English Language ‘A’ Level

Edexcel

A Handbook
### Overview of the ‘A’ Level Course

<table>
<thead>
<tr>
<th>Component One: Language Variation</th>
<th>Component 2: Child Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 marks</td>
<td>45 marks</td>
</tr>
<tr>
<td>35% weighting</td>
<td>20% weighting</td>
</tr>
<tr>
<td>Exam: 2 hours 15 mins</td>
<td>Exam: 1 hour</td>
</tr>
</tbody>
</table>

**Section A – Individual Variation**  
(30 marks)  
One compulsory question on two linked unseen texts.

**Section B – Variation Over Time**  
(30 marks)  
One compulsory question on two thematically linked unseen texts, from two different periods.

### Component Three: Investigating Language

<table>
<thead>
<tr>
<th>Coursework: Crafting Language</th>
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<tbody>
<tr>
<td>45 marks</td>
</tr>
<tr>
<td>25% weighting</td>
</tr>
<tr>
<td>Exam: 1 hour 45 mins</td>
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</table>

**Section A** (15 marks)  
One question on an unseen text related to your chosen sub-topic.

**Section B** (30 marks)  
One evaluative essay question acquired from your own investigation.

Students will research one topic from a choice of five topic areas:

1. Global English
2. Language and Gender Identity
3. Language and Journalism
4. Language and Power
5. Regional Language Variation

A subtopic for each topic area will be pre-released in the **January** prior to the summer examination.

**Assignment 1** (30 marks)  
Two pieces of original writing from the same genre, differentiated by function and/or audience.

**Assignment 2** (20 marks)  
One commentary, reflecting on the two pieces you have produced.

Advisory word count is 1500-2000 words for the original writing and 1000 words for the commentary.
## The Course Outline

### Lower Sixth

<table>
<thead>
<tr>
<th>Summer Holiday: independent reading</th>
</tr>
</thead>
</table>

#### L6 Autumn Term

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction - what is a text?</td>
<td>Introduction - phrases, clauses and sentences</td>
<td>Introduction – analysis at word-level</td>
</tr>
<tr>
<td>Children’s Language Acquisition</td>
<td>Language Variation: Section A (Individual Variation)</td>
<td>Language Variation: Section B (Variation over Time)</td>
</tr>
</tbody>
</table>

#### Half-term Holiday:

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
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<tr>
<td>Children’s Language Acquisition</td>
<td>Language Variation: Section A (Individual Variation)</td>
<td>Language Variation: Section B (Variation over Time)</td>
</tr>
</tbody>
</table>

#### Christmas Holiday:

### L6 Spring Term

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework – Original Writing</td>
<td>Spoken Language</td>
<td>Coursework – Original Writing</td>
</tr>
</tbody>
</table>

#### Half-term Holiday:

<table>
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<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework – Original Writing</td>
<td>Spoken Language</td>
<td>Coursework – Original Writing</td>
</tr>
</tbody>
</table>

#### Easter Holiday:

### L6 Summer Term

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision – Children’s Language Acquisition</td>
<td>Revision – Section A: Individual Variation</td>
<td>Revision – Section B: Variation over Time</td>
</tr>
</tbody>
</table>

#### Half-term Holiday: revision for L6 Examinations

#### L6 Examinations: Component One & Component Two

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework – Writing the Commentary</td>
<td>Beginning Component Three</td>
<td>Beginning Component Three</td>
</tr>
</tbody>
</table>

#### Summer Holiday:
### Upper Sixth

#### Summer Holiday: independent reading

#### U6 Autumn Term

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of one main topic for Component Three (e.g. Global English)</td>
<td>Coverage of one main topic for Component Three (e.g. Language and Power)</td>
<td>Coverage of one main topic for Component Three (e.g. Language and Gender)</td>
</tr>
</tbody>
</table>

Half-term Holiday:

Independent research on main topic of your choice

Christmas Holiday: Continue research and data analysis of main topic, in preparation for the pre-release material.

