



A Level English Language Year 11 Taster Lesson

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A Level English Language

Pre-lesson starter:

What do you think this course is about?

What are you most excited about?

Is there anything that you're worried about?

LO:

- To gain an insight into the course.
- To explore some linguistic theory.
- To analyse how meanings and representations are created in an article.

What do some of our current student's feel about the course?

- How would you describe what you have learnt this year?

Firstly, I've learnt how to structure an essay and include some high quality terminology. And I've also learnt how to effectively revise and balance my workload thanks to a revision timetable!!

Year 11 was mostly analysis of texts and had very technical topics, but with A level there is far more analysis into wider society. We have learnt about gendered language, child acquisition and language that contributes to identity which I found to be really interesting. Looking into more depth of how and why certain groups of people use language made me realise the many factors that make up language and that it is not as simple as you may at first presume.

- What have you enjoyed the most?

I have enjoyed it all but probably language and age was my favourite topic, it was really interesting and relatively easy to follow.

Personally for me I have enjoyed the gender and identity topic. These two topics included aspects like the cockney speakers and it's origins, how men and women use language and how it settles their place in society, aswell as all the theorists that have looked into unique geographical language use like William Labov and Martha's Vineyard. I found it most interesting because it is something that once you study it you can actually identify it happening within the society around you.

What do some of our current student's feel about the course?

- Was there anything that you worried about at the start of the year?

Yes! I worried about keeping up. Although I got a 7 in GCSE I knew A Level was a whole different kettle of fish, and I thought I'd struggle to learn and keep up. However I needn't have worried, you get so much support, extra sessions, free periods to catch up and the teachers are so good with replying to emails.

At the start of the year I was worried about how different A level English would be from GCSEs; it was hard to understand what was expected of me within the exams because I knew it would be a lot more complex. But going through the year, I have realised you can easily build on the skills you already know from GCSEs, you will learn new terminology but it is nothing massively tricky or complex like I first thought.

Have you felt supported enough?

Definitely! If I'm ever panicking or stressing the teachers are always there to help and keep me sane.

Throughout the year the teachers have been very supportive, they have understood that A level English is very new to us and took the lessons step by step. I found that they eased us into the lessons at the beginning of the year which helped reduce any added pressure of now being in sixth form. The teachers also provide you with very useful revising tips at the start of the year so you can get ahead. They have also given us some very useful articles for wider reading to build up our knowledge on topics but also quote other theorists and theories in exams.

What does the course entail?

Assessments

Paper 1: Language, the individual and society	+	Paper 2: Language diversity and change	+	Non-exam assessment: Language in action
What's assessed <ul style="list-style-type: none"> Textual variations and representations Children's language development (0–11 years) Methods of language analysis are integrated into the activities 		What's assessed <ul style="list-style-type: none"> Language diversity and change Language discourses Writing skills Methods of language analysis are integrated into the activities 		What's assessed <ul style="list-style-type: none"> Language investigation Original writing Methods of language analysis are integrated into the activities
Assessed <ul style="list-style-type: none"> written exam: 2 hours 30 minutes 100 marks 40% of A-level 		Assessed <ul style="list-style-type: none"> written exam: 2 hours 30 minutes 100 marks 40% of A-level 		Assessed <ul style="list-style-type: none"> word count: 3,500 100 marks 20% of A-level assessed by teachers moderated by AQA
Questions <p>Section A – Textual variations and representations</p> <p>Two texts (one contemporary and one older text) linked by topic or theme.</p> <ul style="list-style-type: none"> A question requiring analysis of one text (25 marks) A question requiring analysis of a second text (25 marks) A question requiring comparison of the two texts (20 marks) <p>Section B – Children's language development</p> <p>A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)</p>		Questions <p>Section A – Diversity and change</p> <p>One question from a choice of two:</p> <p>either: an evaluative essay on language diversity (30 marks)</p> <p>or: an evaluative essay on language change (30 marks)</p> <p>Section B – Language discourses</p> <p>Two texts about a topic linked to the study of diversity and change.</p> <ul style="list-style-type: none"> A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks) A directed writing task linked to the same topic and the ideas in the texts (30 marks) 		Tasks <p>Students produce:</p> <ul style="list-style-type: none"> a language investigation (2,000 words excluding data) a piece of original writing and commentary (1,500 words total)

Starter:

WOKE

bruh

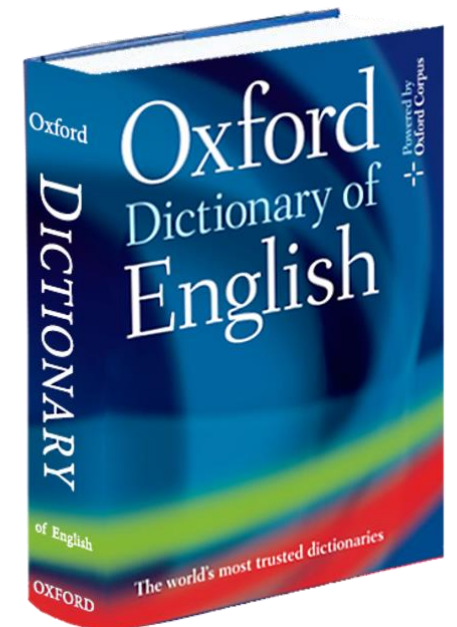
/brə:/

noun INFORMAL • US

a male friend (often used as a form of address).
"get off the Internet and get a life bruh"

is also a feminist.

added



What do the new words have in common?

