

A Level English Language Essay Practice

When you attempt question, make sure you write it down onto your paper so you can keep track of which question you are answering. Use this sheet to record when you have planned and written each question, as well as the mark you received.

Essay Title	AOs Required	Total Marks	Planned It (Date)	Written It (Date)	Mark
Accent and Dialect					
Evaluate the idea that some accents and dialects are viewed more favourably than others.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
Evaluate the idea that accents and dialects are levelling in the UK.					
Evaluate the idea that the English language is changing and breaking up into many different Englishes.					
Evaluate the idea that where someone comes from affects the language they use.					
'The accents and dialects of the young frequently differ from the older generation'. Evaluate this idea with reference to specific examples.					
Sociolect					
Evaluate the idea that a person's language is affected by the social group that they are a part of.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
Evaluate the idea that the language used by different social groups is primarily designed to exclude outsiders.					
Evaluate the idea that a person's language use is completely determined by the social groups they belong to.					
Evaluate the idea that slang helps people to feel accepted.					
Evaluate the idea that teenagers are the biggest influence on the development of spoken language.					

Gender					
Evaluate the idea that spoken interactions between men and women are characterised by miscommunication.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
With detailed reference to your own relevant ideas from language study, evaluate how far gender affects language use.					
Evaluate the idea that women's language is less powerful than men's.					
Evaluate the idea that there is a bias against women in the English language.					
Power/Occupation					
Analyse and evaluate the ways in which people in positions of authority use language to influence others.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
Evaluate how far a person's language might be affected by their occupation. In your answer you should discuss concepts and issues from language study					
Discuss the ways in which people may threaten each other's power in spoken interactions.					
Technology					
Evaluate the ideas that technology and social media are changing language, using your knowledge and study of language change.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
With detailed reference to your own relevant ideas from language study, explore how technology affects language use.					
Evaluate the impact of television and radio on the development of the English language.					

Language Change

Evaluate ways in which the English language and its use have changed since the mid-twentieth century.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
Evaluate the idea that language change can be controlled and directed.					
Evaluate how far technology has changed the English language.					
Evaluate how far globalisation has affected the development of the English language.					

Child Language Acquisition

“Interaction with caregivers is the most important influence on a child’s language development.” Evaluate this view of children’s language development.	AO1 AO2	30 marks (AO1: 10) (AO2: 20)			
“The role of the teacher is essential for literacy development.” Evaluate this view of children’s language development.					
“Humans have a Language Acquisition Device built into their brains. Without this device, learning language would be impossible.” Evaluate this view of children’s language development.					
“Reading is an essential part of child language development”. Evaluate this view of children’s language development.					
“Child Directed Speech is essential for language development.” Evaluate this view of children’s language development.					

Opinion Articles

Write an opinion article in which you discuss the issues surrounding people changing their accents. Before writing, you should state your intended audience.	AO2 AO5	30 marks (AO2: 20) (AO5: 10)			
Write an opinion article in which you discuss the issues surrounding claims that women and men use language differently. Before writing your article you should state your intended audience.					

<p>Write an article in which you discuss issues around language and occupation. Before writing your article you should state your intended audience.</p>					
<p>Write an article in which you discuss issues around child directed speech. Before writing your article you should state your intended audience.</p>					
<p>Write an article in which you discuss issues around language change. Before writing your article you should state your intended audience.</p>					

AQA A Level English Language Assessment Objectives – Paper 1

Assessment Objective		What do I need to do?	Examples (This list is not exhaustive)	Questions and Potential Marks
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	<ul style="list-style-type: none"> ▪ Apply linguistic methods and terminology consistently and appropriately. ▪ Identify patterns and complex ideas within the methods and linguistic features. ▪ Identify and label linguistic devices, and then analyse how and why they are used. ▪ Apply different levels of language analysis, integrating ideas and recognising how and why language is connected. ▪ Apply high levels of language analysis, with rare errors. ▪ Guide the reader, explaining the text in a structure which is easily followed and clearly detailed. ▪ Present a clear and well-developed argument, which links to the question throughout. 	<ul style="list-style-type: none"> ▪ Word classes (nouns, verbs, adjectives, adverbs, pronouns). ▪ Phonological features ▪ Phrase, clause and sentence types ▪ Punctuation used. ▪ Semantic fields. ▪ Discourse markers. ▪ Imperatives/declaratives. ▪ Colloquialisms. ▪ Initialisms, acronyms. ▪ Connotations. ▪ Metaphors, similes, etc. ▪ Visual design of the text, including structure and graphology. 	<p>Q1: 10 of 25 marks Q2: 10 of 25 marks Q4/5: 15 of 30 marks</p> <p>For Q1 and Q2, AO3 forms the other 15 marks. For Q4/5, AO2 forms the other 15 marks.</p> <p>Q1 considers Text A. Q2 considers Text B. Both questions require analysis of the text and how it uses language to create meanings and representations. Q4/5 consider child language development.</p>
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.	<ul style="list-style-type: none"> ▪ Demonstrate a detailed understanding of linguistic devices. ▪ Show a detailed knowledge of different linguistic concepts, research and theories. ▪ Demonstrate an individual overview of linguistic issues. ▪ Assess views, approaches and interpretations of linguistic issues. 	<ul style="list-style-type: none"> ▪ Show an awareness of different research by including names of theorists. ▪ Identify language linked to specific categories, e.g. occupation, gender, ethnicity, etc. ▪ Describe the semantic fields used. ▪ Explain the effects of participants in the interactions. ▪ Comment on the structure of the interactions. ▪ Consider the importance of contextual factors on the scenario and type of language used. ▪ Explore how power is illustrated in the interaction. ▪ If applicable to the text, consider the features of spoken language and evaluate their significance. 	<p>Q4/5: 15 of 30 marks</p> <p>For Q4/5, AO1 forms the other 15 marks.</p> <p>Q4/5 consider child language development.</p>

