

A Level English Language Year 12 Exam Revision Schedule

WEEK	REVISION ACTIVITIES
Easter holidays Week 1 &2 w/c 11 April and 18 April	<ul style="list-style-type: none"> • Make sure you know exactly what to expect on each paper. If you are at all unsure, ask your teacher to go through the paper with you. You are only going to do Section A of Paper 1 and Section A of Paper 2. • Each week, re-revise the work from two weeks previously, to keep the knowledge fresh in your mind. This might mean testing yourself with flashcards again, or getting someone to ask you questions based on your knowledge organiser, for example. <p>Paper 1</p> <ul style="list-style-type: none"> • Language levels – what are they? • Do a ‘brain dump’ first. Then use your notes to add any language levels that you forgot about. • Find a text – any text! – and annotate it in terms of the language levels, without using your notes. Then look through your notes and add any annotation that you forgot about. <p>Paper 2</p> <ul style="list-style-type: none"> • Test yourself: what types of language diversity have you studied this year? What details can you remember about each? Create a mind map, without looking at your notes.
Week 3 w/c 25 April	<p>Paper 1</p> <ul style="list-style-type: none"> • GRAMPS – what does each letter stand for? • How do language levels and GRAMPS relate to the various questions in Paper 1? • Write a GRAMPS paragraph for the text you chose last week. <p>Paper 2</p> <ul style="list-style-type: none"> • How are personal and socially diverse variations of English created? What factors will affect this? How does age affect our language use? • Do a brain dump of this topic. Then go back and fill in anything you forgot in a different colour.
Week 4 w/c 2 May	<p>Paper 1</p> <ul style="list-style-type: none"> • Audience/ writer - what’s the difference between the various ways of exploring these • What are the various elements that make up register (eg levels of formality, jargon etc) • Revise how context is integrated into this analysis. <p>Paper 2</p> <ul style="list-style-type: none"> • How does geography affect language? What is the difference between accent and dialect? What are people’s attitudes towards different accents and dialects? Work through your folder and create Cornell notes on Geographical Variations. Then use the Cornell method to study from these notes. • What are World Englishes? Create a mind map for this topic.
Week 5 w/c 9 May	<p>Paper 1</p> <ul style="list-style-type: none"> • Written mode. Create a spider diagram of everything you can remember about written mode texts, including from your grammar mat. • Check this against the notes in your folder. Add anything that you forgot about in a different colour. <p>Paper 2</p> <ul style="list-style-type: none"> • Occupational Language. Create flashcards for this topic. Use these to help you learn the material.. • Create a venn diagram with three overlapping circles, exploring language use in the medical, legal and teaching professions. What do all three occupations have in common about their language use? What do they not have in common? Why do you think this is?
Week 6 w/c 16 May	<p>Paper 1</p> <ul style="list-style-type: none"> • Electronic mode. Go through your folder and create Cornell notes on the electronic mode. Use the Cornell method to test yourself. • Find two or three electronic mode texts, print them out and annotate them. <p>Paper 2</p> <ul style="list-style-type: none"> • Language and gender. Write down each of the theorists that you’ve studied. Then spend

	<p>3 minutes writing everything you can remember about each theory.</p> <ul style="list-style-type: none"> • Go through and add at least one evaluation to each theory.
<p>Week 7 w/c 23 May</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Spoken mode. Work through your folder, creating flashcards on the spoken mode. • Test yourself, using the flashcards. • With permission, record a very short conversation with friends or family. Write this up as a transcript, and then annotate it. <p>Paper 2</p> <ul style="list-style-type: none"> • You will need to write a discursive essay. From memory, write down the criteria that you need to meet to do your best. Then get a mark scheme from your folder and see whether you were correct. Add or change anything that you missed.
<p>Half term holiday Week 8 w/c 30 May</p>	<p>Paper 1</p> <ul style="list-style-type: none"> • Use the attached texts and questions to practice writing a timed response. Remember to check the mark scheme, to make sure that you are meeting the criteria. <p>Paper 2</p> <ul style="list-style-type: none"> • Plan responses to the following questions: • To what extent is our language use shaped by our occupation? • How far does a person's gender determine the way they speak? • 'A person's idiolect is the result of where they grow up.' Discuss. • 'There is only one real English, and that is British English'. Discuss.
<p>Exam week Week 9 w/c 6 June</p>	<p>Paper 1 and Paper 2</p> <ul style="list-style-type: none"> • Continue to work with your flashcards/ knowledge organisers/ graphic organisers to keep testing and reviewing the material. • Double check that you know exactly what types of questions to expect on each paper, and what the marks and timings are for each question and section of the exam. If you are unsure about any of this, ask your teachers.

