

WEST COVENTRY SIXTH FORM



SUBJECT TRANSITION BOOK
Summer 2025

ENGLISH LANGUAGE AND LITERATURE

STUDENT NAME:

This booklet has been prepared by English staff for you to read and the work contained in it will ensure that you get off to the best possible start in this subject area. It is very important that you read this booklet carefully over the summer and complete the work thoroughly. You should submit it to your subject teacher in the very first lesson. This will be the first impression you create and a real indicator of how seriously you are prepared to be in your studies.

A-Level Language and Literature

The key staff are:

Mrs Dean Miss Martin and Mr Johnson

Course Details

Course Title: A-level Language and Literature

Exam board: OCR

Exam Code: A Level – H474

Exam Board web site: <http://www.ocr.org.uk>

Assessment method: A level is assessed by 3 examinations and an independent non-examined assessment (coursework).

Minimum requirement: Standard sixth form entry requirements. In addition, a grade 6 in English Language and English Literature is necessary to do well in this subject (5s will be considered in some circumstances).

About the course

The specification provides a full and coherent integration of literary and linguistic study in each of the units. It offers students an accessible and stimulating course in which they will engage with a variety of spoken and written texts.

The course is suitably demanding, leading students beyond the levels expected at GCSE towards an independence in analysing and commenting on texts, thus providing a firm foundation for study in Higher Education.

An attractive feature of the specification is the opportunity it provides students to explore the richness of language and literature and cultivate their own critical understanding. The course also enables students to develop their own creativity and expertise by producing their own creative writing.

All unit descriptions and criteria can be found by downloading the specification from the OCR website:

<http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-and-literature-emc-h074-h474-from-2015/>

Academic and Career Pathways

This A level is applicable to many careers or apprenticeships. It will help you develop a wide range of skills including: developing your own opinion, creative and essay writing, analysis and discussion.

Minimum requirement:

- Standard GCSE entry requirements for WCA Sixth Form.
- Grade 6 in English language **and** English literature is usually necessary to succeed in this A level.

What equipment will be needed for the subject?

- Black/blue pen
- Red pen
- Highlighters
- Pencil & rubber
- Three lever arch files with dividers
- Folder dividers
- Lined paper with margins for notes
- Plastic document wallets

What set texts do I need to own for A level in year 12?

This year you will need your own copies of the following:

- Rapture by Carol Ann Duffy (any edition)
- The Great Gatsby by F Scott Fitzgerald (any edition)
- Othello by Shakespeare (preferred edition Cambridge School Shakespeare ISBN 978-1-107-61559-5)
- An anthology of non fiction texts will be provided to you.

TRANSITION ASSIGNMENTS

Please complete the following assignments over the summer ready to hand in on the very first lesson in this subject:

ASSIGNMENT 1 – RESEARCHING CONTEXTS

During year 12 we will study 'Othello' by William Shakespeare, 'The Great Gatsby' by F Scott Fitzgerald and 'Rapture' a collection of poems by Carol Ann Duffy.

Prepare 1 A4 sides of notes for **each** author.

You should find out about:

- Biographical information
- How the writers' experiences and beliefs are reflected in their work
- Key themes explored by each writer
- Social/historical/political issues which may have influenced the texts

Instructions:

- Ensure that you gather information from **at least 3 different** sources.
- **Do not cut and paste**
- Include a **bibliography** (a list of books/websites you have used)

ASSIGNMENT 2 – CREATIVE WRITING

The A level course involves creative writing and you will be expected to write confidently in a range of non-fiction genres. To practice this, complete the following tasks:

- 1) Write a journal entry, describing at least **two** significant days that you have experienced recently. (If you haven't done anything exciting, we will be looking to see that you can still make your writing about ordinary events interesting and exciting.)
- 2) Now use the events/activities/feelings you have described to create another text in a different genre. Suggestions could include:
 - A magazine article
 - A newspaper report
 - Travel writing
 - A guide to...
 - A speech

For example, you might describe in your journal a day out. For your second piece of creative writing, you might choose to write a "Travel Guide" to the place you visited. If you don't visit anywhere this could even be your house/garden. The choice of second text is yours.

ASSIGNMENT 3 – TERMINOLOGY TEST

The A Level course involves analyzing lots of different types of texts – both fiction and non-fiction and written and spoken. In order to help you analyze texts effectively, you will need to use a range of terminology that will be new to you. It will give you a great head start if you can get to grips with this terminology before beginning the course.

- Learn the terminology on the attached document and prepare for a test on it in the first week of A Level lessons.

The deadline is the first English lesson of year 12!

Good Luck!