#### U6 Spring Term

**January: pre-release material for Component Three on Edexcel website**

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam preparation</td>
<td>Exam preparation</td>
<td>Exam preparation</td>
</tr>
</tbody>
</table>

Half-term Holiday:

Exam preparation | Exam preparation | Exam preparation |

Easter Holiday:

#### U6 Summer Term

<table>
<thead>
<tr>
<th>Ms A</th>
<th>Mrs B</th>
<th>Mr C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision and exam practice</td>
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</tr>
</tbody>
</table>

U6 Exam Leave

‘A’ Level English Language Examinations: Component One, Component Two and Component Three
“The structure of language determines not only thought, but reality itself.”

— Noam Chomsky (American Linguist, philosopher and scientist)

“The job of the linguist, like that of the biologist or the botanist, is not to tell us how nature should behave, or what its creations should look like, but to describe those creations in all their messy glory and try to figure out what they can teach us about life, the world, and, especially in the case of linguistics, the workings of the human mind.”

— Arika Okrent (American Linguist)

“Language, never forget, is more fashion than science, and matters of usage, spelling and pronunciation tend to wander around like hemlines.”

— Bill Bryson (American author and self-proclaimed language enthusiast)

“Language is my whore, my mistress, my wife, my pen-friend, my check-out girl. Language is a complimentary moist lemon-scented cleansing square or handy freshen-up wipette. Language is the breath of God, the dew on a fresh apple, it's the soft rain of dust that falls into a shaft of morning sun when you pull from an old bookshelf a forgotten volume of erotic diaries; language is the faint scent of urine on a pair of boxer shorts, it's a half-remembered childhood birthday party, a creak on the stair, a spluttering match held to a frosted pane, the warm wet, trusting touch of a leaking nappy, the hulk of a charred Panzer, the underside of a granite boulder, the first downy growth on the upper lip of a Mediterranean girl, cobwebs long since overrun by an old Wellington boot.”

— Stephen Fry (British writer, actor and language connoisseur)
Qualification aims and objectives

Study of English Language at Advanced Level will enable you to:

- develop and apply your understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop your skills as producers and interpreters of language
- independently investigate language in use.

The 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

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

coherence – concepts – contexts – connections - creativity
Component One: Language Variation - AO1, AO2, AO3, AO4 assessed

In preparation for the exam you will explore:

- how language varies depending on mode, field, function and audience
- how language choices can create personal identities
- language variation in English from c1550 (the beginnings of Early Modern English) to the present day.

This component serves as an introduction to the ways in which language varies, depending on the contexts of production and reception. You will explore and critically evaluate how language choices can create personal identities and you will also consider and critically evaluate how language varies over time.

Section A: Individual Variation

Here you will explore how language choices reflect and construct the identity or identities of the user and vary depending on the contexts of production and reception.

You will learn how to apply appropriate methods of language analysis to a range of written, spoken or multimodal data from 21st-century sources, using the key language frameworks.

You will also consider common attitudes to language and, using a descriptive approach, learn to evaluate how an individual's language choices are affected by:

- the mode, field, function and audience
- geographical factors
- social factors, such as gender, age, ethnicity and other social identities.

Section B: Variation Over Time

This part is exactly as it sounds; you will explore variation in the English language from c1550 (the beginnings of Early Modern English) to the present day. You will learn to apply appropriate methods of language analysis and demonstrate critical understanding of concepts and issues when evaluating a range of data – mostly written texts.

We will pay particular attention to:

- the development of English as the national language
- the cultural, social, political and technological influences that have changed English over time.
Component Two: Child Language - AO1, AO2, AO3 assessed

Overview

In this component, you will have the opportunity to explore and critically evaluate the development of both speech and writing in children between the ages of 0 and 8. There’s a good mix of theory, biology, psychology and sociology to consider in this unit and get ready to spend a good deal of time watching babies gurgle!

Learning outcomes

You will be required to:

● analyse and evaluate examples of children’s language using a descriptive approach

● apply and evaluate relevant theories associated with the development of spoken and written language

● analyse and evaluate how language development is influenced by the function and context of the language used.

