

Cambridge University Press

978-1-107-46562-6 – A/AS Level English Language for AQA Student Book

Marcello Giovanelli Gary Ives John Keen Raj Rana and Rachel Rudman Edited by Marcello Giovanelli

Frontmatter

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CAMBRIDGE

# ENGLISH LANGUAGE

A /AS Level for AQA

Student Book

Marcello Giovanelli, Gary Ives, John Keen, Raj Rana and Rachel Rudman

*Series editor: Marcello Giovanelli*

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We approve textbooks because we know how important it is for teachers and students to have the right resources to support their teaching and learning. However, the publisher is ultimately responsible for the editorial control and quality of this book.

Please note that when teaching the AS and A Level English Language (7701, 7702) course, you must refer to AQA's specification as your definitive source of information. While this book has been written to match the specification, it cannot provide complete coverage of every aspect of the course.

A wide range of other useful resources can be found on the relevant subject pages of our website: [aqa.org.uk](http://aqa.org.uk)

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## A/AS Level English Language for AQA

## Introduction

Welcome to this student book for your AQA AS/A Level English Language course!

The AQA English Language AS/A Level specifications introduce the study of English in a variety of forms and contexts as well as the concepts and methods necessary to analyse language. You will be assessed in a number of ways, including data analysis, essay writing, investigative writing and your own original writing. This student book supports the specifications, prepares you for these assessments and helps you to develop the different skills you will be assessed on – skills which will stand you in good stead beyond AS or A Level, whatever you go on to do.

**About the specifications**

The AS Level specification has two components:

Paper 1: Language and the individual

*What it is:* an introduction to language analysis and textual variety, exploring concepts related to audience, purpose, genre, mode and representation.

*How it is assessed:* 1½ hour exam worth 50% of your AS Level.

Paper 2: Language varieties

*What it is:* an exploration of varieties of English, including attitudes to language diversity and exploring language in its social and geographical contexts.

*How it is assessed:* 1½ hour exam worth 50% of your AS Level.

The A Level specification has three components:

Paper 1: Language, the individual and society

*What it is:* this area of study explores textual variety and how to analyse texts via concepts such as audience, purpose, genre, representation and mode. It also explores how children learn language – both understanding and self-expression.

*How it is assessed:* 2½ hour exam worth 40% of your A Level.

## Beginning unit



**BEGINNING**

6

Language level 2: Grammar

In this unit, you will:


- learn about the ways that words form larger structures within utterances and texts
- examine and explore the constituent elements of phrases, clauses and sentences.

**Key terms**

**morphology:** the study of word formation

**syntax:** the study of how words form larger structures such as phrases, clauses and sentences

## Developing unit



**DEVELOPING**

13

Textual variations and representations

In this unit you will:


- explore ways in which texts can vary according to audience, purpose, genre, mode, tone, context and register
- explore how language can be used to represent concepts and to create stereotypes and hegemony (domination through ideas)
- analyse how language can be used to represent people and social groups as well as events, places and issues
- explore ways of comparing texts.

**Genre:** Texts can be grouped according to their types or genres. They can often belong to more than one genre.

**Mode:** This refers to whether a text is spoken or written, with ordinary spontaneous conversation at one extreme and formal written documents at the other.

**Tone or level of formality:** Texts can often be placed somewhere on a scale from informal to formal tone. The American linguist Martin Joos (1962) distinguished between five different levels of

## Enriching unit



**ENRICHING**

22

Language change

**22.1 Extension activities**

**22.1.1 English as a global language**

In Unit 16 we looked at one of the most significant aspects of language change today: the role and

- Crystal states that English as a lingua franca might be the language of the future. What might be some of the advantages of this?
- Crystal lists some of the different Englishes he uses, including Welsh English. Do you think that

## Research point

**Research point**

A key study that would seem to challenge nativist theory is that of Genie. Between the ages of 20 months and 13 years, this young girl was locked up by her father and exposed to no social interaction or talk. When she was discovered in 1970, she was found to have no speech. Despite numerous interventions, she was not then able to acquire language beyond a very basic level. This is an extreme case that seems to reinforce another concept, of a **critical period**. Genie was not exposed to language or interaction at a young age and, by the time such support was offered, she was no longer able to learn language with the same fluency. Eric Lenneburg coined the term 'critical period' and believed that in the first few years of life, sufficient social interaction and exposure to language was essential in order that a child might gain full mastery of the language. A less emphatic description of this period would be as 'sensitive' or 'optimal', which reinforces that early childhood is the best possible time for a child to acquire language.

## Key terms box

**Key terms**

**hegemony:** how one social group can use language to get other people to accept its way of seeing the world as natural

**pejorative term:** a judgemental term that usually implies disapproval or criticism

## Exploring research possibilities

**Exploring**

Undertake some research to find out about some of the projects that have investigated the way in which babies hear and respond to voices and music before birth.

Paper 2: Language diversity and change

*What it is:* this area of study looks at language diversity and change over time. Language is explored in social, geographical and time-related contexts (from 1600 to the present day).

*How it is assessed:* 2½ hour exam worth 40% of your A Level.

Non-exam Assessment: Language in action

*What it is:* this part of the specification allows you to explore and analyse language data, and carry out two different pieces of individual research – a language investigation and a piece of original writing with a commentary.