Assessment Objective	What do I need to do?	Examples (This list is not exhaustive)	Questions and Potential Marks	Assessment Objective
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in the texts.	<ul style="list-style-type: none"> ▪ Explore the use of language and how it is represented, according to context. ▪ Analyse how language choices create meanings and representations. ▪ Analyse how aspects of context work together to affect language use. ▪ Interpret the significance of specific choices of language according to context. ▪ Link specific language choices with an aspect of context. 	<ul style="list-style-type: none"> ▪ Context, genre, audience and purposes ▪ Mode – spoken/written/mixed ▪ Register, informality, formality, linking it to the context. ▪ Consider how values and attitudes are conveyed ▪ Comment on any slang/teen-centric language and consider its importance in terms of context. ▪ Consider power and authority of the language used, considering the context in which it is presented. ▪ Identify idiolect/sociolect language, linking it to the audience, purpose and context. 	<p>Q1: 15 of 25 marks Q2: 15 of 25 marks</p> <p>For both questions, AO1 forms the other 10 marks.</p> <p>Q1 considers Text A. Q2 considers Text B. Both questions require analysis of the text and how it uses language to create meanings and representations.</p>
AO4	Explore connections across texts, informed by linguistic concepts and methods.	<ul style="list-style-type: none"> ▪ Explore the significance of connections found across texts. ▪ Examine the connections between the texts by linking the language and contexts of each. ▪ Identify and analyse similarities and differences of language use, content and context. 	<ul style="list-style-type: none"> ▪ Compare the intended audiences of each text. ▪ Compare the topics and genres of each text. ▪ Compare the writers of each text, taking their context into consideration. ▪ Consider and compare the context of each text. ▪ Compare vocabulary used in each text. ▪ Compare grammar used in each text. ▪ Consider use of formal/informal language and how each text presents its information/ gets its message across. ▪ Compare and contrast visual representations, including images and graphological features. ▪ Explore connotations of language used in each text. ▪ Explore social/cultural context of the language used – has the language in each been chosen for a specific purpose? 	<p>Q3: 20 of 20 marks</p> <p>This question requires detailed comparisons and contrasting ideas between Text A and Text B, showing ways in which they are similar and different in their language use.</p>