Content

You will understand the ways in which speech develops and the relationship between spoken language acquisition and the literacy skills children are taught, including the beginnings of reading and learning to write. You will analyse both written and spoken data, demonstrating critical understanding of relevant children’s language development theories.

Throughout this component, you will explore the following aspects of children’s spoken language acquisition:

✓ the acquisition and development of the sound system (phonetics)
✓ how children understand the structure of words (morphology)
✓ the development and extension of vocabulary (lexis)
✓ how children understand the meanings of words (semantics)
✓ how children start to form larger structures (syntax)
✓ the development of interactive and pragmatic skills (conversation).

You will also explore the following aspects of children’s written language development:

✓ the transition from speech to writing
✓ early forms of writing such as drawing, scribbling, letter-like forms
✓ the link between letters, sounds and early spelling (graphology)
✓ the effect of learnt reading strategies on spelling (morphology)
✓ the vocabulary choices (lexis) and sentence structures (syntax) in early writing
✓ the development of narrative and descriptive skills (discourse).
Component Three: Investigating Language
Section A - AO1, AO2, AO3 / Section B - AO1, AO2, AO3, AO4 assessed

Overview
In this component, you will have the opportunity to develop your research and investigation skills.

You will apply these skills to an area of language study that particularly interests you, selected from pre-released subtopics, in preparation for an externally assessed examination.

In Section A you will respond to unseen data from your chosen subtopic.

In Section B you will respond to an evaluative question on your chosen subtopic.

You will be expected to form responses which draw on the research that you have undertaken and, for Section A, utilise language analysis frameworks to make use of the unseen data in your discussion of the sub-topic.

You will be required to:

- apply critical skills in description, analysis and evaluation of a range of data
- use and apply linguistic terminology accurately
- undertake independent investigations of language, selecting appropriate methods and techniques
- synthesise and reflect on language knowledge drawn from different areas of your studies of English language.

Content
These are the five topic areas that are covered in the various pre-release materials. You have the choice of which area you choose to focus on:

1. Global English
2. Language and Gender Identity
3. Language and Journalism
4. Language and Power
5. Regional Language Variation.

What is ‘pre-release material’?
In the January before the examination, the exam board will release a subtopic on their website for each of the five main topic areas. The five pre-released subtopics will provide a steer for students’ research and investigation and will include:

- an introduction to the subtopic, for example the subtopic for ‘Global English’ might be ‘South African English’
- suggested research resources – which are by no means exhaustive and should serve only as a starting point for your independent research.
Research and investigation

For this component, teaching will focus on developing your research and investigation skills. You will be expected to research your chosen subtopic independently when it is released in the January before the examination.

You should carry out a focused investigation and ensure that you have researched the following aspects of your chosen subtopic, as appropriate:

- the origins/development
- the main features
- different varieties
- changing attitudes
- the influence of social/historical/cultural factors.

You will then put all this research to good use in response to the questions set in the examination.

You cannot take any of your research or investigation data, carried out as part of the pre-release, into the examination.

So, just to clarify, here’s an overview of what those five main topic areas are and what you might expect to come across if you choose it:

Global English
This topic will explore aspects of varieties of global English, including those from outside the UK, such as Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, South and Southeast Asia.

Language and Gender Identity
This topic will explore social attitudes and how the forms and conventions of written, spoken and multimodal language can construct or reflect gender and sexual identities.

Language and Journalism
This topic will explore the many varieties of print and online journalism. Students will have opportunities to explore the influence of contextual factors, how language is crafted to meet the expectations of different audiences and purposes, and to consider notions of bias, subjectivity and objectivity.

Language and Power
This topic will explore the way language use in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, prestige and politeness.

Regional Language Variation
This topic will explore English that varies regionally within the UK. Students will explore the historical aspects of regional variation, how and why language varies regionally, attitudes to regional variation, and variation within regional varieties.
Coursework: Crafting Language - AO1, AO2, AO3, AO4, AO5 assessed

Overview
The coursework component provides the opportunity for you to develop your research skills as you explore a writing genre of your choice and then to demonstrate your skill as a writer, crafting texts for different audiences and purposes.

