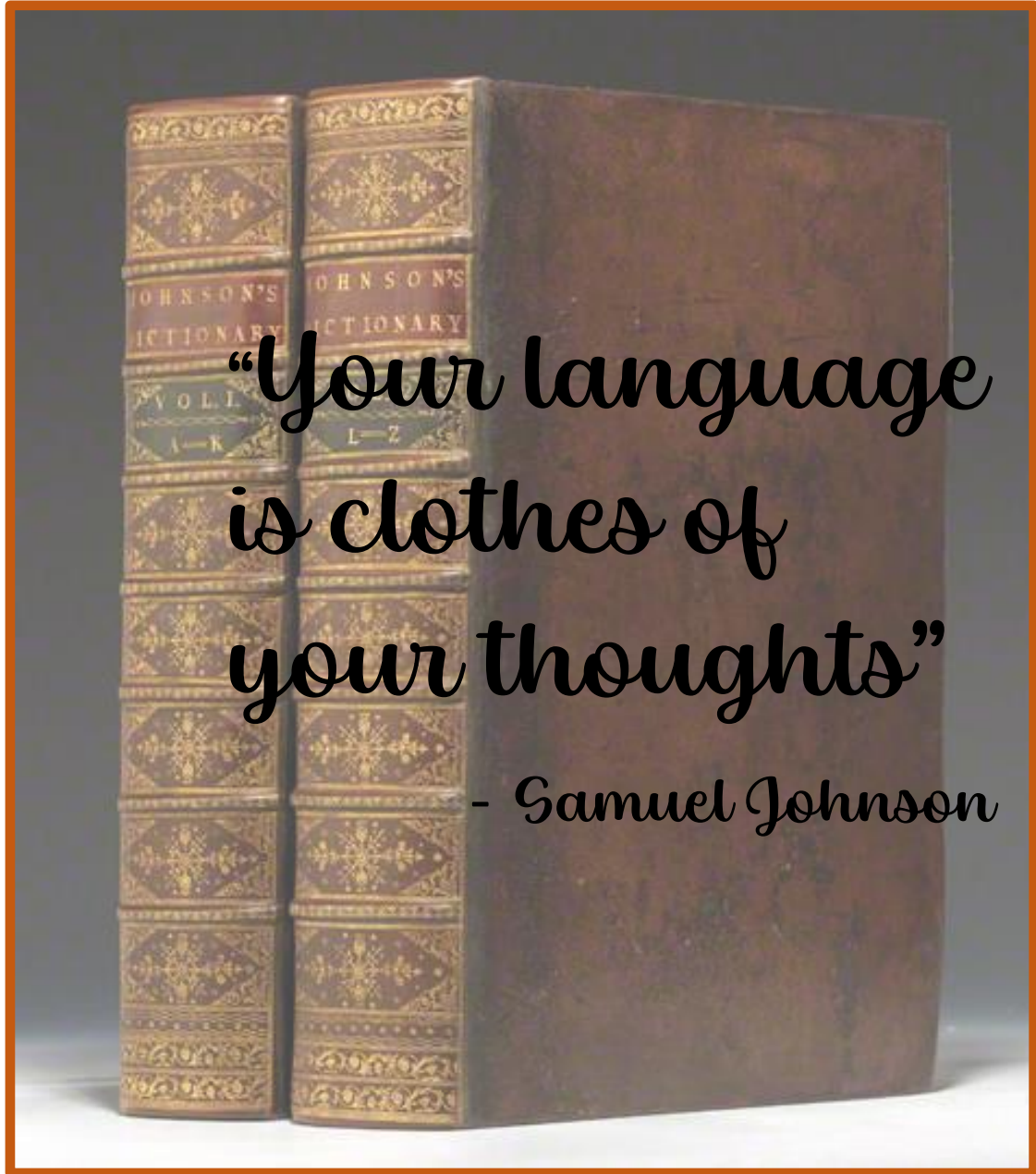


English Language

Transition Booklet 2025



Name: _____

The Course...

Paper 1 40 % - Language, the Individual and Society

A focus on individual and immediate social contexts for language, exploring textual variety and language development.

Section A: Textual Variations and Representations

You will explore significant features and patterns in language across a variety of texts. When exploring multiple texts, these will be linked by topic or theme to prepare you for a comparative task in this section.

Section B: Children's Language Development

You will delve into the fascinating world of child language development, exploring how children develop their spoken and written skills.

Paper 2 40%: Language Diversity and Change

You will consider language outwardly, reflecting on larger-scale public discourses about change and variety, drawing on regional, ethnic, national and global Englishes.

Section A: Diversity and Change

You will explore a range of examples of language in use and research data to inform your study of diversity and change. This will include analysis of texts using different sociolects and dialects and texts that highlight the influences that technology has had on language.