AQA A Level English Language Assessment Objectives – Paper 2

Assessment Objective		What do I need to do?	Examples (This list is not exhaustive)	Questions and Potential Marks
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.	<ul style="list-style-type: none"> ▪ Apply linguistic methods and terminology consistently and appropriately. ▪ Identify patterns and complex ideas within the methods and linguistic features. ▪ Identify and label linguistic devices, and then analyse how and why they are used. ▪ Apply different levels of language analysis, integrating ideas and recognising how and why language is connected. ▪ Apply high levels of language analysis, with rare errors. ▪ Guide the reader, explaining the text in a structure which is easily followed and clearly detailed. ▪ Present a clear and well-developed argument, which links to the question throughout. 	<ul style="list-style-type: none"> ▪ Word classes (nouns, verbs, adjectives, adverbs, pronouns). ▪ Phonological features ▪ Phrase, clause and sentence types ▪ Punctuation used. ▪ Semantic fields. ▪ Discourse markers. ▪ Imperatives/declaratives. ▪ Colloquialisms. ▪ Initialisms, acronyms. ▪ Connotations. ▪ Metaphors, similes, etc. ▪ Visual design of the text, including structure and graphology. 	<p>Q1/2: 10 of 30 marks Q3: 10 of 40 marks</p> <p>For Q1/2, AO2 forms the other 20 marks. For Q3, AO3 forms the 15 marks and AO4 forms the other 15 marks.</p> <p>Q1/2 require evaluation of language theory, with linguistic theory applied.</p> <p>Q3 requires analysis of a language theory, based on data analysis, with linguistic theory applied.</p>
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.	<ul style="list-style-type: none"> ▪ Demonstrate a detailed understanding of linguistic devices. ▪ Show a detailed knowledge of different linguistic concepts, research and theories. ▪ Demonstrate an individual overview of linguistic issues. ▪ Assess views, approaches and interpretations of linguistic issues. 	<ul style="list-style-type: none"> ▪ Show an awareness of different research by including names of theorists. ▪ Identify language linked to specific categories, e.g. occupation, gender, ethnicity, etc. ▪ Describe the semantic fields used. ▪ Explain the effects of participants in the interactions. ▪ Comment on the structure of the interactions. ▪ Consider the importance of contextual factors on the scenario and type of language used. ▪ Explore how power is illustrated in the interaction. ▪ If applicable to the text, consider the features of spoken language and evaluate their significance. 	<p>Q1/2: 20 of 30 marks Q4: 20 of 30 marks</p> <p>For Q1/2, AO1 forms the other 10 marks. For Q4, AO5 forms the 10 marks.</p> <p>Q1/2 require evaluation of language theory, with linguistic theory applied.</p> <p>Q4 requires you to read a text carefully. Following this, you will write a text in a similar style, which discusses linguistic theories, language diversity, or language change.</p>

Assessment Objective		What do I need to do?	Examples (This list is not exhaustive)	Questions and Potential Marks
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning in the texts.	<ul style="list-style-type: none"> ▪ Explore the use of language and how it is represented, according to context. ▪ Analyse how language choices create meanings and representations. ▪ Analyse how aspects of context work together to affect language use. ▪ Interpret the significance of specific choices of language according to context. ▪ Link specific language choices with an aspect of context. 	<ul style="list-style-type: none"> ▪ Context, genre, audience and purposes ▪ Mode – spoken/written/mixed ▪ Register, informality, formality, linking it to the context. ▪ Consider how values and attitudes are conveyed ▪ Comment on any slang/teen-centric language and consider its importance in terms of context. ▪ Consider power and authority of the language used, considering the context in which it is presented. ▪ Identify idiolect/sociolect language, linking it to the audience, purpose and context. 	<p>Q3: 15 of 40 marks</p> <p>For this question, AO1 forms 10 marks and AO4 forms the other 15 marks.</p> <p>Q3 requires analysis of a language theory, based on data analysis, with linguistic theory applied.</p>
AO4	Explore connections across texts, informed by linguistic concepts and methods.	<ul style="list-style-type: none"> ▪ Explore the significance of connections found across texts. ▪ Examine the connections between the texts by linking the language and contexts of each. ▪ Identify and analyse similarities and differences of language use, content and context. 	<ul style="list-style-type: none"> ▪ Compare the intended audiences of each text. ▪ Compare the topics and genres of each text. ▪ Compare the writers of each text, taking their context into consideration. ▪ Consider and compare the context of each text. ▪ Compare vocabulary used in each text. ▪ Compare grammar used in each text. ▪ Consider use of formal/informal language and how each text presents its information/gets its message across. ▪ Compare and contrast visual representations, including images and graphological features. ▪ Explore connotations of language used in each text. ▪ Explore social/cultural context of the language used – has the language in each been chosen for a specific purpose? 	<p>Q3: 15 of 40 marks</p> <p>For Q3, AO1 forms 10 marks and AO3 forms the other 15 marks.</p> <p>Q3 requires analysis of a language theory, based on data analysis, with linguistic theory applied.</p>

Assessment Objective		What do I need to do?	Examples (This list is not exhaustive)	Questions and Potential Marks
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.	<ul style="list-style-type: none"> ▪ Understand the required form and style of the text and, therefore, the requisite written piece. ▪ Understand the purpose of the text and your own written piece. ▪ Use the appropriate form, register, tone and content for both the style required and the intended audience. ▪ Consider the appropriate register. ▪ Write creatively, but using accurate ideas and information. 	<ul style="list-style-type: none"> ▪ Write in paragraphs. ▪ Use the required written format. ▪ Be aware of how to address the reader/audience appropriately. ▪ Write for context of a non-specialist audience, giving clear information. ▪ Guide the reader with a well-structured written piece, ensuring all ideas and sentences are clear and make sense. ▪ Argue well-supported and clearly-structured ideas. ▪ Use an engaging style to interest the intended audience. 	<p>Q4: 10 of 30 marks</p> <p>For Q4, AO2 forms the other 20 marks.</p> <p>Q4 requires you to read a text carefully. Following this, you will write a text in a similar style, which discusses linguistic theories, language diversity, or language change.</p>