You will also reflect on your work in an accompanying commentary, making connections with your wider research of the genre.

Learning outcomes
Through completion of the coursework you will:

- demonstrate expertise and creativity in the use of English to communicate in different ways,
- draw on your knowledge of the forms and structures of spoken or written English for different audiences and purposes
- select and apply methods of language analysis in order to comment and reflect on your own writing using appropriate terminology and coherent, accurate written expression
- demonstrate critical understanding of concepts and issues relevant to language use, including register and style
- analyse and evaluate how contextual factors and language features are associated with the construction of meaning in stimulus texts and in your own writing
- explore connections between your research and your writing, informed by linguistic concepts

Content
You will produce the following two assignments:

**Assignment 1:** two pieces of original writing from the same genre, differentiated by function and/or audience (1500-2000 words)

**Assignment 2:** one commentary, reflecting on the two pieces they have produced and making connections with their research (1000 words).
Assignment 1: Original writing

First and foremost, you will need to select one genre to research for your assignment. You will then produce two pieces of writing in this genre, differentiated by function and/or audience.

Examples of genres you might choose include:

- feature articles
- journalist interviews
- speeches
- scripted presentations
- dramatic monologues
- short stories
- travel writing.

Example 1:
You could choose the genre of ‘short stories’ and produce the following two clearly differentiated texts for **Assignment 1**:

- A short story set in a fantasy world, intended for Year 6 students
- A short story set in a dystopian world, intended for adults

Example 2:
Alternatively, you could choose the genre of ‘travel writing’ and produce the following two clearly differentiated texts for Assignment 1:

- A magazine feature on top travel destinations for your gap year, intended for gap year students
- A magazine article to encourage pensioners to explore the world, intended for pensioners.

Assignment 2: Commentary

In your commentary, you will reflect on the writing process. You should:

- discuss the findings of your initial research into your chosen genre
- make connections between the techniques used in the style models and those you have adopted in your own writing
- evaluate language choices you made, through the drafting process, to achieve effects appropriate to the chosen function and target audience

Word Count

Assignment length should be appropriate to the selected genre and function. For example, it is likely that two short stories would require a higher word count than two speeches.

It is strongly recommended that students write between 1500–2000 words for the original writing and 1000 words for the commentary.
The advisory total word count for the coursework is between 2500–3000 words. This does not include footnotes and bibliographies.

How is the coursework graded?
The **Original Writing** element is graded according to the following level descriptions. I have (optimistically) started proceedings at Level 3. The complete grids are included at the end of this booklet.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Clear skills</strong> 13 - 18</td>
</tr>
<tr>
<td></td>
<td>Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function. Writing has an individual voice, with clear engaging attempts at crafting language.</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>Controlled skills</strong> 19 - 24</td>
</tr>
<tr>
<td></td>
<td>Writing is precisely edited and controlled. Demonstrates effective understanding of genre, mode and the requirements of audience and function. Writing uses an effective individual voice, that crafts an engaging response. Displays a skilful selection of techniques for effect.</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td><strong>Assured skills</strong> 25 - 30</td>
</tr>
<tr>
<td></td>
<td>Writing is assured, accurate and highly effective. Displays an assured control of genre, mode and the requirements of audience and function. Writing employs a sophisticated individual voice that differentiates in terms of audience and/or function. Crafts a highly-engaging response, with sophisticated selection of techniques.</td>
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</tbody>
</table>
The Commentary is graded according to the following level descriptions. I have, once again, (optimistically) started proceedings at Level 3. The complete grids are included at the end of this booklet.