A-level ENGLISH LANGUAGE

Paper 1 Language, the individual and society

Wednesday 14 June 2017 Morning Time allowed: 2 hours 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book
- Insert to accompany Section A (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7702/1.
- There are **two** sections:
 - Section A: Textual variations and representations
 - Section B: Children's language development.
- Answer **all** questions from Section A.
- Answer **either** Question 4 **or** Question 5 from Section B.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- There are 25 marks for Question 1, 25 marks for Question 2, 20 marks for Question 3, and 30 marks for **either** Question 4 **or** Question 5.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- It is recommended that you spend 30 minutes reading and preparing the texts. In Section A, it is recommended that you spend 30 minutes writing your Question 1 answer, 30 minutes writing your Question 2 answer and 20 minutes writing your Question 3 answer. It is recommended that you spend 40 minutes writing your Section B answer.

Section A**Textual variations and representations**

Answer **all** questions in this section.

Text A is an article from the online edition of *Metro*, accessed on 21/01/2016. See page 3.

Text B is the front cover of, and an extract from, the official report *The Fourth Olympiad*, published after the 1908 Olympics. See insert.

0	1
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 Analyse how **Text A** uses language to create meanings and representations. **[25 marks]**

0	2
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 Analyse how **Text B** uses language to create meanings and representations. **[25 marks]**

0	3
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 Explore the similarities and differences in the ways that **Text A** and **Text B** use language. **[20 marks]**

Text A

METRO

NEWS... BUT NOT AS YOU KNOW IT

68.3M SHARES


[HOME](#) [NEWS](#) [SPORT](#) [ENTERTAINMENT](#) [LIFESTYLE](#) [MORE](#)

TRENDING

NUTSHELL


[FOOTBALL](#) [ODDBALLS](#) [CLUB METRO](#) [TRANSFER NEWS](#) [VIRAL VIDEOS](#)

Veronica Campbell-Brown runs in wrong lane at Beijing World Championships, doesn't get disqualified



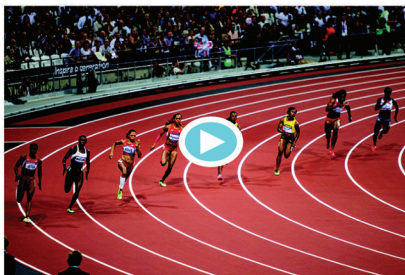
Will Giles for Metro.co.uk Wednesday 26 Aug 2015 4:05 pm



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'Excuse me, that's MY lane...'



Veronica Campbell-Brown is 33 years old, has won 16 Olympic and World Championship medals, and has probably run more races in her career than she could possibly count.

But despite all that experience, she has still managed to RUN IN THE WRONG LANE.

During her 200m heat at the 2015 Beijing World Championships, the Jamaican broke accepted sprinting etiquette by running about half of the race in the lane next to her, which was also occupied by Briton Margaret Adeoye.

Campbell-Brown went on to win the race, and will get the chance to run again as the IAAF¹ Competition Rules state that an athlete will not be disqualified for stepping out of their lane as long as they don't gain an advantage in doing so or impede another athlete.



The rule

4. An athlete shall not be disqualified if he (a) is pushed or forced by another person to step or run outside his lane or on or inside the kerb or line marking the applicable border, or

(b) steps or runs outside his lane in the straight, any straight part of the diversion from the track for the steeplechase water jump or outside the outer line of his lane on the bend, with no material advantage thereby being gained and no other athlete being jostled or obstructed so as to impede his progress.

Note: Material advantage includes improving his position by any means, including removing himself from a "boxed" position in the race by having stepped or run inside the inside edge of the track.

Adeoye also managed to qualify in third place, and we can't imagine that Campbell-Brown's fellow sprinters will let her forget this in a hurry.

¹IAAF: International Association of Athletics Federations

Section B**Children's language development**

Answer **either** Question 4 **or** Question 5 in this section.

Either

0	4
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“Child directed speech is a major factor in the development of a child's language.”

Referring to **Data Set 1** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

Transcription key:

(.)	pause of less than a second
(2.0)	longer pause (number of seconds indicated)
bold	stressed syllables
<i>[italics]</i>	contextual information
CAPITAL LETTERS	indicate raised volume
//	indicates a phonemic transcription
[]	simultaneous speech

For phonemic symbols see page 4 of the insert.

Data Set 1

Jayce is 14 months old. His mother is recording his language development. They are looking at a picture book.

