

Foreword

From September 2015, there will be some major operational changes to post-16 qualifications. AS and A Levels will be decoupled, and a full A Level will be assessed over a two-year linear course. The content of specifications will reflect more current thinking in higher education, providing a supportive yet challenging platform for Key Stage 4 to 5 transitions, enabling students to move beyond their studies either to undergraduate courses, employment or alternative training.

Within this context, Cambridge University Press is developing brand-new resources to support teachers and their students at every stage of the AS and A Level journey. From planning programmes of study and schemes of work, to delivering exciting lessons and assessing and supporting students' progress to encourage criticality, wider reading and independence of thought.

The A/AS Level Student Books from Cambridge University Press are designed to support students, providing differentiation through scaffolding for those who need more support, and real degrees of challenge for the more able. Each book is designed around an innovative three-part structure.

- A 'Beginning' section that sets out the basic parameters for the subject, eases the transition from GCSE, and provides a substantial reference point for students as they work through the course.
- A 'Developing' section that offers the most up-to-date content around key topic areas, activities that support analytical and writing skills and references to research and further reading where necessary.
- An 'Enriching' section that provides learning beyond the specification, including extensive wider reading lists, up-to-date and relevant research from higher education and professional practice, independent research projects and specially commissioned written pieces and video interviews with leading academics, writers, actors and poets.

All of the resources from Cambridge University Press have been written by established and trusted names in English education, drawn from secondary, further and higher sectors. They have many years of experience in teaching, writing, researching and assessment, and are committed to providing the best possible resources for teachers and their students to use.

Marcello Giovanelli, Series Editor



Authors

Series Editor and Author: Marcello Giovanelli

Marcello is a Lecturer in English in Education at the University of Nottingham. He previously worked in secondary schools as a Head of English, an Assistant Headteacher, a Deputy Headteacher, and a Lecturer in English Language and Linguistics in higher education (at the University of Nottingham, and Middlesex University). He is a consultant teacher for NATE and sits on their post-16/higher education committee. Marcello is the co-author of two A Level English Language textbooks, and has written a number of articles for professional journals as well as having significant research publications in stylistics and applied linguistics.

Jane Bluett

Jane teaches at Bilborough College in Nottingham. She has taught all strands of A Level English in sixth form colleges for twenty years and has a wealth of experience in teacher training and resource production and publication. Jane is currently a member of the National Association of Teaching English (NATE) post-16 committee and represents A Level Writing on the management committee of National Association of Writers in Education (NAWE). A published poet, much of her poetry explores 'interventions' into literary texts.

Andrea Macrae

Andrea lectures at Oxford Brookes in stylistics and cognitive poetics, most recently focusing on deixis and deictic shifting in narration and focalisation in fiction. She has further particular interests in narratology, flash fiction, postmodern metafiction, and contemporary performance poetry. Andrea has presented papers at international conferences on deictic shift theory and narrative dynamics in a range of twentieth and twenty-first century British and South African texts. She has publications forthcoming in several of these areas and continues to contribute to current research in stylistics and cognitive poetics.

Felicity Titjen

Felicity is course leader for post-16 English Language and Literature at Oldham Sixth Form College. She has been a resource writer, trainer and presenter across a range of professional development courses for teachers on effective A Level teaching. Felicity has run workshops and lectured extensively to student and teacher audiences across the country. Felicity is the co-author of a previous A Level English Language textbook, and has written a number of articles for professional journals. She holds a Masters degree in English Language from Lancaster University.






Our offering for AQA

Cambridge University Press is delighted to have entered an approval process with AQA to publish resources for their new 2015 A Level English Language and Literature specification.

We are driven by a simple goal: to create resources that teachers and students need to ignite a curiosity and love for learning. As England enters a new educational chapter, we are publishing a comprehensive suite of blended print and digital English resources specifically written for the new AQA English specifications, available from early 2015.

Written by an experienced author team of teachers, partners and advisers, our A/AS Level English Language and Literature resources will help bridge the gap from GCSE to A Level and prepare students for possible study beyond A Level. Supporting students at every stage of the new linear course, our differentiated resources are suitable for all abilities. The unique three-part structure will help students develop their understanding of descriptive linguistics and literary and non-literary stylistics, and offer support for the revised coursework component and new textual intervention task.

With rich digital content to engage and motivate learners, our simple and affordable resources build on subject knowledge and understanding, and prepare students for achievement in the new A Level specification.

