

GCSE to A LEVEL

Summer Project

Name:

Subject: A Level English Language

The purpose of this A Level Summer project is to introduce you to studying this subject at A Level standard. You will need to complete 10 hours of study on each subject every week, 4½ in class with your teacher and the rest as independent learning. Therefore, it is important that you enjoy this subject and that you start to practice your study skills as early as possible. Some subjects have significant maths content (for example business, psychology, economics); others require strong essay writing skills (for example history, English). Think about the study skills and underpinning knowledge you will require in this subject - not just the title.

If after completing this project you think this may not be your ideal choice, you can ask to transfer to another subject at the start of term, as long as you have the entry requirements and it fits alongside your other choices on the A Level Matrix (timetable). If you do decide to change subject, you will be required to complete the Summer project for your new choice too.

This is also your first taste of Flipped Learning and elements will be used within your first week of lessons.

Please ensure your name, student number and subject are clearly noted on each page and bring it with you to hand in at Enrolment.

We hope you enjoy this project as you start your A Level journey.

HOW TO SUBMIT:

Please print your completed project and bring a copy with you to Induction in a clearly labelled plastic wallet.

If you don't have access to a printer, electronic copies can be emailed as a Word or PDF attachment to ALevel_EnglishLanguage@chichester.ac.uk with the email clearly labelled 'English Language Summer Project' prior to Induction.

Summer Task 1 (Preparation for Paper 1)

Language Analysis of two texts

This task is designed to get you to consider the uses of language and presentational features in **two texts** that are linked by a **theme**, a skill you will be developing for ***A Level English Language***

Texts A and B focus on the theme of **child labour**.

Question 1

Analyse how Text B uses language to create meanings and representations.

For Text A write 400 words on:

- Purpose(s) and audience(s)
- The representation of the issue/theme

Question 2

Analyse how Text B uses language to create meanings and representations.

For Text B write 400 words on:

- Purpose(s) and audience(s)
- The representation of the issue/theme

Question 3

Compare and contrast **Text A** and **Text B**, showing ways in which they are similar and different in their language use. Write 300 words.

Text A

Talk

Advanced search

Active | I'm on | I'm watching | I started | Last 15 minutes | Last hour | Last Day

Talk » In the news

Start new thread in this topic | Watch this thread | Flip this thread | Refresh the display

Add a message

Show 100 messages

This is page 1 of 5 (This thread has 101 messages.) Go to page Go First | Previous | Next | Last

primark have been employing child labour... (101 Posts)

wannaBe Sun 22-Jun-08 12:24:19

Add message | Report

without their knowledge of course

Maybe it's just a case of when you buy any clothes you do so in the knowledge that someone will have been exploited to make them?

BouncingTurtle Sun 22-Jun-08 12:25:49

Add message | Report

I suspect they far from being the only company to do so

stuffitllama Sun 22-Jun-08 12:25:55

Add message | Report

just clothes as cheap as primark

it's so hard to believe they're made without exploitation -- i guess it shouldn't be surprising

hatwoman Sun 22-Jun-08 12:28:35

Add message | Report

what a surprise. agree with stuffitllama that there's a price at which you have to know deep down that someone is getting screwed.

wannaBe Sun 22-Jun-08 12:30:31

Add message | Report

Tbh I think that any company who employs a manufacturer abroad does so in the knowledge that people will be exploited. They may not directly employ children, but I think that to think anyone can bring fair working conditions into countries that are known for their poor working practices is very naive.

Bookmark

OverMyDeadBody Sun 22-Jun-08 12:30:32

Add message | Report

Um, surely this is not news? They are certainly not the only ones.

Child labour in itself is not always some evil horrible thing though. If they're being treated fine and getting paid, they're not really being screwed are they?

OverMyDeadBody Sun 22-Jun-08 12:31:49

Add message | Report

before anyone shoots me down I'm not saying that child labour is always a good thing or naively think working conditions (regardless of age) are fine in these poorer developing countries.

TRENDING NOW

To cancel 'wedding'

No idea Rory Stewart had such a coo...

To go to urgent care (or am I a dra...

Dads contact and his new girlfriend

Have you ever been the filler in ?

Refresh



Topics



Active



I'm On

NEVER KNOWINGLY UNDERSOLD SINCE 1925

E79 House by John Lewis Whitty set of 2 dining chairs

Shop now >

JOHN LEWIS PARTNERS

Secure her future. Always seat her in the correct seat.

Child Car Safety Ad Council NHTSA

Visit safercar.gov/therightseat



Text B

In this Source, a journal entry by Sydney Smith from 1819, the writer introduces his views on the subject of child labour and chimney sweeps. He then proceeds to provide evidence heard by a Parliamentary Enquiry on the subject.

1 An excellent and well-arranged dinner is a most pleasing occurrence, and a great triumph of civilised life. The hour of dinner, in short, includes everything of gratification which a great nation glories in producing.

In the midst of all this, who knows that the kitchen chimney caught fire half an hour before dinner! And that a poor little wretch¹, of six or seven years old, was sent up in the midst of the flames to put it out? We could not, previous to reading this evidence, have formed a conception of the miseries of these poor wretches, or that there should exist, in a civilised country, a class of human beings destined to such extreme and varied distress. We will give here a short
10 account of what is developed in the evidence before the two Houses of Parliament.