Mother: can you find a balloon (1.0) [*child turns page*] where's the balloon (.) [*child turns page*]
Jayce where's the balloon [*child turns page*] (2.0) [*sing song voice*] where's the balloon
(3.0) where's the BALLOON (.) where's the balloon

Jayce: [*points at book and makes a vocal noise*] [errrrrr]
Mother: [that's right] (.) good job (.) can you find a 5
banana (.) banana (.) can you find a banana

Jayce: /də/ /də/ /də/ [*turns pages*]

Mother: nana (2.0) banana (2.0) can you find a banana (2.0) banana (3.0) [*sing song voice*]
where's the banana (.) banana (.) where's the banana (.) where's the banana (.) JAYCE
(.) can you find the banana 10

Jayce: /bə/

Mother: yeah that's a ball (.) that's right (.) where's the banana

Jayce: /bə/

Mother: yes (.) where's the banana (.) yes there's the ball right there

Jayce: /bə/ 15

Mother: where's the banana (.) can you find a banana (.) where's a banana Jayce (.) come on (.)
find a banana (.) [*sing song voice*] where's the banana

Jayce: nana

Mother: BANANA (.) that's right nana (.) can't say /bə/ [yet (.) can you] say /bə/ /bə/ (.) can you
Jayce: [screeches] 20

Mother: see the [balloon (.) yeah] where's the balloon

Jayce: [/mə/ (.) /mə/ (.) /mə/]

Source: Private Data

or

0 5

"The role of the teacher is essential for literacy development."

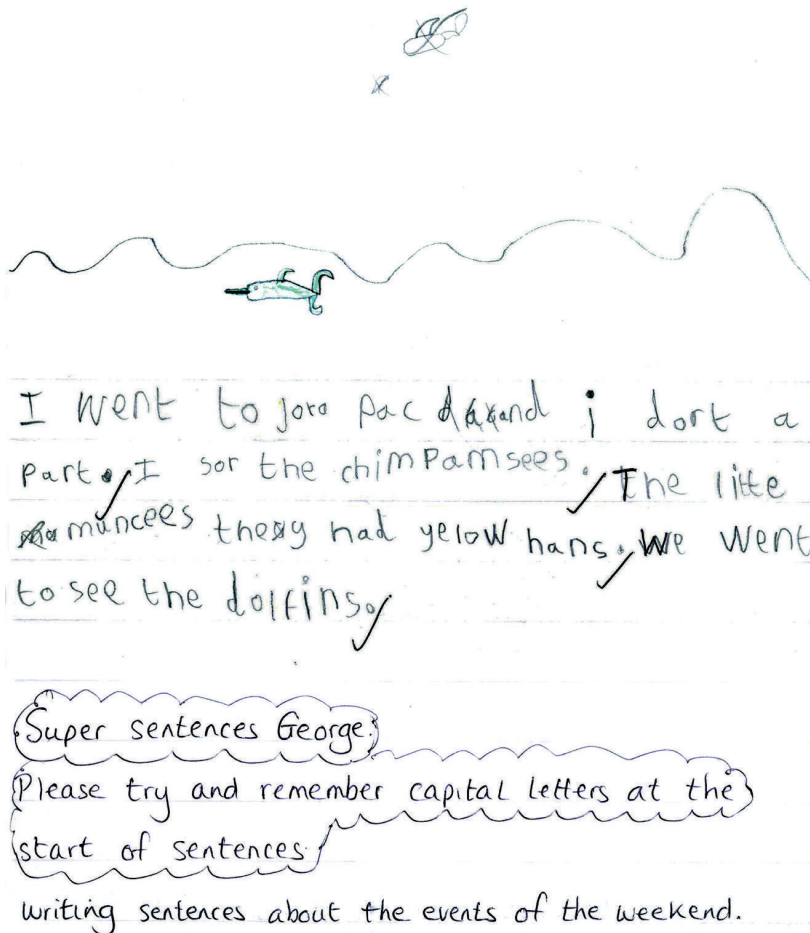
Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

Data Set 2

Data Set 2 was produced in the classroom. George is seven years old.

26/4



Transliteration

I went to joro pac and i dort a part. I sor the chimpamsees. the ('t' corrected to 'T') litte muncees they had yelow hans. we ('w' corrected to 'W') went to see the dolfin.

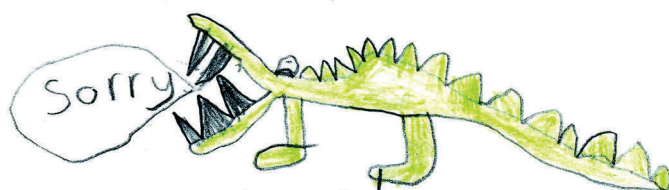
Super sentences George.
Please try and remember capital letters at the start of sentences.
writing sentences about the events of the weekend.

Source: Private Data

Data Set 3

Data Set 3 was produced in response to a class novel. George is seven years old.