What do they reveal about the English language?

bruh

/brə:/

noun INFORMAL • US

a male friend (often used as a form of address).
"get off the Internet and get a life bruh"

A **cat lady** is a cultural archetype or a stock character, often depicted as a woman, a middle-aged or elderly spinster, who owns many pet **cats**. The term can be considered pejorative, though it is sometimes embraced.

moobs

/mu:bz/

noun INFORMAL • BRITISH

deposits of excess fat on a man's chest that resemble a woman's breasts.
"boozing, overeating, and more female hormones in the environment have been blamed for blokes sprouting moobs"

manspreading

/ˈmanspreɪdɪŋ/

noun INFORMAL

the practice whereby a man, especially one travelling on public transport, adopts a sitting position with his legs wide apart, in such a way as to encroach on an adjacent seat or seats.
"a campaign to discourage manspreading or using an adjacent seat as a footrest"

WOKE

(n.) a state of ^{postmodern} intellectual superiority borne from political and social awareness.

The term is also often used to describe a man who is also a feminist.

gender-fluid

/ˌdʒɛndəˈfluːɪd/

adjective

denoting or relating to a person who does not identify themselves as having a fixed gender.
"the actor, DJ, and artist identifies as gender-fluid"

Group Discussion Task:

You have been provided with two adjectives to describe **people**.

Discuss the connotations of each adjective and record your discussions on the sheet.

Bossy

Assertive

Handsome

Pretty

Simple

Airhead

Now lets watch this short clip which explains this further ...



<https://www.youtube.com/watch?v=5uaBwAe2BhY>

Language Theories:

When studying Language and Gender you will come across many different theories which focus on studies that have been carried out to explore different aspects between the way in which men and women use language and how language is used to identify them.

Read through the information on your task sheet and in the table summarise each into no more than 5 key points.



Marked Expressions	Generic Terms	Stereotypes	Semantic Derogation & Deterioration



Pair Task: Analysing Articles

Read the article together and highlight (in different colours) and label any information which supports the theories you have discussed today.

- Marked Expressions
- Generic Terms
- Stereotypes
- Semantic Derogation & Deterioration



Independent Task: Writing up your analysis

Now you are going to choose one of the points you have made and write this up in an examination style response which does the following:

- Connects the point made to a language theory.
- Analyses the methods the writer has used.

WAGOLL

The writer presents an argument which suggests that the English language is sexist against women. Her argument includes various examples of how this sexism is displayed. One point draws on the gender language theory of marked terms. She makes the point that gender is not an issue when describing the roles of successful men “I have never heard George Osborne described as a ‘male MP’; she juxtaposes this idea with the fact that this does occur with women in similar roles, for example the overt marked noun “businesswoman”. The writer argues that this is an issue as “language defines us” and this clear difference in labelling woman can suggest that there is a difference in the role or degree of success of the woman compared with the man. Gender does not need to be part of the role description.

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WAGOLL

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Her argument includes various examples of how this sexism is displayed.

One point draws on the gender language theory of **Marked Expressions/** **Generic Terms/** **Stereotypes/** **Semantic Derogation & Deterioration**

An example of this is “...” .

The writer argues that this is an issue because... .

Plenary: Your opinion

Do you agree or disagree with any of the issues and aspects of language that we have discussed in this lesson?

A Level English Language

End of lesson:

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LO:

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Extra help slides if needed.



Marked Expressions	Generic Terms	Stereotypes	Semantic Derogation & Deterioration
<p>Words such as priest are used for men. To make a female version of the word, a suffix (new ending) is added.</p> <p>Challenge: Can you think out any other examples?</p> <p>Can you think of any gender neutral examples.</p>	<p>The male pronoun 'He' is used to refer to men and as a gender neutral pronoun.</p> <p>Challenge: Should there be a gender neutral pronoun do you think?</p>		<p>Cat lady. Bachelor vs. Spinster</p> <p>Challenge: Can you think out any other examples?</p>

Independent Task: Writing up your analysis

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- Connects the point made to a language theory.
- Analyses the methods the writer has used.

Clear point.

WAGOLL

The writer presents an argument which suggests that **the English language is sexist against women**. Her argument includes various examples of how this sexism is displayed. One point draws on the gender language theory of marked terms. She makes the point that gender is not an issue when describing the roles of successful men “I have never heard George Osborne described as a ‘male MP’; she juxtaposes this idea with the fact that this does occur with women in similar roles, for example the overt marked noun “businesswoman”. The writer argues that this is an issue as “language defines us” and this clear difference in labelling woman can suggest that there is a difference in the role or degree of success of the woman compared with the man. Gender does not need to be part of the role description.

Writer's perspective