



# Reciprocity...Reflectiveness...Resilience...Resourcefulness

Welcome to the study of English Language! The purpose of this document is to encourage you to read widely within the subject and to think broadly about language in a variety of contexts, in a variety of levels. In order to achieve high grades in your exams, you cannot restrict your work to what we cover in class.

How to use this guide and approach English Language study:

1. Don't limit yourself to the texts we recommend; our librarians, Kirsty and Vikki, are really fantastic at helping you to source texts of interest which may stretch your understanding of different elements of English Language study. (**RESOURCEFULNESS- research, investigate, explore**)
2. Ensure that you make a note of everything that you read with a few comments relating to what you found interesting or what you would like to follow up about the text. We would recommend that you have EITHER a reading journal section in your main folder, or an exercise book to keep all of the information in the right place. (**REFLECTIVENESS-organise, plan, prepare**)
3. There will be lesson and study time allocated to research and expand on the theories and language levels covered in class time. You will also create and evaluate your own writing skills through a reflective writing journal. This is compulsory. You will be sanctioned if you do not keep up to date with this journal. (**RECIPROCITY-communicate, co-operate, share. RESILIENCE-keep going, practice to improve, identify key points in texts**)
4. Reading around the topics we cover in class will help you to meet the assessment objectives outlined by the exam board (AQA English Language). WRITING WITH THESE IN MIND IS ESSENTIAL TO YOUR SUCCESS - LEARN WHAT THEY MEAN AND WRITE ACCORDINGLY:

## 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.

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## **KEY MATERIALS REQUIRED FOR STUDY:**

1. A well organised folder with dividers. We do check on your folders as they reflect your study skills!
2. An A4 notebook that you will keep throughout the two years of study which will act as a record of your wider reading. These will be shared and observed periodically and will be essential to developing further explorations of theories and concepts on which will be assessed in your exams. It will also help you to develop and refine your thoughts as you move towards your investigative coursework.
3. An A4 notebook for you to keep your reflective writing journal: you will be expected to add style models you have used for inspiration, annotating them to aid you in your own writing, as well as writing your own pieces and annotating your intentions and evaluating your success. You will be examined on this and it will also help you to develop and refine your thoughts as you plan your original writing coursework at the end of the first year.
4. We would recommend study guides to help you if funds allow. The Oxford and Cambridge Student Books are both helpful as preliminary approaches to the topics we will study throughout the course.

## **SUMMER HOLIDAY TASKS:**

- Pre-read the textbook extracts in this pack. Make some initial notes based on the information included and respond to the activities outlined throughout. This will be the first thing we will talk about in Miss Jeffery's lesson.
- Learn the language terms in the glossary included in this pack.
- On one side of A4, write your response to the title: *What you need to know about me*. Make this as engaging as possible, showing off your writing skills both in vocabulary and structuring choices. This is to be handed in to Miss Jeffery in your first lesson also.

## **RECOMMENDED FURTHER READING:**

Below is a list of websites where you can read about what is happening now in Language research and Language in use. Have a browse!

- <http://englishlangsfx.blogspot.co.uk/>
- <http://linguistics-researchdigest.blogspot.co.uk/>
- <http://www.macmillandictionaryblog.com/>
- <http://www.bethkemp.co.uk/>

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## EXPECTATIONS

The English Department has very high expectations of all of their pupils. Research around the topics covered in lessons is a **non-negotiable expectation**.

The expectations we have of all students are reinforced by the effort descriptors in school:

- O- Outstanding. This is a student who always goes the extra mile (reads around the subject, drafts and re-drafts work etc), hands in work on time which is abundant with effort; contributes widely in lessons and strives for excellence in all areas.
- AE- Above Expected. This is a student who is very good, one who is diligent and conscientious. They always endeavour to produce high quality work.
- E- Expected. This is a student who meets all deadlines and behaves in the cooperative way that is expected within our school community.
- BE- Below Expected. This is a student who is often late, arrives to lessons unprepared and generally shows apathy towards their learning. They will be reported to the Head of Year and will be placed on the late work policy or monitored.
- I- Inadequate. This is a lazy student who makes no effort and will not last very long within 6<sup>th</sup> Form!