The Enormous crocodile



I think I should be given another
 chance because I am ryll sorry. I will
 (givthe)ch) neveat (chodredr)
 chdron a again. ✓

I hope not!

children

children children

Transliteration

Sorry

I think I should be given another
 chance because I am ryll sorry. I will
 (givthe)ch) neveat (chodredr)
 chdron a again. I hope not!

children

children children

Source: Private Data

END OF QUESTIONS

There are no questions printed on this page

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A-level
ENGLISH LANGUAGE

Paper 1: Language, the individual and society

Insert – Text B and Phonemic symbols

For Text B see inside insert.

For Phonemic symbols see page 4 of insert.

The Fourth Olympiad
BEING
THE OFFICIAL REPORT
The Olympic Games of 1908

CELEBRATED IN LONDON
Under the Patronage of
His Most Gracious Majesty King Edward VII



AND BY THE SANCTION OF
The International Olympic Committee

Drawn up by **THEODORE ANDREA COOK**
AND ISSUED UNDER THE AUTHORITY OF
THE BRITISH OLYMPIC COUNCIL

Together with the Full Code of Rules in each Sport
Complete Lists of all Competitors and Results
— and over one hundred illustrations. —

PUBLISHED BY
THE BRITISH OLYMPIC ASSOCIATION,
108 VICTORIA STREET, LONDON, S.W.

THE FINAL.

The first attempt to decide the Final resulted in “No race” being announced by the Judges.

The A.A.A.¹ Rule printed in the programme of the day, referring to obstruction during a race, is as follows :—

“Any competitor wilfully jostling or running across or obstructing another competitor so as to impede his progress shall forfeit his right to be in the competition and shall not be awarded any position or prize that he would otherwise have been entitled to.”

The evidence, written and signed, is as follows :—

Inquiry into the allegations of unfair competition by which Mr. W. Halswelle was said to be wilfully obstructed.

Mr. Harry Goble's Evidence.

I am a member of the Manchester A.C.², and on this occasion I acted as starter in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I was instructed by the Referee, Mr. Abraham, and other officials to caution the competitors against wilful jostling, and did so while they were on their marks. I said in case of any wilful jostling the race will be declared void, and when the race is re-run the offender will not be allowed to take part. I told them that officials were posted every few yards to notice any such jostling.

HARRY GOBLE.

Mr. David Scott Duncan.

I am a member of the British Olympic Council and Secretary of the Scottish Amateur A.A. I acted as referee in the final heat of the Four Hundred Metres Flat Race at the Olympic Games. I took up my position on the cycle track immediately behind Mr. Pennycook, one of the judges, and opposite the winning-post. I watched the race carefully, and saw that thirty yards after the start Halswelle had been dispossessed of second position by Robbins. Swinging into the straight Halswelle commenced to gain on the two men in front, whereupon Carpenter made straight for the outside edge of the track, while Robbins nipped through on the inside. The boring by Carpenter continued, and the umpires held up their hands and signalled a foul. The worsted³ was broken, but I do not know by whom. Three of the judges, Messrs. Parry, Pennycook, and Fisher, consulted with me, and on the evidence of the umpires the race was declared void, and the words “No race” were signalled on the telegraph board and announced by megaphone.

DAVID SCOTT DUNCAN.

¹A.A.A.: Amateur Athletic Association

²Manchester A.C.: Manchester Athletic Club

³worsted: a type of fabric used as the finishing tape

Phonemic symbols

Monophthongs				Diphthongs			
i:	ɪ	ʊ	u:	ɪə	eɪ		
see /si:/	sit /sɪt/	good /gʊd/	two /tu:/	here /hɪə/	eight /eɪt/		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
egg /eg/	away /əweɪ/	her /hɜ:/	four /fɔ:/	cure /kjʊə/	boy /bɔɪ/	no /nəʊ/	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
cat /kæt/	up /ʌp/	ask /ɑ:sk/	on /ɒn/	there /ðeə/	my /maɪ/	now /naʊ/	
Consonants							
p	b	t	d	tʃ	dʒ	k	g
pen /pen/	bee /bi:/	ten /ten/	do /du:/	chair /tʃeə/	just /dʒʌst/	can /kæn/	go /gəʊ/
f	v	θ	ð	s	z	ʃ	ʒ
five /faɪv/	very /veri/	thing /θɪŋ/	this /ðɪs/	so /səʊ/	zoo /zu:/	she /ʃi:/	pleasure /pleʒə/
m	n	ŋ	h	l	r	w	j
me /mi:/	nine /naɪn/	long /lɒŋ/	house /haʊs/	love /lʌv/	right /raɪt/	we /wi:/	yes /jes/
ʔ							
glottal stop							

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