Boys are made chimney sweepers at the early age of five or six.

'Little boys for small flues²', is a common phrase on the cards left at the door by itinerant chimney sweepers. Flues made to ovens and coppers are often less
15 than nine inches square; and it may easily be conceived, how slender the frame of that human body must be, which can force itself through such an aperture³.

The following is a specimen of the manner in which they are taught this art of climbing chimneys:

Questions are asked by a member of the Parliamentary Committee set up to investigate how boys are being mistreated when forced to work as chimney sweeps. The answers are in the boy's own words.

MP⁴: Do you remember being taught to climb chimneys?

20 Boy: Yes.

MP: What did you feel upon the first attempt to climb a chimney?

Boy: The first chimney I went up, they told me there was some plum pudding⁵ and money up at the top of it, and that is the way they enticed me up; and when I got up, I would not let the other boy get
25 from under me to get at it, I thought he would get it; I could not get up, and shoved the pot and half the chimney down into the yard.

MP: Did you experience any inconvenience to your knees, or your elbows?

Boy: Yes, the skin was off my knees and elbows too, in climbing up the

30 new chimneys they forced me up.

MP: How did they force you up?

Boy: When I got up, I cried about my sore knees.

MP: Were you beat or compelled to go up by any violent means?

35 Boy: Yes, when I went to a narrow chimney, if I could not do it, I durst⁶ not go home; when I used to come down, my master would well beat me with the brush.

In addition the Parliamentary Committee interviewed an adult (a master⁷) who employed the boy chimney sweeps:

MP: Have you known, in the course of your practice, boys stick in chimneys at all?

40 Master: Yes, I have assisted in taking boys out when they have been nearly exhausted.

MP: Did you ever know an instance of its been necessary to break open a chimney to take the boy out?

Master: O yes.

MP: Frequently?

45 Master: Monthly, I might say; they often say it was the boy's neglect.

MP: Why do they say that?

50 Master: The boy's climbing shirt is often very bad; the boy coming down, if the chimney be very narrow, and numbers of them are only nine inches, gets his shirt rumped underneath him, and he has no power after he is fixed in that way with his hand up.

MP: Does a boy frequently stick in the chimney?

Master: Yes; I have known more instances of that the last twelve month than before.

MP: Do you ever have to break open in the inside of a room?

55 Master: Yes, I have helped to break through into a kitchen chimney in a dining room.

MP: Do you know how the Boys are generally treated along with the Chimney Sweepers?

Master: Very badly indeed in some Places; in other places, they are very well.

¹¹ Chilblains – a common complaint for people who cannot keep their feet warm enough in winter.

¹² Temple Bar – part of the City of London.

Summer Task 2 (Preparation for Paper 2)

Whilst **Paper 1** is all about analysing texts (*a skill you will have developed for your GCSE English Language exam*), in **Paper 2** we broaden out and look at ideas, concepts and theories about language use. So you might engage with more of a debate question on *how* our **gender, age, ethnicity, social class, the social groups** we belong to, how our **hobbies or occupations**, or where we live (**region**), *all* affect the way that we use language.

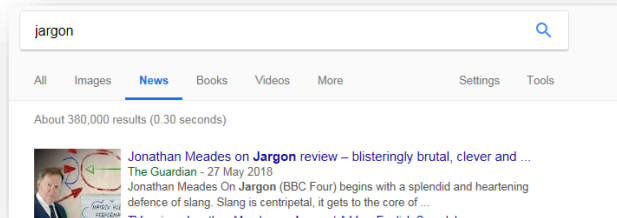
Such examples above are known as ‘**variation factors**’ or ‘**extra-linguistic variables**’ (terms you will become used to seeing and using next year).

For now, it will be useful to do some wider reading into *how* such issues are written about. Whilst many **linguists** (*language theorists*) comment on variation in language (*the study of which is known as sociolinguistics*), it also seems that *everyone* has something to say about language. Think about examples you might have encountered - people commenting on or judging people by their accents, or the way that people speak, the idea that ‘slang’ makes people sound less intelligent - or more ‘cool’, the idea that people change the way they speak depending on who they are talking to *etc.*

TASK Do some wider reading on how the above ideas about language are represented in the media (online or newspaper articles, blogs or forums *etc.*)

- Find and read at least 3 different texts *about* language
- THEN write a summary of each text that you’ve read reflecting on how the writer (or **narrator**) uses language about the language issue and stating your own views on the language issue too

To find texts you might want to do an internet search trying combinations such as ‘**language and gender**’, ‘**slang**’ or ‘**jargon**’ in the conventional search engine or the ‘news’ tab (as below)



Here’s a link to a blog written by Dan Clayton aimed at A Level English Language students to explore <http://englishlangsfx.blogspot.co.uk/>. He shares lots of links to different online texts about language as well so would be useful for the task above.

Remember - aim to find texts that you find *genuinely intriguing*. There is no ‘right’ or ‘wrong’ way to approach this. The idea here is to get you thinking about how language is used in society by and about individuals - and to begin to get you involved in the debate!

Key words for PAPER 2

- Gender
- Age
- Ethnicity
- Social class
- Social groups
- Hobbies
- Occupation
- Region
- Slang
- Jargon
- Identity
- Devian