*How it is assessed:* two pieces of coursework worth 20% of your A Level.

There are more details about the specifications in the relevant Developing units, including the assessment objectives you will be measured against in the exam papers and – at A Level – in the non-exam assessment.

**About this student book**

This book follows an innovative three-part structure.

**Part 1: Beginning units**

These set out the key principles, issues and concepts that underpin the course and support you as you move from GCSE to AS and A Level work. Each Beginning unit contains activities to check understanding and progress, and provide a strong foundation from which to build upwards. The Beginning units can also be used as a stand-alone reference point to which you'll return when studying content in subsequent Developing units, and for revision purposes as you prepare for your exams.

## A/AS Level English Language for AQA

**Part 2: Developing units**

These longer units are based around the main content in the AS and A Level specifications. They are designed to build on the ideas introduced in the Beginning units, extending knowledge and understanding where appropriate. These units follow the order of topics in the AQA specifications and contain a wider range of activities to develop skills and encourage independence. The start of each Developing unit tells you whether the content is suitable for AS, A Level or both.

Each Developing unit is built on the most up-to-date content and research, which is presented in an accessible and engaging way. Many of the activities in these units are enhanced by commentaries that will support your learning and help you to develop an analytical framework, with which you can consider topic areas more critically and broadly.

These units also contain a 'Bringing it all together' section, designed to support you in preparing for your exams, and to allow you to review key learning for a particular topic and to plan your revision priorities. In addition, practice questions and discussion of the assessment objectives allow you to apply your learning and to think about the demands of individual sections within the exam papers.

**Part 3: Enriching units**

Designed specifically for A Level students but with content that AS Level students will also find useful, these units support your work on the specification and extend your thinking beyond the topics covered in the Developing units in Part 2. These Enriching units contain extension activities on Developing unit topics, as well as ideas for extended independent study, details of wider reading that you will find useful and summaries of recent and relevant research from higher education.

The Enriching units also feature short articles exclusively written for this series by leading academics and professionals, with follow-up questions that offer an expert insight into certain aspects of the subject.

Bringing it all together

**17.7 Bringing it all together****Self-assessment – check your learning**

For each of the following statements, evaluate your confidence in each topic area:

Area	Very confident	Some knowledge	Need to revise
I understand what a language investigation is.			
I understand the different approaches I could take.			
I understand the types of data I could use for my investigation and how to collect it.			

End-of-unit summary

**Summary**

This unit should have helped you to see that different texts are often produced according to similar principles. Working through the activities should have given you the confidence and the expertise to read, understand and analyse a wide range of texts from different sources.

Explaining the assessment objectives

**15.6.2 Explaining the assessment objectives****Section A**

For Section A, you will focus on AO1 and AO2.

**AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression**

A short extract of data is provided for you together with a question. For this assessment objective you need to use language terms and concepts as appropriate, identifying patterns in and making comments about the data and wider issues using clear expression and a sustained line of argument.

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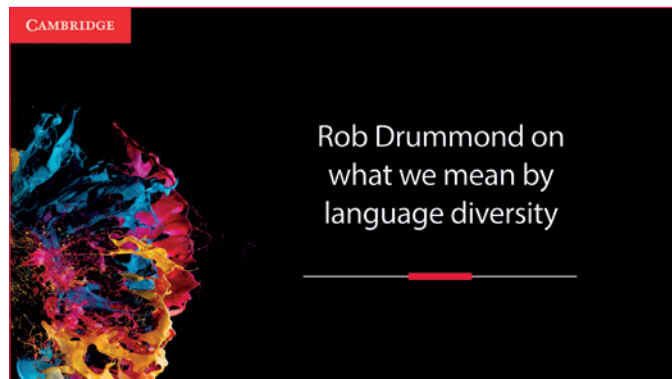
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Tutorial Video available on Cambridge Elevate



Enriching Interview Video available on Cambridge Elevate



Links to Cambridge Elevate



Check your responses in the Ideas section on Cambridge Elevate



For more information about Genie, see the article 'The Development of Language in Genie: A case of language acquisition beyond the critical period' via Cambridge Elevate

## About Cambridge Elevate

Cambridge Elevate is the platform that hosts a digital version of this student book. If you have access to this digital version you can annotate different parts of the book, send and receive messages to and from your teacher and insert weblinks, among other things. You will also find video content on Cambridge Elevate, specifically:

- tutorial-style videos, designed to complement material covered in the Developing units and to refresh your knowledge while broadening your understanding of certain tricky concepts
- interviews with leading thinkers and researchers in their fields, which provide a unique resource for stimulating discussion.

## Icons used in the book



Cross reference



Check your responses



Key Terms



Explore



Glossary



Set text focus



Critical Lens



Research point

## A Level English Language and Literature transcription key

Throughout this book the following transcription key is applied:

- (.) indicates a pause of less than a second  
 (2) indicates a longer pause (number of seconds indicated)

**Bold** indicates stressed syllables or words

:: indicates elongation of a word

((*italics*)) indicates contextual or additional information

[ ] indicates the start and end points of simultaneous speech

I hope you enjoy your AS or A Level Language course, as well as this book, and wish you well for the journey ahead.

Marcello Giovanelli  
Series editor

