

## Revision topics & terminology

*You should learn and revise the following...*

- GAP - writing for different genres, audiences and purposes (e.g. editorial, speech, short talk, column, letter, blog etc.)
- Register - writing in a different mode, manner/tenor, field

### *Language and gender*

- Socialisation, semantic derogation, stereotypes, representation
- Deficit, dominance, difference
- Accommodation, covert/overt prestige
- Negative semantic space, order of precedence

### *Language and power*

- politeness, face theory
- Synthetic personalisation, members resources
- Influential, instrumental

### *Language and technology*

- Text messages, instant messaging
- Telephone conversations
- Emails
- Pre-recorded messages
- Sports commentaries
- Crystal, Giles, Sinclair, Fairclough, Carrington

### *Child language acquisition*

- Phonological stages, grammatical stages
- Innatism
- Behaviourism
- Cognitive development
- LASS
- Child directed speech

### *Language change*

- Influences of standard English
- Prescriptivism, descriptivism
- Autocratic, democratic movement, plain English
- Neologisms
- Language decay
- Political correctness

## A Level English Language 1B: Topical language issue

### Exam Question

You are advised to spend about **45 minutes** on this section. Read **Text B** in your Resource Booklet and answer the following question.

Using your understanding of relevant ideas and concepts, investigate how language features and contextual factors construct meanings in this text.

**AO2:** Demonstrate critical understanding of concepts and issues relevant to language use. **12 marks**

**AO5:** Demonstrate expertise and creativity in the use of English to communicate in different ways. **12 marks**

### Approaching the exam question

1. Read the question carefully highlighting the **form** and **audience** specified, identify the genre, audience and purpose clearly
2. Consider what **stance** you are going to take accurately recognising what **issue** is presented by the statement and choosing a **focus** within it
3. Spend 5-10 minutes **planning** your response carefully considering how your points will develop from one to the next and from beginning to end
4. Write your response aiming for **quality** rather than quantity sticking to the **500 word** guidelines
5. Spend 5 minutes checking over your writing ensuring that it communicate **clearly** and **coherently** as well as expressing your views with **flair**

### Useful words:

genre/ audience/ purpose/ register/ formality/ personal/ tenor/ field/ rhetoric

## Revision strategies

*The key with your revision is to start early, repeatedly recap the content at spaced intervals and tackle what you find hardest rather than go over what makes you feel confident!*

- Use revision cards to revise the language issues from units studied across the course
- Read a range of genres exploring language issues and listen to Radio 4 Word of Mouth
- Read exemplar responses from past exam papers and the accompanying examiner commentary
- Re-write previous responses of your own improving them based upon feedback
- Practise writing responses to practise exam questions in exam conditions
- Highlight the AOs in your response ensuring a balance and self assess against the criteria
- Write a list of possible topical language issue statements
- Produce revision cards of different forms/genres and the conventional features

## In the exam

*Make sure you are clear on what the examiner will be looking for in your response!*

- Accurately identify the issue presented in the statement and ensure your response is relevant
- Show thoughtful engagement with linguists and theorists giving depth and detail to your discussions, avoid superficial discussion
- Consider the issues with maturity and sensitivity
- Use rhetorical flair and panache!
- Ensure the form and register is consistently appropriate for the audience stated
- Remember there are equal marks for AO2 & AO5 by balancing good writing with intellectual engagement
- Avoid your writing just become a rant about recent issues or debates in the news/politics

| Topical language writing - <i>Personal Revision Checklist</i>                                                                                            |                              | <i>H470/01 Paper 1: Exploring language</i> |                        |                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------|------------------------|-----------------------|
| Topics for revision                                                                                                                                      | Method of revision           | Revise once                                | Revise twice           | Revise thrice         |
| <i>What content &amp; terminology will you revise?</i>                                                                                                   | <i>How will you do this?</i> | <i>When to revise?</i>                     | <i>When to review?</i> | <i>When to recap?</i> |
| <b>GAP</b>                                                                                                                                               |                              |                                            |                        |                       |
| <b>Register</b>                                                                                                                                          |                              |                                            |                        |                       |
| <b>Language and gender</b>                                                                                                                               |                              |                                            |                        |                       |
| <b>Language and power</b>                                                                                                                                |                              |                                            |                        |                       |
| <b>Language and technology</b>                                                                                                                           |                              |                                            |                        |                       |
| <b>Child language acquisition</b>                                                                                                                        |                              |                                            |                        |                       |
| <b>Language change</b>                                                                                                                                   |                              |                                            |                        |                       |
| <i>Start your revision early and plan when you will cover the content and terminology. Use red/amber/green to record your confidence with each area.</i> |                              |                                            |                        |                       |