Component entering the AQA endorsement process.	
Student Book A print Student Book bundled with our Elevate-enhanced Edition, this skills-based student resource covers the full two-year course embedding AS Level.	
Other series components not entering the AQA endorsement process.	
Elevate-enhanced Edition An enhanced digital learning resource for students and teachers with customisable content, including engaging videos and opportunities to track and report on students' progression.	
Teacher's Resource Everything necessary for teachers to plan and deliver the specification.	
Our inclusive print Student Book and Elevate-enhanced Edition bundle offers a sophisticated and cost-effective solution, including everything necessary for the effective teaching and learning of the new A Level specification in one package.	

Our AQA resources

Student Book

Entering the AQA endorsement process.

Bundled with our Elevate-enhanced Edition, this Student Book has been created specifically for the AQA AS/A Level 2015 English Language and Literature specification. Incorporating differentiated support, our Student Book is suitable for all abilities, providing stretch opportunities for the more able and additional support for those who need it.

The **easy-to-navigate** book clearly explains the differences between AS and A Level content and encourages deeper learning through a balance of teaching content and activities.

The Student Book includes:

- a **unique three-part structure**:
 - a **'Beginning'** section helps bridge the gap between GCSE and A Level, providing a firm foundation of knowledge
 - a **'Developing'** section engages students, develops knowledge and understanding of the core specification content, and is packed with activities
 - an **'Enriching'** section develops knowledge and interests further, and includes interviews with leading experts and professionals in the field
- support for the integrated literary-linguistic study and the revised coursework component supporting:
 - understanding **descriptive linguistics** and literary and **non-literary stylistics**
 - undertaking the new investigative task (comparing literary and non-literary discourse) with confidence
 - successfully approaching the new textual intervention task
- a range of **activities** to engage the learner
- concise **definitions** of the **key terms** with contextualised examples
- support for non-specialist teachers with the technical requirements of the specification.

Elevate-enhanced Edition

Not entering the AQA endorsement process.

Created specifically for the new AQA A/AS Level 2015 English Language and Literature specification, and available as a standalone product or as part of our print Student Book and digital bundle, our Elevate-enhanced Edition provides you with a **flexible** solution to deliver the new 2015 qualifications. This enhanced digital resource provides students with a range of tools, allowing them to take ownership of their learning.

Our Elevate-enhanced Editions:

- include **rich digital content** including topic summary **videos** providing engaging bite-sized refreshers and overviews
- allow students and teachers to **annotate text**, add **audio notes** and **hyperlinks**
- enable teachers to **create specific student groups** to **share notes** and resources with – ideal for differentiation
- allow for **tracking** and **reporting** and include a **My Work** folder that can be used to submit work to teachers
- are available **online** through browsers, or offline through **iOS** or **Android apps**, so students can access the content anytime, anywhere.



Teacher's Resource

Not entering the AQA endorsement process.

Specifically developed for the AQA AS/A Level 2015 English Language and Literature specification, our **FREE** Teacher's Resource will help with the planning and delivery of the course.

Packed with **practical guidance** and **support**, our Teacher's Resource includes:

- a full **Scheme of Work**, mapping the Student Book content to the qualifications and highlighting opportunities to co-teach
- links to **additional online resources** supplementing the content of the Student Book and providing teachers with a rich bank of content
- clear and practical support for using activities from the Student Book and Elevate-enhanced Edition in the classroom, including **differentiation** opportunities
- support for embedding and using **Assessment for Learning** within your teaching, written by Sue Brindley, a leading practitioner from the University of Cambridge's Faculty of Education
- **practical delivery advice** to help prepare for the new specification requirements.

You can access the Student Book sample chapters featured here online, and to view a sample demonstration of the Elevate-enhanced Edition, contact your local sales consultant through www.cambridge.org/ukschools



Using the Student Book

Key Terms

Concise definitions of key terms and, where possible, accompanied with contextualised examples.

A/AS Level English Language and Literature

21.2.4 Transcription conventions

There are two main ways that you can transcribe speech:

- a **orthographically**
- b **phonemically.**

Always provide a key to your symbols, because there can be some variation. Line-number your data too, as this makes it easier to manage when you want to analyse it. Table 21P offers a simple version of some conventions, based on the Gail Jefferson system for CA, with additions from Deborah Cameron.

You will mainly transcribe orthographically but, in certain circumstances, you might want to transcribe phonemically. For example, you may be looking at the language of young children or focusing on aspects of accent where you need to analyse how someone actually pronounced something. In literary texts, writers often represent dialect orthographically by spelling it in a manner that suggests its pronunciation for a reader.