Section B: Language Discourses

You will consider how texts use language to present ideas, attitudes and opinions. This section also offers you the opportunity to put your own discursive writing skills to the test on a subject linked to language in use.

Non-exam assessment 20%– Language in action

The aim of this non-exam unit is to allow you to explore and analyse data independently and develop and reflect upon your own writing expertise. You will carry out two different kinds of individual research...

Language Investigation

You will undertake an independent investigation of language on a topic of your own choice. You will choose your own methodologies; select and analyse your own data and draw suitable conclusions from them.

Original writing and commentary

For the original writing task, you will produce one piece of original writing based on the power of persuasion, storytelling or information. You will complete a commentary allowing you to reflect upon your decisions, the writing process and the effectiveness of your final piece.

Paper one and two are assessed through external examinations of 2 hours 30 minutes each. Both components are worth 40% each of the overall grade.

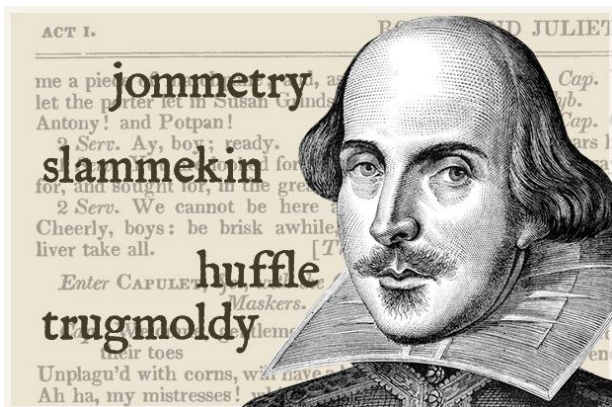
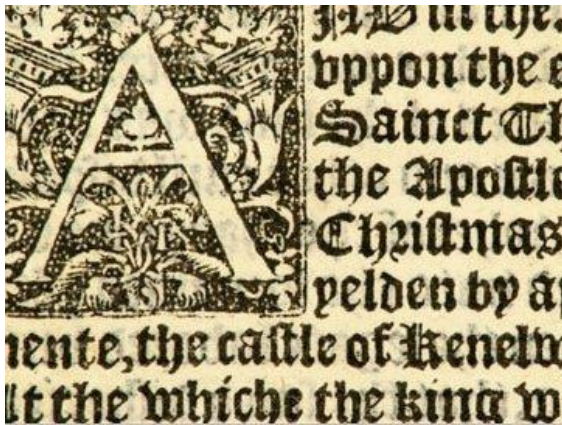
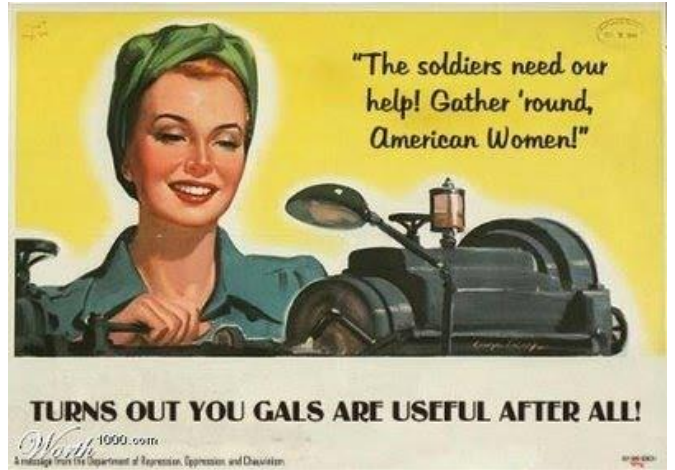
The non-exam assessment is internally assessed and worth 20% of the overall grade.

Progression: A Level English Language can help many career paths including journalism, writing, teaching, politics and the law.

Why study English Language?

What is A level English Language?

If you want to understand how language is used to control and manipulate us by both the media and people in power; how to take apart a piece of language and be able to work out exactly what makes it tick, produce your own language investigation AND dabble in your own creative writing then this is the course for you.



What will I learn about if I take this course?

- How language endorses/ challenges gender stereotypes
- How language is used to gain power
- How advancements in technology have affected our language
- How we learn to speak
- How sentences are formed and their technical function
- How language has changed over time
- Language use in the media
- How our spoken and written language is different
- And finally... you will investigate *any* area of language that interests you as well as creating your own original writing piece!

