

Getting Ready to Teach 2015 A level English Language



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Our Getting Ready To Teach training looks at how the new specifications can be delivered in the classroom.

This is the presentation used in our events and there are embedded notes that will talk you through the specification content and assessment and will tell you what other documents you will need to access along the way.

The presentation will go through:

- the structure, content and assessment of the new qualifications
- possible teaching and delivery strategies, including co-teaching AS and A level
- the support available to guide you through the changes.

There are references to the GCE English Language specification, sample assessment materials and exemplars throughout this presentation so please make sure you have these to hand – these files can be found on our website: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>.



Aims

1. Develop an understanding of the structure of the new specification
2. Gain insight into the potential teaching and learning strategies applicable to the new specification
3. Understand the assessment implications of the new specification
4. Introduction to the support and resources from Edexcel

Aims of the session

These are the aims of the session.

These slides will take you through our new specification. We will begin with an overview of the changes for all awarding bodies, the new Edexcel specification and gradually move in to look at the requirements of each paper in closer detail.

In working through each slide, there will be opportunities to reflect on the implications for teaching and learning – what can stay the same, and what will need to develop.



Changes to all A Levels

- In the new GCE, the AS level will be a separate, linear qualification and the grade will not contribute to the overall A level grade.
- The content of the AS can be a subset of the A level content to allow co-teachability with the A level.

First, here is a summary of the regulatory changes to AS and A level from 2015.

AS and A levels have been decoupled, which means that the AS qualification will no longer 'count towards' the A level grade. Students can still take AS assessments and progress to A level, but they will need to enter all four A level components at the end of the course to achieve an A level grade.

We have designed our specification to be co-teachable so you can continue to offer your students an AS qualification as well as enable them to progress to the

full A level. You will see later that the design of our course means that there is no content at AS Level that will not also be assessed at A level so you do not have to worry about spending time on material that will be less valuable when it comes to final A-level assessment. This also allows for maximum flexibility in resource allocation and student grouping in view of possible policy changes about AS and A-level entry at centre level as the impact of A-level reforms works its way through.

Feedback from centres and from delegates at our face-to-face and online events suggests that this aspect of our course design is easy to understand and highly valued at a time of change and uncertainty.

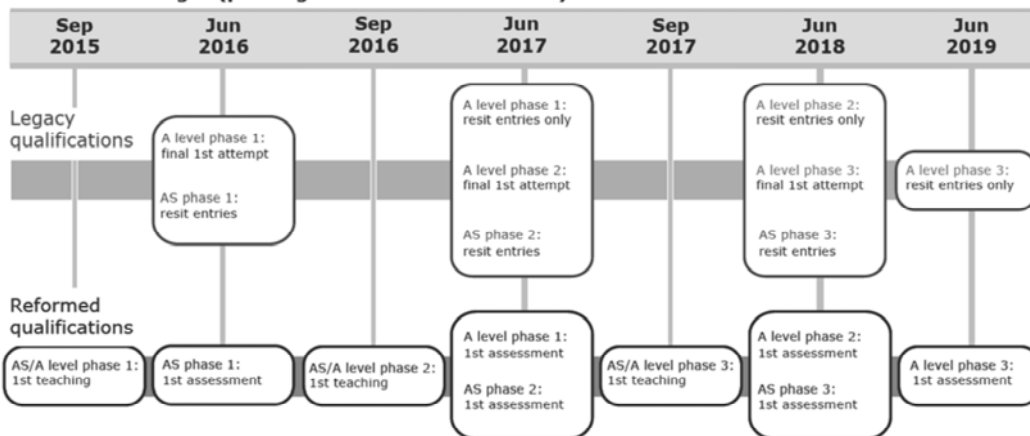
Availability of AS and A level resits for legacy qualifications



Reformed AS and A level qualifications are being introduced for first teaching this September in a number of subjects. Ofqual plans to consult, before the summer holidays, on the arrangements for resits in the 'legacy' qualifications that are being replaced. The consultation will set out an expectation that all those that have started legacy A level or AS qualifications will have a resit opportunity in the summer after they took the qualification. Any students starting a new AS or A level course this year in subjects where new A levels will be available will be taking the newly introduced qualifications and therefore will not be affected by the arrangements on which Ofqual will be consulting.

A list of subjects in which new AS and A levels are being introduced over in 2015, 2016 and 2017 is available on the Ofqual website.

Timeline of changes (pending outcome of consultation)



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Changes to subject criteria

- Some updated technical vocabulary
- Minor amendments to the subject content, to specify the study of historical, geographical, social and individual varieties of English, as well as aspects of language and identity
- 20% coursework at A level – no AS coursework (common to all English specifications)
- For Edexcel:
 - creative writing retained as coursework
 - investigation becomes an examined unit.

Subject criteria

Compared with some subjects, the changes to the English subject criteria are relatively minor, so teachers already familiar with AS and A-level English Language will see little change in the actual content to be delivered. Most of the changes were clarifying or codifying pre-existing content rather than adding or removing content and skills.

Both **AS and A level** English Language specifications must require students to study:

- phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed
- lexis and semantics: the vocabulary of English, including social and historical variation
- grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics: the contextual aspects of language use
- discourse: extended stretches of communication occurring in different genres, modes and contexts.

