

St Paul's Catholic School and Sixth Form



Transition Work for Sixth Form

"Let your light shine before others." – Matthew 5:16
Sixth Form, the St Paul's way — with Christ at the heart of it all.

AQA English Language at St Paul's Catholic School and Sixth Form

The purpose of completing the tasks below is to build on the skills from GCSE English Language and develop them further in preparation for the A Level course.

After completing the task, your teacher will be able to assess your suitability for the course.

Due date: Monday 1st September 2025

Task 1

Task 1 will include completing a table with definitions and examples of word classes, sentence types and sentence functions.

Task 2

In Task 2 you are expected to read an article and annotate it.

Task 3

Finally in Task 3, you will need to write up your response to a question about the article.

Specification: AQA A Level English Language Studies

Links to websites: <https://www.aqa.org.uk/subjects/english/a-level/english-7702/specification>

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Task

1

Complete the tables below:

Year 12 Language Task 1

The Word Classes

The Building Blocks of A Level

Fill in the terms with examples *then learn them*
 – these are the basics of the study of English
 Language at AS and A Level. Complete all
 sections.

Word Class	Noun	Adjective	Pronoun	Verb	Adverb	Preposition	Conjunction	Determiner
Definition								
Example/s			Demonstrative	Infinitive				
			Personal	Auxiliary				
			Possessive	Modal				
			Inclusive	Irregular				
Anything else you know/ found out								



Sentence Types

Sentence Type	Definition and structure	Example
Simple		
Minor		
Compound		
Complex		
Compound – Complex		



Sentence functions

Sentence function	Definition and structure	Example
Declarative		
Interrogative		
Imperative		
Exclamatory		

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Task

2

This task builds on your learning from task one.

- Language method refers to the methods on task 1
- Language feature refers to specific terms e.g. noun, modal verb, rhetorical question.

At GCSE, you were used to looking at language features and analysing their effect. At A level, we are interested in developing that into an understanding of how texts create meaning and how they represent the world.

Tasks: 1. Read text A

2. Identify the GAP – Genre, Audience and Purpose of the piece

3. After reading the text – How is the audience represented though this text?

4. Annotate the language features used to create meanings e.g. types of sentences used, lexis used, adjectives used... make sure you cover all of the methods.

Text A: Article extract from the Daily Mail Website 'Health' section.

Why do you always get ill on holiday? Experts reveal ten reasons for feeling below par on your travels and how you can stop poor health from sabotaging this year's break

- **Been found about one in 30 people become ill as soon as they try to relax**
- **The frustrating phenomenon even has a name - leisure sickness**
- **Now experts have revealed the main causes for falling ill on holiday**

By [Sadie Nicholas](#) For The Mail On Sunday

From day to day, you rarely develop a sniffle – but the moment you down tools for a much needed break, along comes a crushing migraine, chest infection or a heavy cold. Sound familiar?

Dutch academics have found that about one person in 30 becomes unwell as soon as they stop working and try to relax, whether on holiday or at weekends. The phenomenon even has a name: leisure sickness.

But what are the causes? Here, experts reveal ten reasons for feeling below par on your holiday, and how you can stop ill health from sabotaging this year's break...

1 BLAME YOUR JOB

The body is constantly producing the stress hormones adrenaline and cortisol which regulate the vascular system, alertness and our sleep cycle. They can also dull perceptions of pain – meaning that any illness is less likely to be noticed – and suppress the immune system.

Neil Shah, director of the Stress Management Society, says: 'The weeks before we go on holiday are notoriously stressful. Cortisol and adrenaline levels spike, so the moment we relax, our immune systems are at a low ebb and we are highly susceptible to bugs.'

Try: The Dutch study found eight in ten of those who suffered the problem were 'cured' when they found a less stressful job.

Minimise stress by planning ahead, says Shah. 'Start organising a month before you go and at work be brutal, delegate and realise that there are plenty of tasks that really can wait until after your break.'

2 YOU CAN'T DISCONNECT

'You might innocently use your phone to check the cricket or football scores, or because you have a reason to stay in touch with family at home,' Shah says. 'The danger is that you'll get distracted by social media and, worse, your work emails, causing your stress levels to soar again.'

Studies have shown over-use of smartphones can cause palpitations, high blood pressure and insomnia. For the truly dependent, just being separated from their communication devices can cause anxiety.

Try: Lock your phone in the safe and check it for messages just once a day. 'It might take a few days to wean yourself off news, email and social media, but your mental and physical health will benefit enormously if you do,' adds Shah.

3 THERE'S SOMETHING IN THE WATER

Few of us make sure our digestive system is beach-ready to protect against so-called traveller's tummy, caused by consuming contaminated food or water.

Try: A recent independent study found that travellers who took the prebiotic capsule Bimuno for a week before a trip and for the duration of the holiday experienced a significant reduction in digestive problems. Bimuno Travelaid costs £9.99 for 30 chewy pastilles. Take three a day for seven days before travelling and each day while you're away.

4 IT'S THAT 'BEACH BODY' CRASH DIET...

'A very low-calorie diet of 800 to 1,200 a day makes the body think it's in a famine situation and puts it under stress, which then impairs the immune function,' says Elaine Allerton, a registered dietician and a spokesman for the British Dietetic Association. 'When you go abroad, you're immediately exposed to new bacteria and viruses, and with a weakened immune system you'll be more susceptible to them, especially the bacteria that cause food poisoning.'

Try: Allerton says: 'Instead of the crash diet, invest in some strategically flattering clothes and promise to adopt a balanced diet all year round to ensure your waistline and immune system remain healthy.'

5 ...OR YOU'VE STUFFED YOUR FACE

Surveys suggest Britons consume a whopping 5,756 calories (more than double the recommended limit) on the first day of a holiday alone. Those on a cruise will gorge an extra 1,000 calories a day. In the short term, bingeing causes discomfort but damage isn't transient: a 2010 study found those who increased daily calorie intake by 70 per cent for four weeks gained 14 lb, and six months later only half had lost it despite eating normally again.

Try: not to associate holidays with overeating. Allerton advises: 'Choose a starter or a pudding but not both. Resist the bread basket and don't eat big meals late at night.'

6 YOU'RE DEHYDRATED

The air inside the cabin of a plane usually has a humidity level of ten to 20 per cent – much lower than a comfortable typical indoor humidity of 30 to 65 per cent. This means water lost in perspiration and forming urine (about 50ml, a small glass, every half an hour) isn't replaced through absorption via the skin. Dehydration causes stress on the kidneys, muscle cramps and even raised blood pressure. If it continues on holiday, it leads to heat exhaustion, which can develop into full-blown heatstroke – a medical emergency.

Try: 'If you're adequately hydrated, your urine should be the colour of pale straw,' says Elaine. 'Any darker and you need to drink more fluids.'

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Task

3

Answer the following question writing between 750 – 900 words, typed in font 12, double spaced is preferable.

Analyse how text A uses language to create meanings and representations.

Tips:

- Don't try to cover every language method you see – pick the most interesting ones.
- Mention the language method/ feature first
- Use short quotations to give examples
- Analyse how it creates meanings e.g. what impact does it have? Why is it used?
- Analyse how it creates representations e.g. how does it represent the writer? How does it represent the reader? How does it represent society or individuals?
- See if you can link features across the text e.g. is 'We' used a lot? Why? What meanings/ representations does this create?

Hand in: Please bring all tasks to the first lesson. This work will be marked and tested in the first few sessions. Work which is untidy, not proof-read and spellchecked, does not have your name on etc. will be returned without marking. Only hand in work which represents the best that you are capable of right now.