For more information contact us!

semery@hbk.acesmat.uk

Starter Activity:

MALE titles	FEMALE Titles	MALE connotations	FEMALE connotations
Lord	Lady		
Governor	Governess		
Baronet	Dame		
Sir	Madam		
Master	Mistress		
King	Queen		
Bachelor	Spinster		

Task 1: Defining key ideas

Imperatives

vulgarism

Intonation

Fillers

Idiolect

Hedging

Ellipsis

Interruption

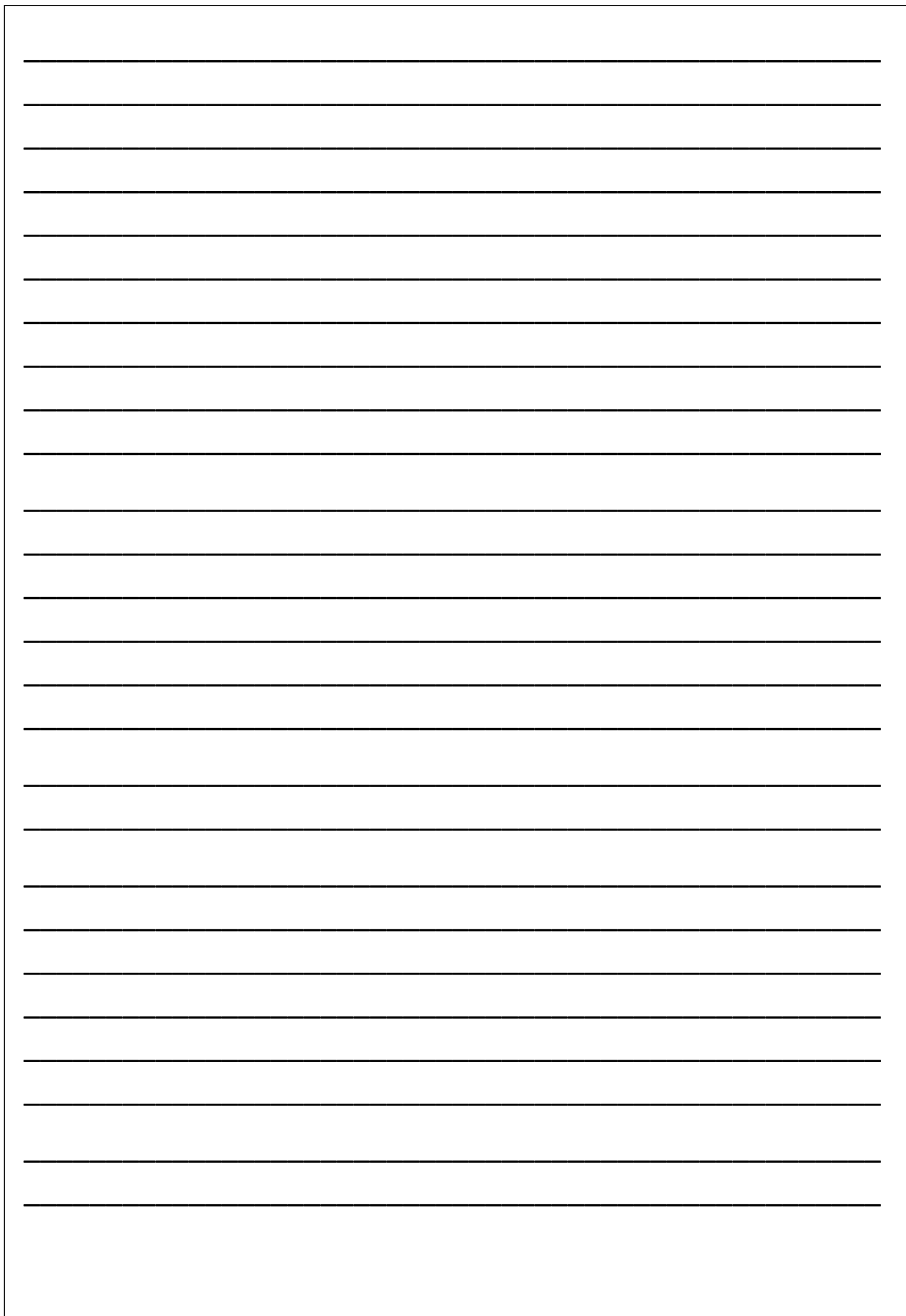
False Start/ Repair

Back- channelling

Tag questions

Turn taking

Task 2: Notes on theorists



Transcript:

BBC news article from October 2016:

US presidential candidate Donald Trump has been forced to apologise after a video emerged in which he made obscene comments about women.

In the footage, revealed by the Washington Post, external, Mr Trump is heard bragging to TV host Billy Bush about trying to have sex with a married woman. The clip, from 2005, was part of unaired footage ahead of Mr Trump's appearance on US soap opera *Days of Our Lives*.

Bush: "Your girl's hot as shit. In the purple."

Multiple voices: "Whoah. Yes. Whoah."

Bush: "Yes. The Donald has scored. Whoah my man."

Trump: "Look at you. You are a pussy."