### **In addition to the above here are some 'English Essentials':**

- English is advantaged immeasurably by discussion. If you do not like discussion, this is possibly not the subject for you.
- English is one of the toughest A Levels and is not an 'easy fourth option'. Scholarship is rigorous and you will be expected to work hard. If you really disliked grammar at GCSE then think twice!
- If you struggle to write with clarity, again, think twice! This is an essay based subject and this is ultimately what your grade will be based on.
- Do NOT copy and paste - your teacher will know, you fail to progress and this is also called plagiarism, or cheating.
- **The department runs extra-curricular lectures and seminars; your attendance at these is monitored and if you do not do your utmost to attend, you will be challenged.**

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## THE PRESENTATION OF WRITTEN WORK

### 1. PEEL:

In English, expression is essential and in critical writing you will be expected to use PEEL as the basic skeleton form of expression. Below is an example paragraph, taken from the exam question: *Analyse how Text A uses language to create meanings and representations.*

Text A is from Mumsnet and is a forum discussion about school Proms. The purpose of the discussion, initiated by the participant *woollyideas*, is to seek reassurance from other mums about her view that school proms are unnecessary and extreme. The purpose of the website, Mumsnet, is to promote the site and encourage other parents to join. Some advantages of using forums are that an individual can interact with many users, and they are distant from other participants, so they can afford to convey their opinions strongly. However, some constraints of forums are that the absence of face-to-face conversation means that ideas mean that meanings can be misconstrued, mainly due to the fact that participants cannot use paralinguistic features, emphatic stress and intonation. The overall representation of school proms in text A is that they are ridiculous, extreme and unnecessary and Mumsnet is represented as authoritative, useful but also friendly. The participant *woollyideas* uses the stative verb “want” in the interrogative “What sane parent would want to pay an entry fee to go to a “Prom Fair”...?” This represents parents as emotionally involved in, and passionate about, school Proms which, as it is used within the interrogative, shows that the efforts parents go to for their child’s prom is ridiculous. The expressing of strong opinions like these represents Mumsnet as a place for debate. The mode of text A means that *woollyideas* is distant from the group of parents whom she is targeting, so she can afford to convey her opinion more strongly without directly offending them. By attacking this group of parents, *woollyideas* positions herself above them. *woollyideas* goes on to target this group of parents even more later on in the response when she groups them by using the determiner “these” in the interrogative “Who are these parents who think that this sort of expenditure... is ok?”. In the post, *woollyideas* moves from saying “What parent” to “these parents”- in the earlier part of the response, she is being more general and using the singular form, then she later using the plural grouping “these” parents in order to target them more directly, which again puts them in a lower position than herself. It represents such parents as ridiculous and conveys *woollyideas’* disgust at the amount of money they spend.

### 2. REFERENCING:

Referencing stops you being accused of unintentional plagiarism. When you find a quote that you wish to use in an essay, you must reference and not pass off another’s ideas as your own. There are two main ways to reference:

1: **Harvard.** This is within text referencing: A hero can be defined as ‘a man distinguished by exceptional courage, nobility and strength’ (Greenblatt, 2013, p.235). You must give the writer’s surname, the year the book was published and the page it came from.

2: **Footnotes.** The footnote system of referencing uses a numeric reference to the citation in the body of the text, with the citation details at the bottom of the page. For example:

# Reciprocity...Reflectiveness...Resilience...Resourcefulness

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Fashion writer Colin McDowell notes that it is partly thanks to Duke Philippe III that 'exaggeration entered male fashion – exaggeration of shape, in particular' <sup>1</sup>

Citation details at bottom of page

Numeric reference in body of text

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<sup>1</sup> Colin McDowell, *The Man of Fashion: The Peacock Male and Perfect Gentleman*, Thames & Hudson Ltd, London, 1997, p. 36.

How to insert footnotes using Word:

1. Place cursor where the footnote is to be inserted
2. From the menu bar, select References, then Insert Footnote.
3. The (next) numeric footnote will automatically be inserted and also placed at the bottom of the page

Your teacher will advise you of their preference, but either is acceptable.

## **Bibliography:**

At the end of any piece of coursework, you MUST attach a bibliography. Quite simply, this is a list in alphabetical order of all of the works you have consulted or referenced whilst preparing and writing your assignment. It does not form part of the word count. All of the information you need is contained on the opening pages of every text. It must be set out as follows:

Surname, Initial. (Date of publication). Text title underlined. Place of publication: Publisher

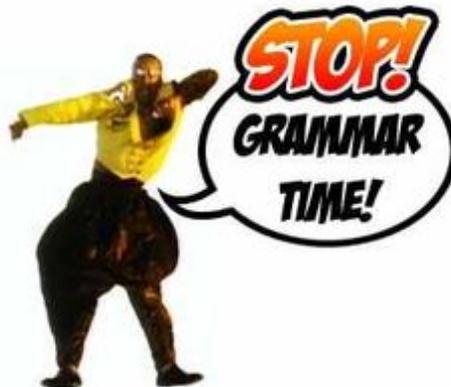
## **Example:**

Crystal D (2010) The Cambridge Encyclopedia of Language, 3<sup>rd</sup> edition. Cambridge: Cambridge University Press

## **Webography:**

This is simply a list of websites that you use. List them with date accessed, in date order. It is easy to keep track as you go - you then won't have a horrid job at the end.

The library has multiple study skills guides; please use them!



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