The subject criteria and its emphases are fully embedded within the specification, so there is no need for teachers to be directly concerned about them, and there is further guidance on content and concepts relevant to the course as a whole, as well as guidance on each component in the Getting Started Guide which can be downloaded from the English Language pages of the Edexcel website
(<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20L>

language/2015/teaching-and-learning-materials/Getting-Started-GCE-English-Language-Final-v2.pdf).

There you will also find a separate guidance document covering the terminology of language frameworks and levels (http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/GCE_A%20Level_EngLang_frameworks_and_levels_v1.pdf).

Probably the most significant change in practical terms to our English Language specification is the investigation becoming an examined unit. The reduction to 20% coursework imposed by Ofqual has resulted in all awarding bodies having to make choices about which content should be assessed by 'Non Examined Assessment' (coursework) and which should be moved into examination. We conducted extensive consultation with teachers, students and representatives from higher education institutions, testing out a variety of curriculum models, and the overwhelming response was that creative language production skills are most conducive to coursework and least amenable to assessment under timed conditions.

We then formulated a number of possible models of examination for an 'investigation' component and trialled these with focus groups from centres, again with input from higher education institutions, resulting after trialling, feedback, and further refinement in the investigation examination component in the new specification, which will be explored, as will all other components, later in the presentation.



Changes to Assessment Objectives

		% in GCE
AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	20-30
AO2	Demonstrate critical understanding of concepts and issues relevant to language use	20-30
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	20-30
AO4	Explore connections across texts, informed by linguistic concepts and methods	10-15
AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: this Assessment Objective must be targeted with at least one of AO2, AO3 or AO4, either in the same task or in two or more linked tasks.</i>	10-15

Assessment Objectives

Just as the changes to subject criteria are more cosmetic than substantial, so are the changes to Assessment Objectives. The key difference here is a change from four to five AOs to make them clearer and more focused with less conflation of different skills. This has been done by separating out the assessment of contextual factors and exploration of connections across texts that were previously both in AO3 into the separate AOs 3 & 4.

The inclusion of AO4 – exploring connections – results in a lower weighting of AO5 (the old AO4). The same AOs and weightings apply to both AS and A Level.

We will consider the AOs a little more when we look at the our approach to the new specification.



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Our specification

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Now we will move on to look in detail about how the Edexcel specification addresses the subject criteria and meets the assessment objectives across both A and AS level.



AS and A level at a glance

Component	Assessment Method	Weighting
A level		
1 – Language Variation	Examination	35%
2 – Child Language	Examination	20%
3 – Investigating Language	Examination	25%
4 – Crafting Language	Coursework	20%
AS level		
1 – Language: context and identity	Examination	50%
2 – Child Language	Examination	50%

Note here the co-teachability of AS and A Level. All the topics in AS Components 1 and 2 are a sub-set of those also covered in A level Components 1 and 2.



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AS & A Level English Language Assessment

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Now we will look at the detail of each component, and how they are assessed, in turn. As Components 1 and 2 of both AS and A level are designed to be co-teachable, we will look at both AS and A level for each, before moving on to the A-level only Components 3 and 4.



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AS & A Level Component 1

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AS Component 1

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Paper	Overview of assessment	
AS 1 Language: Context and Identity	Paper length: 1 hour and 30 minutes	50% of AS - 50 marks
	Section A: Language and Context: one compulsory question on a small set of thematically linked unseen data (AO1, AO3, AO4 assessed)	Section A 25 marks
	Section B: Language and Identity: one compulsory question on unseen 21 st century data (AO1, AO2, AO3 assessed)	Section B 25 marks

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First, here is an outline of AS Component 1. This addresses the key re-focussing of the subject criteria on the importance of applying language knowledge to “a range of contexts for language use” (a concept which underpins all further language study and production), and on “aspects of language and identity”.

The desire to make what is required of students as simple to understand as possible underpins our whole approach to the design of the specification. As far as possible, within the constraints of the modes of assessment and AO weightings specified in the subject criteria, we have tried to make aspects such as paper length, weightings of AOs, and the design and application of mark schemes as consistent as possible within and across components.



AS Level Component 1

- **Section A: Language and Context** focuses on how contexts of production and reception affect language choices, causing language variation.
- **Section B: Language and Identity** focuses on how language choices can reflect and create identities.
- Understanding the effect of context on language use is intrinsic to students' ability to explore and evaluate *all* data they meet during the course of an A level in English Language.
- This aspect is specifically assessed at AS level to ensure that all students have a solid grounding in this important aspect of language study.

Further guidance on the content can be found in the Getting Started Guide, p27

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/Getting-Started-GCE-English-Language-Final-v2.pdf>



AS Component 1

Section A: Language & Context

- Draws on written, spoken or multimodal data from 19th- 20th- and 21st-century sources.
- Students will need to be familiar with how language varies depending on:
 - mode
 - field
 - function
 - audience.
- Only section in AS where AO4 (connections) is assessed.
- Focus on developing students' ability to make purposeful connections across texts, exploring the effect of context on the language used in the data.