OCR A Level English Language & Literature: A Methodology for Analysing a Text

Initial Analysis:				
What is the PURPOSE?	Who is the AUDIENCE?	What is the TOPIC?	What is the MODE?	What is the CONTEXT?
Lexis & Semantics Framework (deliberate choice of words to create meaning)				
REGISTER The level of formality	TONE The emotive voice/attitude behind a text	COLLOQUIAL LANGUAGE Slang/informal language	DEMOTIC LANGUAGE Regular language	SEMANTIC FIELD Groups of lexis which have a unified theme
POLYSYLLABIC Words with more than one syllable	MONOSYLLABIC Words with one syllable	JARGON Subject specific lexis	EMOTIVE LANGUAGE Used to create a specific emotion	TABOO LANGUAGE Socially unacceptable language
ANAPHORA Repetition of lexis at the start of a sequence of clauses	HYPOPHORA Question which is answered by the writer/speaker	CATOPHORA Refers to a later word/expression	EXOPHORA Reference in a text to something external	POLYSYNDETON Repetition of 'and' in a sentence
EPISTROPHE Repetition of lexis at the end of a sequence of clauses	SYNTACTIC PARALLELISM Repetition of same syntax	SUPERLATIVE Saying that something is the best or worst that it can be	PERSONIFICATION Giving an inanimate object human qualities	INTENSIFIER Modify adjectives or verbs, heightening emotion
HYPERBOLE Exaggeration	ANTITHESIS Opposites within a clause	REPETITION Grammatical structures used more than once for effect	TRIADIC LIST Three adjectives or verbs in a sequence	RHETORICAL QUESTION Does not require an answer
SIMILE A comparison using as or like	METAPHOR A comparison where one thing becomes another			

Spoken Language Framework (used for speech only)				
FALSE STARTS Starting a sentence and then restarting	NON VERBAL SOUNDS Laughter, sigh etc	OVERLAPS Talking over each other	INTONATION The pitch in speech	STRESS Emphasis on certain syllables
PAUSES A silent break	TONE OF VOICE The emotion conveyed in speech	VOICE PAUSE Pauses using um, uh, er	FILLERS Um, uh, er	PHATIC TALK Used to establish social relationship only
REPAIR Alteration to correct conversation	TAG QUESTION Question added to the end of a declarative	TRANSACTIONAL TALK Speech used to convey content	TURN TAKING The orderly arrangement of speech	UTTERANCE A unit of speech
HEDGING Imprecise or unassertive statement	ADJACENCY PAIRS Units of speech with known partners	CHAINING The joining together of adjacency pairs		
Pragmatics (the way language is understood in its context)				
HUMOUR Use of comedy	SARCASM Ironic utterances	CONNOTATIONS What lexis can mean and symbolise	SATIRE Wit which focusses on ridicule	VALUES The morals of the text
Grammar Framework (the rules of language)				
CONCRETE NOUN Names a tangible object	ABSTRACT NOUN Names an emotion, feeling, state	PROPER NOUN Name of a person, place	ADJECTIVE Describing word	PRONOUN Replaces a noun
AUXILIARY VERB Supports the main verb	STATIVE VERB Expresses a state not an action	MODAL VERB Expresses degree of certainty	DYNAMIC VERB Express an action	ADVERB Describes a verb

ARTICLE Used to modify a noun	PREFIX Opening syllable of a word	SUFFIX Closing syllable of a word	INTERROGATIVE A question	DECLARATIVE A statement
IMPERATIVE A command	EXCLAMATORY An exclamation	SIMPLE SENTENCE A single independent clause	COMPOUND SENTENCE Two independent clauses joined by a conjunction	COMPLEX SENTENCE A sentence constructed out of a main and subordinate clause
PREPOSITION Describes position	COORDINATING CONJUNCTION Joins words, phrases of equal weighting	SUBORDINATING CONJUNCTION Joins words, phrases of unequal value		
PHONOLOGY (the way sound is used)				
ALLITERATION Repetition of sounds at start of nearby words	ASSONANCE Repetition of vowel sounds	CONSONANCE Repetition of consonant sounds	RHYME Lexis that has the same sound	PLOSIVES Harsh alliteration through p and b
FRICATIVES Alliteration of the letter f	ONOMATOPEIA Where the word replicates the actual sound	SIBILANCE Alliteration of the letter s	RHYTHM The beat of a text	CAESURA/ ENJAMBMENT A pause mid-line of poetry/the continuation of a sentence beyond the end of the visual line of poetry
Discourse Framework (A unit of language longer than a single sentence)				
NARRATIVE VOICE Perspective of the text	COHESION The linking together of a text	SCHEMA The expectations of a text	CONVENTIONS The mechanics of writing to genre	VIEWPOINT The position/attitude of the text