<table>
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<tr>
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<tr>
<td>Level 3 Clear relevant application 9 - 12</td>
<td>Applies relevant methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. Clear understanding and application of some concepts and issues. Able to explain language use in own writing and style models. Able to show clear awareness of contextual factors. Able to explain how audience and function affect construction of meaning in own writing and style models. Explains clear links between style models and own writing. Explains relevant concepts and methods.</td>
</tr>
<tr>
<td>Level 5 Critical evaluative approach 16 - 20</td>
<td>Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Critical application of a wide range of concepts and issues. Evaluates language use in own writing and style models. Exhibits a sophisticated awareness of complex contextual factors. Evaluates how contextual factors affect the construction of meaning in own writing and style models. Evaluates connections made between style models and own writing. Critically examines links to concepts and methods.</td>
</tr>
</tbody>
</table>
Suggested Reading

Throughout the course we will expect you to make use of some of your private study time familiarising yourself with the works of the major linguists and their theoretical works. This is a good place to come back to in search of tasks to fill your ‘Hour for an Hour’ time as well as to help clarify things that may have been discussed in class. Please always consider it appropriate to bring anything interesting that you come across in your reading into class to either question, explore or discuss it further with your teacher and the rest of the class.

The lists below are divided by topic area and hopefully will provide you with a useful starting point.

**LANGUAGE ACQUISITION**
Jean Piaget *The Language and Thought of a Child*
Roger Brown *A First Language*
Michael Halliday *The Language of Early Childhood*
David Crystal *How Language Works*
Katharine Perera *Children’s Writing and Reading*
Ursula Bellugi and Roger Brown *Acquisition of Language*
Stephen Pinker *The Language Instinct*
Noam Chomsky *Language and Mind*

**ACCENT AND/OR DIALECT**
Peter Trudgill *Dialects* (Routledge)
A Hughes, P Trudgill & D Watt *English Accent and Dialects* (Hodder Arnold)
C Whitaker-Wilson *English Pronounced* (Routledge)
M F Wakelin *English Dialects: An Introduction* (Athlone Press)

**LANGUAGE AND GENDER**
Deborah Cameron *The Feminist Critique of Language* (Routledge)
Deborah Cameron *The Myth of Mars and Venus* (Oxford)
Jennifer Coates *Women, Men and Language* (Pearson)
Deborah Tannen *You Just Don’t Understand: Women and Men in Conversation* (Virago)
A Goddard and L MeDan Patterson *Language and Gender* (Routledge)

**LANGUAGE FROM THE PAST**
John Ayton *20th Century Words* (OUP)
Bill Bryson *Mother Tongue* (Penguin)
Dennis Freeborn *From Old English to Standard English* (Palgrave)
Dick Leith *A Social History of English* (Routledge)
J Aitchinson *Language Change: Progress or Decay* (CUP)

**BLACK ENGLISH AND/OR EBONICS**
L Todd *Modern Englishes: Pidgins and Creoles* (Blackwell)
S Romaine *Pidgin and Creole Languages* (Longman)
J L Dillard *Black English* (Random House)
F G Cassidy *Jamaica Talk: Three Hundred Years of …* (Macmillan)
P A Roberts *West Indians and Their Language* (CUP)
LANGUAGE AND POLITICAL POWER
Norman Fairclough *Language and Power* (Longman)
Linda Thomas and Shan Wareing *Language, Society and Power* (Routledge)
Norman Fairclough *New Labour, New Language* (Routledge)
Peter Trudgill *Sociolinguistics* (Penguin)

POLITICAL CORRECTNESS
James Finn Garner *Politically Correct Bedtime Stories* (Souvenir Press)
Laurence Lerner *You Can’t Say That* (Georgian Press)*
David Crystal *A Little Book of Language* (Yale University Press)*
G Hughes *Swearing: A Social History of Foul Language …* (Oxford)
J Wilson *Politically Speaking* (Blackwell)

SPELLING REFORM
Henry Hitchings *The Language Wars* (John Murray)*
Simeon Potter *Our Language* (Pelican)*
David Crystal *A Little Book of Language* (Yale University Press)*
E Carney *A Survey of English Spelling* (Routledge)
W Haas *Alphabets for English* (Manchester University Press)