The specification stipulates that texts will be drawn from 19th to 21st century sources to allow for selection from a broad range of texts that will nevertheless be recognisably 'modern'. The AS specification does **not** require the study of language change as a topic, and texts will not be used that require a knowledge of language change processes, or which prominently feature archaic language features. However, candidates may recognise that some aspects of language use reflect relatively recent and ongoing changes and they can be rewarded for such understanding as an aspect of **context** rather than of **historical variation** which is assessed specifically in A-level Component 1. Again, this shows the course has been designed to be as flexible as possible to accommodate different approaches: teachers who may wish to introduce language change concepts as part of a general overview of issues for the whole A level can be reassured that candidates who introduce such ideas in their AS-level responses can be rewarded for showing such contextual understanding, but selection of texts and application of the mark scheme will ensure that students with no specific language change knowledge will not be disadvantaged.

The key contextual parameters mentioned here are summarised in this extract from the Getting Started Guide.

•*Mode: the method of communication (spoken, written, multimodal)*

This can also include the text type or genre, for example phatic language, advertisement, journalism, etc.

•*Field: what the text is about*

This may include the use of specialist or non-specialist language. Particular occupations, professions or areas of interest have their own specialised vocabulary, sometimes referred to as 'jargon'.

- *Function: the intended purpose of the text*

Depending on the function, social language or language to inform or persuade might be used.

- *Audience: the intended recipients*

This includes the relationship (or assumed relationship) between speaker/hearer or writer/reader. This can include synthetic personalisation, the standing between the participants and the stance adopted by the writer/speaker.

The interaction of these elements creates distinct registers of language, which in turn have their distinctive configuration of linguistic features that should be analysed using the language frameworks and levels.

AO4 'explore connections across texts' can be interpreted quite broadly, and may include differences as well as similarities. Starting from context, and connecting the variation of features to contextual differences is the key to this assessment, as will be seen when we look at some exemplar material.

**AS Component 1 Section A Exemplar**

Also, in a similar way
similar to text A, Grace's maxim of quantity
is used in order for the recipient to
justify himself, ^{of which can} giving relating back
to power, as the recipient gains
power by apologising and taking
lead in the convers interaction.
Influential power is used in text
C to have a direct impact on
the audience and language use
further this ^{said} impact. Cameron
speaks in a very appreciative tone
in response to the gift received on

Exemplar

This response is in answer to the question:

Analyse and compare how contextual factors affect language choices in these texts.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(AS SAMs p 6)

As you can see from this example, most of the exemplars in this presentation were produced by real A-level students trialling the new papers, and they have been marked by senior examiners using the mark schemes for the new specification. The extracts presented here are brief excerpts from longer complete answers. You can now find typed-up versions of example responses for most of the questions in the SAMs illustrating a range of levels of achievement together with marks and examiners' commentaries at <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning->

materials&filterQuery=category:Pearson-UK:Document-Type%2FExemplar-material

Activity 1

Consider the qualities of the extract on this slide and continued on the next in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials pages 6 (question), 22-25 (source texts), 29-32 (mark scheme):

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/Specification%20and%20sample%20assessment/AS-EnglishLanguage-SAMs.pdf>

Examiner comments on this response will be found on slide 15.

**AS Component 1 Section A Exemplar**

benefit of Redditch, with the pre
~~modification~~ⁱⁿ of 'very kind gift'
modified 'very kind gift' suggesting
a grateful gratitude, he makes a
conscious effort to appeal to his audience
using the adverb ^{intensifying} 'absolutely' to show
agreement and again, increase
support (function) his use of the
superlative 'most' in the simple
sentence 'That is one of the most
important things we can do to
provide a strong and secure
future for our country' allows for him



AS Component 1 Section A Exemplar

The candidate references several theories within their analysis such as Giles Accommodation Theory, Grice's Maxims and Keith and Shuttleworth's Gender Theory. The most successful analysis is Text C's use of power within David Cameron's speech. The candidate acknowledges the audience of the text is public and that the role of a politician invites criticism showing a need to maintain a positive face when speaking publicly. This is supported with accurate use of terminology- superlatives, inclusive and unifying pronouns and pre-modification. This demonstrates an understanding of the function of the text to garner support and gain power. This critical application of theory and the detail displayed here is indicative of the response, which achieved Level 5 (22/25)

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Examiner commentary

The examiner comments here make reference to some aspects from elsewhere in the answer, and are included here to give a sense of the nature and scope of a strong answer that achieved just into Level 5. Note that although this candidate refers to specific named theorists, this is not in itself essential to gain high marks. AO2 (critical understanding of concepts and issues) is not directly assessed here; however, AO4 requires that exploration of connections across texts be "informed by linguistic concepts and methods and it is the application of these ideas to the texts given that is being rewarded here.

You can find three further exemplars and commentaries for this question with marks of 14, 17 and 23 at:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/AS_Level_Paper_1_Section_A_Exemplars_Pack.pdf



AS Component 1

Section B: Language & Identity

- Students explore how writers and speakers present themselves to their audiences, constructing identities through their language choices in spoken, written or multimodal 21st-century data.
- Some aspects of an individual's unique language choices (idiolect) that both reflect and construct their personal identity or identities (personas) include:
 - geographical factors (dialect)
 - social factors (sociolect), including gender, age and ethnicity.

Note that the data here will be 21st century, ensuring that candidates should be dealing with modes and forms of language that will be within their realm of experience, allowing them to concentrate fully on exploring how the language presents identity.