In this example, Aunty Jenni is playing with her niece, Isla, who is 10 months old:

AJ: [holding Isla in the air] Isla go flying (.) [sing song voice] flying (.) w-ho w-ho w-ho [Isla laughs] w-ho w-ho (.) w-ho [Isla - a a a] did you enjoy that (.) did you enjoy that

The transcription is currently orthographic but, in this situation, perhaps Aunty Jenni's sound-making and Isla's early sounds would be more usefully presented phonemically. For this, you need to use the IPA chart. You were introduced to this in Unit 8. The conventions for the phonemic presentation of words is to place them in slanted brackets // . In this example, Aunty Jenni's 'w-ho' might then be /wəhʊ:/ and Isla's reduplicated 'a' sound would be /æ/ /æ/ /æ/.



See Unit 8: Language Level 3



Key terms

Orthography: the study of spelling and how letters combine to represent sounds and form words

Phonemic transcription: a transcription method that uses the phonological properties of spoken language and maps phonemes (individual sounds) to written symbols.

Cross reference

Connection points as defined in the specification; to link concepts, skills and texts, used to develop the recursive approach of the book. These provide links between content being studied, overviews of skills and approaches covered in Section 1, and related links between content in other units.

Table 21P

Transcript contents	Feature	Indicated by
Organisation	Layout	Script form Identification for speaker in left-hand margin.
Turn-taking	Overlaps Latching Simultaneous speech	Brackets [or lines = //
Non-fluency	Pauses	(.) micropause (3.0) Length of pause in seconds
Non-verbal communication & external contexts	Body language	((smiles)) ((door opens)) or [door opens]
Prosody	Stress on words Lengthened syllables Speech at a higher pitch	Underlining or capitals Double colons :: Up arrows ^

Activities

Activities to engage learners to develop understanding and provide opportunities for students to test their skills.

ACTIVITY 10

Practising data collection methods: Spoken language

- Record friends or family talking or download a radio podcast (sport, entertainment, interviews).
- Transcribe one to two minutes of the recording.
- Reflect on the process. Did you encounter any problems? How did you overcome these? What have you learned about transcription?

IDEAS

What you may have noticed is that you need to listen to sections repeatedly to note down all the speech or found some bits more difficult because parts were unclear. It's also tempting to miss out and revise it as a more polished written text but you need all its non-fluencies and repetitions to make it real. As Deborah Cameron says 'there is a trade-off between accuracy and detail on one hand and clarity and readability on the other' (2001: 39) and the transcript needs to be usable for your purposes.

21.2.5 How much data?

Another question you might have at an early stage is how much data you need to get. There's no easy answer to this one as it depends on several factors:

- What questions are you going to be asking of it?
- How much are you going to write about it?
- What are you going to do with it?

What's important is that the data is suitable, so you might initially collect too much and reduce the amount you need to use. Keep in mind that the length of your final project will be between 2,500 and 3000 words.

ACTIVITY 11

Deciding data quantity

Texts 21Q, 21R and 21S are transcripts from a series of team meetings between English teachers at a sixth

Ideas on...

Feedback on specific activities, providing students with support to reflect on their responses.

21 Developing: Making connections

form college. This is their interactions before the meeting has officially started. The same letter is used for the same speaker in all three transcripts.

Imagine that you're investigating the genre of workplace meetings. The questions you're asking of it are - What role does phatic talk at the beginnings of meetings? Are the topics context-dependent on the job roles of speakers? How do the speakers convey their identities? What's the typical structure of meetings? You're going to analyse topic choices, topic control, topic shifts, turn-taking, and speaker contributions.

Have you chosen:

- Enough data to answer your research questions?
- The right data to address all strands of your research focus?
- Appropriate features to analyse?

Text 21Q Meeting 1

Transcription key

- (.) micro pause
- (()) contextual information
- = continued speech

- A: I can't get this one to work so I'm using two
B: yeah ((replying to another colleague))
C: you know what I'm like with technology ((laughs))
D: you can kind of hide it to a certain extent you can't really hide (.) although
A: technology you know why why do it with one when you can do it with two ((referring to mobile phone also recording))
E: I remember the time I tried that (.) er (.) yes
D: yeah (.) yeah (.) yeah

Additional features not included in sample

Check your learning

Regular self-assessment opportunities throughout and at the end of each unit.

- Self-assessment will support Assessment for Learning principles, helping students understand their areas of strength and areas for improvement.
- Answers or short summaries of things to consider provided for each question.

Research

Research point that has been carried out in the area of study.

Enriching

Short 'for interest' features to give a new dimension to the content - i.e. application to the workplace, bringing the subject to life and providing a link to the *Enriching* section at the end of the book.

Critical thinking

Questions related to research points/study areas to provoke thinking.