OTHER ‘ENGLISHES’
Tom McArthur *The Oxford Guide to World English* (OUP)
P Trudgill and J Hannah *International English: A guide …* (Hodder Arnold)
Txtng *David Crystal* (OUP)*
J Cheshire *English Around the World: Sociolinguistic Perspectives* (CUP)
J K Chambers *Canadian English: Origins and Structures* (Methuen)

AMERICAN AND BRITISH ENGLISH
L Michaels & C Ricks *The State of The Language* (University of California Press)*
Simeon Potter *Our Language* (Pelican)*
R W Holder *A Dictionary of English and American Euphemisms* (Bath University Press)
H L Mencken *The American Language* (Knopf)
T Pyles *Words and Ways of American English* (Random House)

GENERAL REFERENCE
Bill Bryson *The Mother Tongue*
David Crystal *How Language Works*
David Crystal *The Stories of English*
David Crystal *Discover Grammar / Rediscover Grammar*
David Crystal *The Cambridge Encyclopaedia of English Language*
Sara Thorne *Mastering Advanced English Language*
Ronald Carter *A Core Introduction to: Working with Texts*
Mark Forsyth *The Etymologicon*
Jeremy Butterfield *Damp Squid: The English Language Laid Bare*

ONLINE RESOURCES
TED Talks - [https://www.ted.com/playlists/228/how_language_changes_over_time](https://www.ted.com/playlists/228/how_language_changes_over_time)
Andrew Moore - [http://www.universalteacher.org.uk/contents.htm#langa](http://www.universalteacher.org.uk/contents.htm#langa)
An Hour for an Hour – English Language

In order to get the most out of your ‘A’ Level studies, we think you should consider spending at least an hour working independently on English outside lessons for every hour you spend in an English lesson. In brief, this means four-and-a-half hours of English homework per week.

Your teachers will set you extended writing tasks, such as essays, and producing these will take up some of your four-and-a-half hours. But even when we don’t set something explicit, you should consider that you always have homework in English. Here are some suggestions for spending that time productively (with strongly recommended activities in boldface):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Recommended Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-read the texts or transcripts you've been working on in class, and add to your notes with fresh observations.</td>
<td>Find texts to include in your language scrapbook, annotating them in detail and perhaps even writing a more detailed analysis of them on the next page.</td>
</tr>
<tr>
<td>Work on researching and/or writing your current coursework essay.</td>
<td>Find some past papers on the Edexcel website and attempt a timed essay.</td>
</tr>
<tr>
<td>Read back through your written work, identifying common technical errors; then, spend a little time learning these spellings or mastering use of these punctuation marks.</td>
<td>Visit U5 (the English Language Library) and borrow some interesting reading material to expand your knowledge. Read it and make a few notes.</td>
</tr>
<tr>
<td>Make sure your folder of notes, worksheets and handouts is well organised, and complete.</td>
<td>Go back through the work done in lessons, and check that your notes make sense.</td>
</tr>
<tr>
<td>Read a section of your English handbook to clarify your understanding of specific parts of the course.</td>
<td>Ask some friends/family if you can record a short example of their spoken language and produce a technical transcript. Annotate it in detail.</td>
</tr>
<tr>
<td>Visit <a href="http://www.bgsenglish.wordpress.com">www.bgsenglish.wordpress.com</a> and peruse some of the material there.</td>
<td>Choose a particular genre of television show and watch a variety of broadcasts, making notes on features of spoken language in the media.</td>
</tr>
</tbody>
</table>
We’ll remind you about this from time-to-time, and we’ll be looking for evidence of it when we check your folders; but, we hope you’ll soon get into the rhythm. Even if you did this for every subject at A Level, your lesson time and homework time combined would equal only 36 hours per week. That’s less than a full working week for most people.

It should be fairly obvious that students who do engage with independent study in this way will find that they make rapid progress.

**N.B.** If you have extra time in examinations, please switch to ‘green pen’ (in your notes and/or your essays) if you go beyond four-and-a-half hours per week.
Transcription mark key

These are common marks that will be used on any data that has the transcription of speech in the examinations.

There are different and more varied transcription marks available but those given below will always be used to ensure a consistent student experience in examinations.