Bush: "You gotta get the thumbs up."

Trump: "Maybe it's a different one."

Bush: "It better not be the publicist. No, it's, it's her."

Trump: "Yeah that's her with the gold. I better use some Tic Tacs just in case I start kissing her. You know I'm automatically attracted to beautiful... I just start kissing them. It's like a magnet. Just kiss. I don't even wait. And when you're a star they let you do it. You can do anything."

Bush: "Whatever you want."

Trump: "Grab them by the pussy. You can do anything."

Bush: "Yeah those legs. All I can see is the legs."

Trump: "It looks good."

Bush: "Come on shorty."

Trump: "Oh nice legs huh."

Bush: "Get out of the way honey. Oh that's good legs. Go ahead."

Trump: "It's always good if you don't fall out of the bus. Like Ford, Gerald Ford, remember?"

[As Mr Trump attempts to leave the vehicle he struggles with the door]

Bush: "Down below, pull the handle."

[Mr Trump exits the bus and greets actress Arianne Zucker]

Trump: "Hello, how are you? Hi."

Zucker: "Hi Mr Trump. How are you?"

Trump: "Nice seeing you. Terrific. Terrific. You know Billy Bush?"

Bush: "Hello nice to see you. How are you doing Arianne?"

Zucker: "I'm doing very well thank you. *[Addressing Trump]* Are you ready to be a soap star?"

Trump: "We're ready. Let's go. Make me a soap star."

Bush: "How about a little hug for the Donald, he's just off the bus?"

Zucker: "Would you like a little hug darling?"

Trump: "Absolutely. Melania said this was okay."

Bush: "How about a little hug for the Bushy, I just got off the bus? Here we go, here we go. Excellent."

[Mr Bush gesticulates towards Ms Zucker as he turns to Mr Trump]

Bush: "Well you've got a good co-star here."

Full transcript can be found here:

<https://www.bbc.co.uk/news/election-us-2016-37595321>

Public Comments:

“If Hillary Clinton can’t satisfy her husband what makes her think she can satisfy America #MakeAmericaGreatAgain.” — Trump tweeted in April 2015.

“It must be a pretty picture, you dropping to your knees.” — Trump to a female contestant in 2013 on an episode of “Celebrity Apprentice.”

“Look at that face! Would anyone vote for that? Can you imagine that, the face of our next president? I mean, she’s a woman, and I’m not s’posedta say bad things, but really, folks, come on. Are we serious?” — Trump in a September 2015 interview with Rolling Stone, speaking about then-primary election rival Carly Fiorina.

What does ICE stand for?

At KS5, you will take part in the **ICE Programme** to support your studies.

'ICE' stands for **Independent Consolidation and Extension** – essentially, the work you complete during your (many!) study periods to **consolidate** and **extend** your learning from your lessons.

This programme allows you to **recap** and **review** learning; exercise your academic curiosity; read widely around your chosen topic; and unlock the success needed for university and beyond.

ICE Transition Tasks

These **ICE activities** are designed to prepare you for **our A Level ICE expectations**.

The tasks will prepare you for a written task in September, so it is important that you complete these.

The written work you complete for this task must be presented in this booklet and brought in for the first lesson in September. This work will be kept in your **ICE journals** (the contents for which will be discussed in September).

ICE Task 1

1a. Research the following theorists. For each one, outline their research area and their stance(s). Make brief notes for each. Extension: investigate other theorists concerned with language and power.

Wareing
Fairclough
Goffman
Grice (maxims)
Giles
Basil Bernstein
Labov
Deborah Tannen

1b. Research and understand the key terminology below. Write out your own definition for each.

Sociolinguistics
Dialect
Influential power
Instrumental power
Convergence
Divergence
Prescriptivism
Descriptivism

Please ensure you bring this work to the first lessons in the first week back, as you will need these notes for the planned activities.

ICE Task 2

2a. Research and understand the key terminology below (Frameworks). Write out your own definition for each.

Lexis
Semantics
Pragmatics
Discourse
Graphology
Phonology
Grammar

2b. On a **separate** piece of paper, turn the 7 frameworks and their definition into a poster. This will become one of your coversheets for your exercise book in September.

ICE Task 1a:

Wareing

Fairclough

Goffman

Grice (maxims)

Howard Giles

Basil Bernstein

Labov

Deborah Tannen

ICE Task 1b:

Sociolinguistics

Dialect

Influential power

Instrumental power

Convergence

Divergence

Prescriptivism

Descriptivism

ICE Task 2a

Lexis

Semantics

Pragmatics

Discourse

Graphology

Phonology

Grammar

Questions I have about the course:

Shopping List/ To Bring:

- Pens
- Highlighters
- Glue
- Summer transition work
- You will be working in exercise books throughout the year therefore you will not need paper or folders