Debate

A focus on an issue for controversy/debate/discursive essay writing (with reference to critical sources provided) to encourage deeper learning.

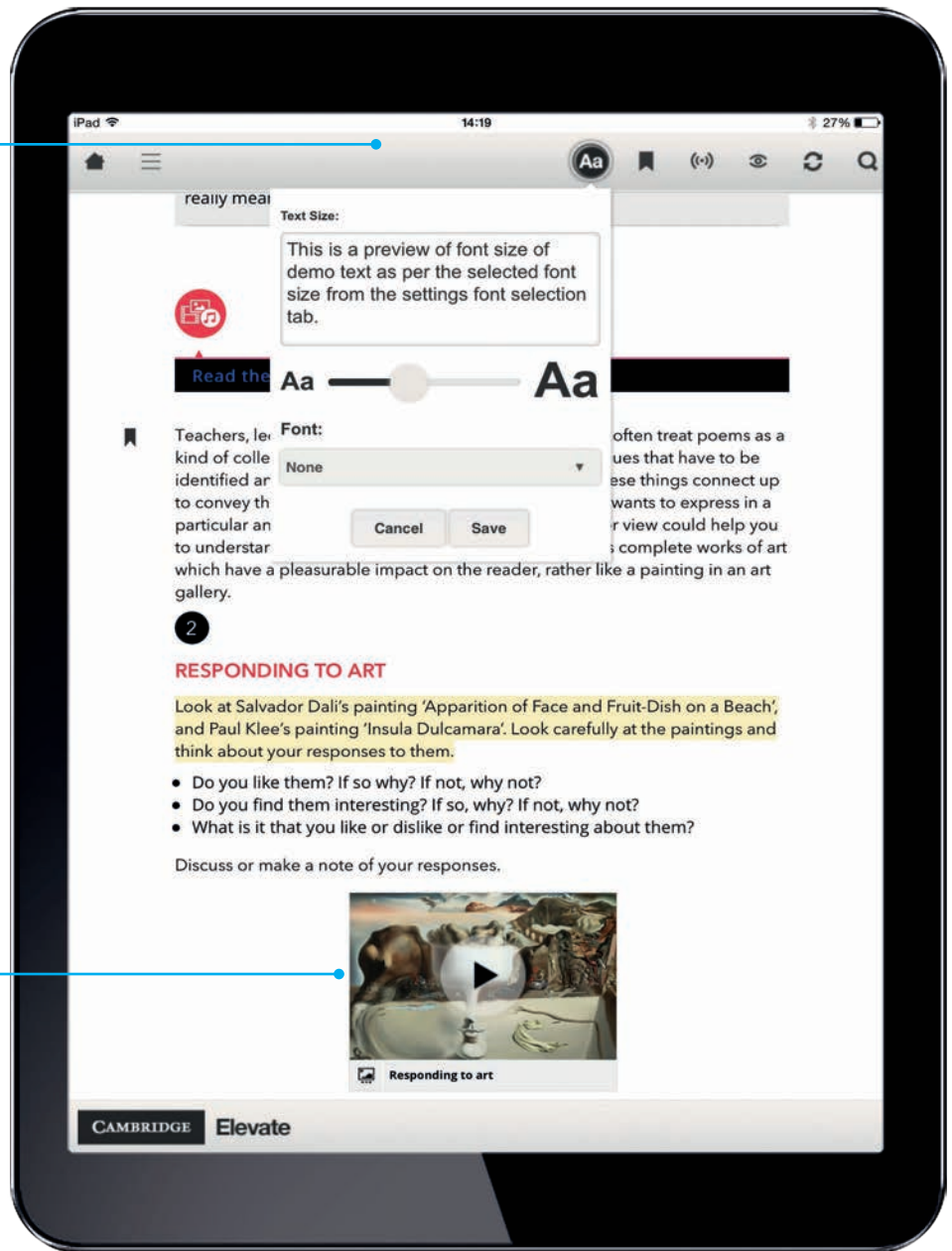


Using the Elevate-enhanced Edition

Students can personalise their resources through text or audio annotations, adding links to useful resources, inserting bookmarks and highlighting key passages.

The user's data synchronises when online, so their annotations and results are available on any device they use to access the Elevate-enhanced Edition.

Additional functionality includes image galleries, zoomable images, animations, videos and interactive questions.



Features available online only

Supports deep links, so teachers can link from the Elevate-enhanced Edition to their VLE, and vice versa, helping integrate this flexible resource into your teaching with minimal disruption.

Teachers can send their annotations to students, directing them to further sources of information, adding activities or additional content.

Media galleries and fully searchable content help users find the information they need.