<table>
<thead>
<tr>
<th><strong>bold</strong></th>
<th>emphatic stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ]</td>
<td>paralinguistic features</td>
</tr>
<tr>
<td>/_ /</td>
<td>key phonemic transcription</td>
</tr>
<tr>
<td>//</td>
<td>overlapping/simultaneous speech</td>
</tr>
<tr>
<td>(.)</td>
<td>micro pause (less than a second)</td>
</tr>
<tr>
<td>(3)</td>
<td>longer pause (number of seconds indicated)</td>
</tr>
<tr>
<td>?</td>
<td>rising intonation</td>
</tr>
</tbody>
</table>

Example Transcript

*From The Apprentice, BBC One*

SA – Sir Alan Sugar
P – Paul (Contestant on the show)
Location - The Boardroom

**SA:** Ww what was the point you were making as a human resources manager then (?)

**P:** Because you got (.) a person 'ere who /works in finance an a person who runs a restaurant /SA: But you were the team leader (.) you’re the team leader

**P:** I understand that (.) but my skills are in creativity /and… /SA: Well you know how to work out redundancy on a calculator

**P:** Yes [looks down at table]

**SA:** Mmmn (2) It’s a feeble excuse as far as I’m concerned, you put yourself up to come in this process and you’re now using the excuse that you’re a human resources manager, so therefore you shouldn’t be in charge of costings (.) If that’s the case why did you put yourself in charge of costings (?)
English phonemic reference sheet

These tables will be available in the examination when data has been transcribed to show phonetic pronunciation.

<table>
<thead>
<tr>
<th>Vowels</th>
<th>kit</th>
<th>dress</th>
<th>trap</th>
<th>lot</th>
<th>strut</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>e</td>
<td>æ</td>
<td>o</td>
<td>ʌ</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>letter</td>
<td>fleece</td>
<td>bath</td>
<td>thought</td>
<td>goose</td>
<td>nurse</td>
<td></td>
</tr>
<tr>
<td>θ</td>
<td>i:</td>
<td>a:</td>
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<td>u:</td>
<td>ə</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dipthongs</th>
<th>face</th>
<th>goat</th>
<th>price</th>
<th>mouth</th>
<th>choice</th>
<th>near</th>
<th>square</th>
<th>cure</th>
</tr>
</thead>
<tbody>
<tr>
<td>eI</td>
<td>ø</td>
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<td>ø</td>
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<td>eθ</td>
<td>uθ</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consonants</th>
<th>pip</th>
<th>bid</th>
<th>tack</th>
<th>door</th>
<th>cake</th>
<th>good</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>B</td>
<td>T</td>
<td>D</td>
<td>K</td>
<td>g</td>
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</tr>
<tr>
<td>chain</td>
<td>jam</td>
<td>fly</td>
<td>vase</td>
<td>thing</td>
<td>this</td>
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</tr>
<tr>
<td>tʃ</td>
<td>dʒ</td>
<td>f</td>
<td>v</td>
<td>θ</td>
<td>ə</td>
<td></td>
</tr>
<tr>
<td>say</td>
<td>zoo</td>
<td>shoe</td>
<td>treasure</td>
<td>house</td>
<td>mark</td>
<td></td>
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<td>ñ</td>
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<td>m</td>
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<td></td>
</tr>
<tr>
<td>not</td>
<td>sing</td>
<td>lot</td>
<td>rose</td>
<td>yet</td>
<td>witch</td>
<td></td>
</tr>
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<td>ɳ</td>
<td>l</td>
<td>r</td>
<td>j</td>
<td>w</td>
<td></td>
</tr>
<tr>
<td>Glottal stop</td>
<td>Syllabic /l/</td>
<td>bottle</td>
<td>Syllabic /n/</td>
<td>fatten</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ʔ</td>
<td>j</td>
<td>ɳ</td>
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</tr>
</tbody>
</table>

Take a look at this site to hear each of the phonemes being spoken aloud and to find some more information about the phonemic reference system: