

English Language AS/A2 Revision Guide (HMS)

What to Expect in the Exams

You will sit the following exams:

- **AS: The Dynamics of Speech (F651)** - 2 hours, 2 questions (equally weighted)

Answer one question from Section A on Speech and Children. Choice of 2 questions, each concerning one transcript.

Answer one question from Section B on Speech Varieties and Social Groups. Choice of 2 questions, each concerning one transcript.

- **A2: Culture, Language and Identity (F653)** - 2 hours + 15 minutes reading time, 2 questions (equally weighted)

Answer the one question in Section A (Language and Speech) concerning two passages.

Answer the one question from Section D (Language, Power and Identity) concerning two passages. (*N.b.* make sure you turn to the relevant section and ensure that it is titled 'Language, Power and Identity')

Sample papers are attached and you are strongly advised to look carefully at the specific requirements of each question. You should also look at the mark schemes that are attached.

Assessment Objectives

AO1: Knowledge, Application and Communication

Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

AO2: Understanding and Meaning

Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.

AO3: Contexts, Analysis and Evaluation

Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

AO4: Expertise and Creativity

Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

Child Language Acquisition (AS)

- In addition to the glossaries you already have, *make your own glossary* of all the *technical linguistic terms* (and their definitions) that are relevant to the analysis of transcripts of child speech (e.g. holophrasis, monitoring, over-extension etc.). Writing out the words and definitions will help you to learn them more effectively than staring at an existing glossary. *Use this glossary to test yourself.*
- Write notes on the *key schools of linguistic theory* relating to CLA: Nativism, the Cognitive Approach, Behaviourism. In each section note the following:
 - the names of two (or more) influential linguists or psychologists associated with the theory;
 - an outline of what the theory entails;
 - key terms associated with each approach (e.g. LAD, LASS, operant conditioning etc.).

Key practitioners: PIAGET, CHOMSKY, BRUNER, SKINNER

- Use the *textbooks* you have to support your knowledge; read the chapters on CLA in Thorne, Crystal etc. The *internet* can also provide useful material and furnish you with additional examples of types of language use. In particular, look at university sites relating to linguistics courses as a source of reliable material.
- Write *timed essays*. This is about the best type of revision you can engage in once you feel secure with the terminology and the theory. Attached is a series of practice questions/passages. I will mark them when you return to school.

Language, Power and Identity (A2)

- Whilst the concept of language, power and identity can refer to a number of sociolects and groups, it may be helpful to consider this unit in terms of a few key categories: GENDER, CLASS, RACE, OCCUPATION, YOUTH (SUB)CULTURE, PHYSICAL IDENTITY (e.g. weight, disability).
- Make your own glossary of all the *technical linguistic terms and concepts* (and their definitions) that are relevant to the study of each category.
- Ensure that you know Halliday's concept of register (field/mode/tenor) and Grice's maxims.
- Make a list of key quotes and /or theoretical approaches that are relevant to each theme. Key practitioners include BERNSTEIN, LAKOFF, CAMERON. Use David Crystal and the textbooks too!
- Make notes on contextual factors that may affect issues relating to the selected categories – e.g. THE INTERNET, GOVERNMENTAL/CIVIC ATTITUDES

OR RULINGS, THE POLITICAL CORRECTNESS MOVEMENT, POPULAR CULTURE & THE MEDIA, FASHIONS, CHANGING ETHNIC DEMOGRAPHICS.

- Use the *textbooks* you have to support your knowledge. The *internet* can also provide useful material and furnish you with additional examples of types of language use. In particular, look at university sites relating to linguistics courses as a source of reliable material.
- Write *timed essays*. This is about the best type of revision you can engage in once you feel secure with the terminology and the theory. Attached is a series of practice questions/passages. I will mark them when you return to school.

*** Writing practice essays is ESSENTIAL. It is the best form of practice you can do and makes the difference between grades. You MUST practice PAST PAPERS ***

Past papers, Mark Schemes & Examiners' Reports

<http://www.ocr.org.uk/qualifications/type/gce/english/lang/documents/index.html>

Useful Websites

- <http://www.teachit.co.uk/armoore/contents.htm#langua>
Excellent and very comprehensive website on all aspects of studying English language. Includes sample texts, examiner comments and A level style responses. Also lots of focused subsections, including those on language and gender: <http://www.teachit.co.uk/armoore/lang/gender.htm>
language and power: <http://www.teachit.co.uk/armoore/lang/power.htm>
language and occupation:
<http://www.teachit.co.uk/armoore/lang/occupation.htm>
child language acquisition:
<http://www.teachit.co.uk/armoore/lang/acquisition.htm>
- <http://www.universalteacher.org.uk/lang/semantics.htm>
Very good, OCR-recommended site containing clear explanations and examples of a variety of linguistic terms and fields relating to semantics.
- <http://www.fathom.com/course/10701036/index.html>
Very accessible Cambridge University Press site on Child Language Acquisition.
- <http://www.ling.lancs.ac.uk/alevel/resources.htm>
Very good and accessible Lancaster University website containing links to other resources, answers to FAQs etc.; aimed specifically at A level students.
- <http://www.putlearningfirst.com/language/research/research.html>
Useful A level website with glossary, examples and bibliography of relevant books and articles.