Again, there is further guidance on this unit in the Getting Started Guide (p28) which notes that the content of this unit is a subset of the content for A Level Component 1, Section A, guidance for which begins on page 5 and covers a range of key concepts and approaches to addressing how language presents identity.



AS Component 1 Section B Exemplar

Throughout the text religious language is used to ^{give the text a} ~~create~~ a moral integrity, for example 'fight the good fight' and passionate believers. These words give the sense that this product has a moral high ground over other products, which also links to the use of subject specific lexis ~~from the scientific field~~ based on the subject of using environmentally friendly ~~these~~ products.

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Exemplar

This response is in answer to the question:

Analyse how the company 'method' presents itself in Text D.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

Activity 2

Again this is a short extract from a longer answer (just one slide this time). Consider the qualities of the extract in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials. It may be helpful to look at the entire answer which is reproduced on page 4 of the AS Unit Section B exemplar pack:
http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/AS_Level_Paper_1_Section_B_Exemplars_Pack.pdf.

This pack includes a total of five exemplars and commentaries, covering levels 2 to 5.

**AS Component 1 Section B Exemplar**

This response comments on some relevant features and focuses on presentation of self but the accuracy in their application is not consistent which is why this achieves a top Level 2 mark.

Level 2	6–10	Broad understanding <ul style="list-style-type: none">• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.• Describes contextual factors and language features. Application is undeveloped.
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Examiner commentary

This particular extract is probably one of the stronger paragraphs in a relatively weak (level 2) response.

Consider how you would advise the candidate to move beyond demonstrating mere 'understanding' (whether 'broad' for level 2 or 'clear' for level 3) towards 'application' (whether 'consistent' or 'discriminating') needed for the top two levels.

Compare this with Exemplar D (p10 of the exemplar booklet) where much more consistent use of examples shows application of linguistic knowledge to interpretation of how the text constructs identity for the purpose of engaging with an audience to sell the product, whereas in this response the candidate shows some understanding of what the text is doing and how, but does not apply much linguistic knowledge in doing so.



A Level Component 1

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Paper	Overview of assessment	
AL 1 Language Variation	<p>Paper length: 2 hours and 15 minutes</p> <p>Section A – Individual Variation: one compulsory question on two linked unseen texts (AO1, AO2, AO3, AO4 assessed)</p> <p>Section B – Variation over Time: one compulsory question on two thematically linked unseen texts, from two different periods (AO1, AO2, AO3, AO4 assessed)</p>	<p>35% of A-Level 60 marks</p> <p>Section A 30 marks</p> <p>Section B 30 marks</p>

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A level Component 1

A level Component 1 is a longer paper than the AS paper 1, reflecting the assessment of additional content in the form of the 'variation over time' section.

Note how the equal weighting of marks and assessment objectives has allowed us to achieve the goal of creating a 'holistic' mark scheme, which we have tried to do as much as possible on this specification, so that teachers and students do not need to worry about giving more attention to one AO over another, or addressing different AOs in different parts of the response.



A Level Component 1 Language Variation

- **Section A: Individual Variation** focuses on how language choices can reflect and create personal identities.
 - Combines aspects of AS Sections A and B, requiring contextual and comparative analysis of **two** unseen texts
- **Section B: Variation over Time** focuses on language variation in English from c1550 (the beginnings of Early Modern English) to the present day.
 - Not part of AS so can be left to Year 2 if co-teaching.

The contextual and comparative aspects of Section A mean that the range of content assessed in this question is comparable to that assessed in the two separate sections of AS Component 1. This means that although the content covered is the same (as mentioned with regard to AS component 1, guidance on this content is in the Getting Started Guide from page 5), the level of challenge in the assessment is greater as candidates are having to synthesise more knowledge and skills in a single response.

The starting point for the texts used for Variation over time of c1550 is chosen to ensure that texts should at least be comprehensible to all candidates. The guiding principle can be summarised as 'nothing more unfamiliar than Shakespeare' in terms of difference from current English.



A Level Component 1

Section A: Individual Variation

- Analyse texts (which may include transcripts of speech) from a *descriptive* perspective, while recognising that issues of identity are often bound up with *prescriptive* judgements on the part of individuals themselves and others
- Key concepts
 - Prestige and accommodation
 - Variation by geography, ethnicity and nationality
 - Variation by class, education and occupation
 - Variation by generation and age
 - Variation by gender identity

Again, guidance on these concepts is given in the Getting Started Guide, which includes suggestions of further resources for teachers and students.

It is worth noting that the degree of detail required is governed by the focus on presentation of identity. For example with regard to geographical variation, students will not be expected to be able to identify detailed lexical and grammatical features of a range of individual regional dialects. Rather, they should be aware of some of the broad areas of lexis and grammar that are most likely to vary in regional dialects, and be able to explore, where they identify such non-standard forms, how and why they may be contributing to the presentation of the speaker or writer's identity.

**A Level Component 1 Section A Exemplar**

"She addresses herself (using the proper noun 'Ciretta') in the third person ('let's leave Ciretta') in order to convey more about how she is a 'mysterious' person and also to shed more light on her personality as she talks about herself in a different perspective. ...

In comparison, the age difference between the two writers is clear when we look at text B. This is because the writer mentions frequently about his 'birth' which was in a few days before the 'outbreak of the second world war'. The writer of text B also uses more formal forms of address 'Mother' 'Father' and lexis which suggest old-fashioned objects such as 'harness' 'air-raid shelter' and 'barrage balloon.' The formality and standard form of the lexis presents the writer as older but creates a contrast with some of the more creative uses of language, which suggests that the writer has a dry sense of humour, and an eccentric persona, for example 'Father was away, eyeball to eyeball with the Germans in North Africa.'"

Exemplar

This response is in answer to the question:

Analyse and compare the ways that both writers use language to convey personal and social identity.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

Activity 3

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. It may be useful to view the whole response on page 16 (Exemplar E) of the A Level Component 1 Section A exemplar pack:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/A-Level-Paper-1-Section-A-Exemplars-Pack.pdf>

The relevant sections of the A Level SAMs for this question are: pages 6 (question); 23-24 (source texts); 31-33 (mark scheme).



A Level Component 1 Section A Exemplar

This student has produced a comprehensive, well-structured analysis which discusses various aspects of both writer's identity and personality. The student effectively compares the awkward, mysterious self-deprecating writer of Text A with Text B's more mature, traditional humorous writer. The response is confidently written, well supported with relevant examples. This scored in the top of level 4 but would have been awarded marks in level 5 if the student had included theories within their analysis.

Examiner commentary

Here is the examiner's commentary on the answer. You could consider what aspects of theory could most relevantly and usefully have been applied in this response. Again, the Getting Started Guide has some starting points.



A Level Component 1

Section B: Variation Over Time

- Analysis of two unseen texts drawn from Early Modern English (EMnE), c1550 onwards
- Explore examples of diachronic change across the language frameworks and levels:
 - Graphological and phonological change
 - Lexical and semantic change
 - Grammatical change
 - Change in discourse and style

Variation over time

Despite texts for the exam only being from EMnE onwards, it will be valuable to use some texts from before this (as early as Chaucer and Caxton) to give students some sense of the development of English leading up to EMnE, as some of the features that will vary can only be fully understood in the context of prior developments (for example the loss of early inflections reflected in the vestigial final 'e', or variant spelling forms sometimes reflecting pre-Great Vowel Shift pronunciations).

In addition to the SAMs and additional specimen materials that we have produced, we have also compiled a pack of data taken from past papers of the legacy selection that fits the criteria for the current specification:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/eng-lang-2015-teacher-pack.pdf>



A Level Unit 1 Section B Exemplar

"Text C provides an example of a piece on the cusp of early modern English (EME) as it is progressively morphing into modern English. The topic of theatre generally demonstrates the influences of the renaissance of enriching British culture.

Typically of EME, the addition of an 'e' on the end of the adjective 'unknowne' and the concrete noun 'kingdome' can be seen. Also, loose grammatical structure can be seen with the use of the comma and ellipsis together at the bottom of the text and the fact that the last sentence is very long and list-like in structure.

The Latin terms 'status quo prius' suggests influences from middle English where Latin was popular within the English language. Also, the archaic term 'doe' suggests influences of middle English where inflections such as 'doth' were common."

Exemplar

This response is in answer to the question:

Evaluate the ways that both texts demonstrate how language has changed over time.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

Activity 4

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant sections of the A level SAMs for this question are pages 13 (question); 26-29 (source texts); 34-37 (mark scheme).

This extract is from Exemplar F, on page 19 of the A Level Component 1 Section B exemplar pack:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/A-Level-Paper-1-Section-B-Exemplars-Pack.pdf>



A Level Component 1 Section B Exemplar

This response was placed mid Level 2. The student recalls and references a number of features that are relevant to an exploration of this data but tend to be the obvious similarities and differences and the use of specific terminology is often absent. However, the student does recall methods of analysis that show some understanding and their brief description of the language features selected shows some ability to describe construction of meaning.

Examiner commentary

Notice how the response takes a rather disconnected 'feature-spotting' approach, tending to dwell on the more immediately obvious surface features such as final 'e' and use of latin without really much insight into either the historical context or the language change principles involved.

Compare this with the student's analysis of the final 'e' in Exemplar E which was a Level 5 response:

Additionally, the Great Vowel shift in 1640, just 3 years before text C was produced, represented a change in the language. This resulted in some graphemes, which previously would have been pronounced on the end of lexemes, such as "-e" in "unknowne", /ʌnəʊwnə/, were then pronounced with the final vowel omitted; it became a silent letter, /ʌnəʊwn/. For a while after the final vowel sound was dropped, the "-e" remained orthographically, hence being present in text C, but some few years after the change, the silent letter was dropped due to the lack of need for it, which is why it isn't present in text D.



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AS & A Level Component 2

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Again, as the teaching content of Component 2 is largely the same for both AS and A-level, we will consider them together before moving onto the A-level-only components.



Component 2: Child Language

The same core content is assessed at both AS and A-Level with variations in assessment type and depth that will be explored later.

Some key aspects that students should be familiar with are:

- stages of language acquisition (eg holographic, two word, telegraphic)
- overextension, underextension, overgeneralisation
- substitution, deletion
- child-directed speech (CDS), caretaker language, motherese
- stages of writing.

Guidance in the Getting Started Guide for Child Language begins on page 11:
<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/Getting-Started-GCE-English-Language-Final-v2.pdf>

There is also a pack of child language data from legacy specification papers that have been selected as still being relevant for use on this specification to help save you time in searching for materials for students to practice with:
<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/SoW-Resource-Child-Language-Data-Pack.pdf>



AS Component 2

edexcel

Paper	Overview of assessment	
AS 2 Child Language	Paper length: 1 hour and 30 minutes Section A: creative response to one short piece of unseen written data (AO2, AO5 assessed) Section B: extended response to one longer set of unseen spoken data (AO1, AO2, AO3 assessed)	50% of AS 50 marks Section A 20 marks Section B 30 marks

ALWAYS LEARNING

PEARSON

The AS paper is where we have included assessment of AO5 and is the only place at AS level where this AO is assessed. Note that at AS Section A will always use written child language data, and Section B will always use spoken data.



Component 2: Child Language

Students should be introduced to relevant developmental, functional and structural theories associated with the development of language, including:

- the earlier debates of behaviourism
- innateness versus nativism,
- cognitive and interactive theories
- functional approaches
- current methods of teaching literacy.

The Getting Started Guide (page 11 onwards) contains further detailed guidance on areas of child language that can be explored, broken down by language frameworks and levels.



AS Component 2: Child Language

Question 1: Responding to written data

- AS students will always explore the 'written' data in a 'creative' response.
- As well as developing their understanding of concepts and issues related to children's writing, students will develop their own ability to craft their writing for different forms, functions and audiences.
- Some examples of forms, functions and audiences that students might explore are:
 - forms – articles, talks, reports
 - functions – to inform, to explain, to persuade
 - audiences – students, parents, non-linguists.

The AS component is entirely co-teachable with the A level Component 2 Child Language. However, whereas A level students will be unable to predict the type of data (spoken or written) they will be given in the examination, AS students will have the certainty that the first question will always focus on written data and the second question will always focus on spoken data.

As there is no coursework component in the AS, it is necessary to assess AO5 ('expertise and creativity in the use of English') in the examination. We have therefore added a 'real life' writing task to the child language paper. Given the nature of the task, the range of possible forms will be restricted to those that are used to offer information, explanation and advice. Students can be reassured that they will not have to turn the child's writing into a short story, for example!

If you are co-teaching AS and A level students, this focus on text production will be excellent preparation for A level students' coursework.

AO5 is only assessed in Question 1.



AS Level Component 2 Section A Exemplar

Georgia, (7), has been our guinea pig for our experiment exploring and analysing her spelling and development. Over the next 3 weeks we will be focussing on Georgia's language development as a whole ranging from Choice of words to test her vocabulary etc....

...Other examples of an overextension on Georgia's behalf are the words 'smily(smiley)' and 'blond(blonde)'. On both occasions, Georgia sounds out the morphemes to form the grapheme but when sounding out blond, it is unclear that there is a silent e on the end of the word that Georgia has omitted – This can be seen as a virtuous error by Georgia's but one that most children make and will be rectified with age. The word smiley with the variant may simply not be one Georgia recognises or has learnt yet.

Exemplar

This response is in answer to the question:

Produce an article for a magazine called 'The Linguist' analysing and exploring Georgia's spelling development. The article is part of a series charting Georgia's language development aimed at A Level English Language students.

Activity 5

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials. The relevant pages of the SAMs for this question are p36 (question), p51 (source text), and pages 55-57 (mark scheme).

This is an extract from Exemplar C on page 9 of the AS Component 2 Section A exemplar pack:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/AS_Level_Paper_2_Question_1_Exemplars_Pack.pdf



AS Level Component 2 Section A Exemplar

This response is placed at the top of level 4. This student consistently applies an understanding of audience and function and presents the data in an engaging manner. The audience is involved with the use of pronouns and there are effective transitions between sections, but the student's use of colloquialisms such as 'mag' for magazine are perhaps too informal. Understanding is consistently applied to the data and the student covers a number of spelling issues such as polysyllabic words, over extension of existing rules and skills that Georgia has acquired. The student would have benefited from some IPA to make the link to sound more detailed and more exploration of the reasons Georgia spells as she does (e.g. the phonics teaching method).

Examiner commentary

Note from this examiners comment the importance of remembering that both AO2 and AO5 are assessed here. Students need to remember that they need to show both understanding of issues relating to children's acquisition of written English, and to present this in a form and use language that is appropriate for purpose, format and audience.

The trend of this task will always be to take specialised knowledge that the student has acquired and to present it to an audience without that specialised linguistic knowledge. Note also the reference to IPA in the examiner's comment. Students should be encouraged to make use of the resources they are given, and the IPA reference sheet will always be printed in the source booklet.

Although the data will always be a specimen of a child's written language, and teaching should focus on children's acquisition of writing skills for this section, it is important to recognise that writing and reading are taught and acquired alongside each other (and as spoken language is still developing). This is reflected in the examiner's comment on the phonics teaching method, so some general awareness of methods of teaching both reading and writing will be useful here.



AS Component 2: Child Language

Question 2: Responding to spoken data

- AS students will show their ability to analyse spoken data, and their understanding of key concepts and issues, in a formal extended-essay response.

The similarity between AS and A level assessment for this aspect led us to omit detailed consideration of exemplars owing to time constraints at face-to-face events. However, exemplar material for AS responses can be found at:
http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/AS_Level_Paper_2_Question_2_Exemplars_Pack.pdf

The relevant pages of the SAMs are page 40 (question) pages 52-53 (source texts), pages 58-61 (mark scheme)

The key difference in question style between AS and A level here (as elsewhere) is the use of bullet points in the AS question to break down more clearly for AS candidates.



A Level Component 2

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Paper	Overview of assessment	
AL 2 Child Language	Paper length: 1 hour Students answer one compulsory question based on a set of unseen data – <i>either</i> spoken <i>or</i> written. (AO1, AO2, AO3 assessed)	20% of A-Level 45 marks

ALWAYS LEARNING

PEARSON

Candidates will not be able to predict whether the data will be spoken or written, as it will be chosen randomly. It is therefore essential that students are fully prepared for both types of data to ensure full coverage of the specification.



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A Level Component 2 Child Language

Assessment is by a single extended essay (1 hour) based on a set of data which may be *either* spoken *or* written.

ALWAYS LEARNING

PEARSON

This is in contrast to AS where students know they will have to produce a creative response to written data for section A, while the data analysis for section B will be on spoken data.



Child Language A Level Exemplar

It is, however, interesting to note that in Thomas has correctly substituted o with a in order to make 'come' in to past tense 'came'. A behaviourist theorist would argue that in order for Thomas' language to securely develop he needs positive and negative reinforcement from his parents ~~with~~ - however, Thomas' parents do not appear to reinforce Thomas with regard to his language use and Thomas' language seems to be securely developing - perhaps refuting behaviourist theory. ~~This~~

ALWAYS LEARNING

PEARSON

Exemplar

This response is in answer to the question:

Analyse how Thomas and his parents use language to interact with each other and the role this could have in shaping language development.

Activity 6

Consider the qualities of the extract on this slide and the following slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant pages from the A-level SAMs for this question are pages 40 (question); 54-57 (source texts); 59-61 (mark scheme).

This slide and the next are extracted from Exemplar E on page 14 of the A Level Component 2 exemplars pack:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/A-Level-Paper-2-Exemplars-Pack.pdf>

Consider the characteristics that make this a Level 5 response.



Child Language A Level Exemplar

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The refuting of behaviourist theory is also highlighted phonologically through Thomas' language use, whereby he corrects himself on words he initially pronounces incorrectly for example 'yust', which he immediately corrects to 'just', supporting refuting behaviourist ideas and supporting Chomsky's Nativist theory, that children have an innate ability to learn language, and will do so when they are ready. Furthermore, Thomas seems to find some phonemes difficult to produce, perhaps due to lack of biological development or a ^{minor} speech impediment, such as a lisp. However, he copes effectively with this using substitution.

ALWAYS LEARNING

PEARSON

Exemplar continued from slide 37.



Child Language A Level Exemplar

This is an extract from a Level 5 response which was awarded 38/45. Considering the time allowed, the candidate produces a full response and shows a sustained application of selected language features and considers the effect of context. Examples are effectively and accurately integrated into the response and a wide range of theories are supported and refuted by the candidate in the course of the analysis. The terminology is generally accurate and the writing style is sophisticated and accessible.

Examiner commentary

One of the key aspects of a strong response to child language data is to relate it to theory in a subtle way that recognises the developing nature of research into language acquisition, so that the data is not simply 'mined' to find evidence for one theory, then another. Rather, the data should be seen as language actually being used by children (and where relevant their carers), with the issues and concepts of CLA theory used to illuminate how and why the language takes the form it does in the particular context of the discourse.



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A Level Component 3

ALWAYS LEARNING

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A Level Component 3

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Component	Overview of assessment	
3	Paper length: 1 hour and 45 minutes	25% of A level 45 marks
Investigating language	Section A – one question on an unseen text related to their chosen sub-topic (AO1, AO2, AO3 assessed)	Section A 15 marks
	Section B – one question drawing upon the knowledge acquired from their own investigation (AO1, AO2, AO3, AO4 assessed)	Section B 30 marks

ALWAYS LEARNING

PEARSON

Given the relative novelty of the investigation component now being a timed exam, the Getting Started Guide has detailed exploration of possible approaches with further case studies in addition to those given here. The relevant section is from page 14 onwards.



Component 3

Investigating Language

The component consists of the following investigation topics:

- Global English
- Language and Gender Identity
- Language and Journalism
- Language and Power
- Regional Language Variation.

An investigative sub-topic will be **pre-released** in the **January** of the second year. The pre-released **sub-topic** will provide a steer for the students' research and investigation to enable them to prepare for the external assessment.

The scope of the topics is as follows.

- **Global English:** this topic will explore aspects of varieties of global English. They include those from outside the UK, such as the Republic of Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, south and south-east Asia.
- **Language and Gender Identity:** this topic will explore social attitudes and how the forms and conventions of written, spoken and multimodal language can construct or reflect gender and sexual identities.
- **Language and Journalism:** this topic will explore the many varieties of print and online journalism. Students will have opportunities to explore the influence of contextual factors, how language is crafted to meet the expectations of different audiences and purposes, and to consider notions of bias, subjectivity and objectivity.
- **Language and Power:** this topic will explore how the way language is used in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, language and prestige, politeness and power relationships.
- **Regional Language Variation:** this topic will explore English that varies regionally within the UK. Students will explore the historical aspects of regional variation, how and why language varies regionally, attitudes to regional variation, and variation within regional varieties.



Component 3 Investigating Language

Students will:

- select a research focus from one of the above five topic areas
- develop their research and investigation skills
- undertake a focused investigation
- apply their knowledge of language levels and key language concepts developed throughout the whole course
- develop their personal language specialism.

Before the subtopics are released, teachers should focus on developing their students' research and investigative skills. There are opportunities to do this throughout the course, through small-scale investigations about child language or research into the language of a particular historical period. Another approach could be to introduce students to each of the five main topic areas so that they are able to make an informed decision when selecting their preferred subtopic for investigation; however there is no preferred model of delivery and no requirement for students to study more topic areas than the one they choose for the exam.



Component 3 Investigating Language

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Research and investigation

- Students should carry out a small scale, focused investigation, ensuring that they have researched the following aspects of their chosen subtopic, as appropriate:
 - origins/development
 - main features
 - different varieties
 - changing attitudes
 - influence of social/historical/cultural factors.

ALWAYS LEARNING

PEARSON

Note that the pre-release will provide bullet points indicating the areas which should be researched/investigated.

Feedback on the SAMs showed that there was a possibility for the global English topic that candidates could potentially choose a topic for investigation that would fit the brief in the pre-release, but not be directly relevant to answering the Section B question. Centres can be assured that this potential problem has been addressed, and that, as long as the investigation falls within guidelines of the bullet points in the pre-release, the question will always be broad enough to ensure that any investigation a candidate has conducted will be directly relevant to answering the question set.



Component 3 Investigating Language

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Research and investigation

- Students will use their research, the observations made in their investigation and the data they gather to inform their response in the examination.
- Students are **not** expected to memorise extensive data i.e. table of figures, data, graphical representations etc. Their observation/data should be referred to in support of their argument – outline, summarise, explain, exemplify, quantify, draw conclusions etc.
- Students *cannot take any of their research or investigation data gathered as part of the pre-release work into the examination.*

ALWAYS LEARNING

PEARSON

You will see in later slides and in the Getting Started Guide that the principle examiner has produced a number of Case Studies illustrating possible approaches, and the kind of examination responses they might lead to.



Component 3 Investigating Language

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Before the subtopic is available

- Students should gain a grounding in the theory and background to the main topic area chosen for study. They should be aware of:
 - the historical background to their main topic
 - important theories relating to this
 - the development of linguistic study in this area
 - current theories and ideas.
- They should also carry out data collection and analysis to observe data in the light of theory. The question 'Does the language always do what the theory suggests it will?' is one that is always worth asking. Students should be encouraged to seek out and share their own data.

ALWAYS LEARNING

PEARSON

Again, see the Getting Started Guide for further advice on approaches.



Component 3 Investigating Language

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After the pre-release subtopic is available

- After the subtopic is released, students should begin to ask focused questions about this subtopic, such as:
 - Where does this subtopic fit within the context of the overall topic?
 - Where might this language be used/observed?
 - What are the main features of this language? How is it different from/similar to language relating to other topics?
 - What is the function of this language?
 - Who uses it?
- They should also consider the specific research guidance given in the pre-release material. Using this guidance, they can identify an area relating to the subtopic, devise a method of researching it, collect data, analyse it and draw conclusions from the analysis.
- Students can report the progress of their research and present their data for analysis and discussion in small- and whole-group workshops.

ALWAYS LEARNING

PEARSON

It should be noted that the expectation here is that even though students will not necessarily be producing a full investigation report as they would have to do for coursework, the approaches and skills of research and investigation are the same, and it is expected that students in the exam will clearly draw on that research. Our own research while preparing the specification confirmed that these skills are highly valued by higher education institutions, and a solid grounding in research methods will benefit students more widely, as well as enabling them to approach Section B of the exam with confidence.



Component 3 Investigating Language

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Research skills

- Students need to identify clear and concise answers to the following questions.
 - What do I want to find out?
 - What data do I need to collect?
 - Where can I find this data?
 - How should I collect it?
 - How should I analyse it to help me find an answer to my original question?
- The answers to these questions will enable the students to devise research investigations. These could include hypothesis or question-based topics where the student wants to test a theory he or she has developed about the area of language being investigated, or a descriptive topic where the students is investigating an area of language for which there is little previous research.

ALWAYS LEARNING

PEARSON

This guidance is further developed in the Getting Started Guide, along with examples of subtopics which can be found in the SAMs.

The principles are the same as for coursework investigations – although the scale should be made appropriate for the assessment style. Obviously they will not be able to give the same amount of detail in exam conditions, working from memory of their research. The next slides give a couple of examples of the kind of response that can be expected.



A Level Component 3 Investigating Language

Section A: analytical response to unseen data

This is always directly related to the pre-release topic

In this section students will analyse a piece of unseen data (written or spoken) which is directly related to the pre-release topic



Global English: Section A Exemplar edexcel

"English as a second language indicators in Text A2 include the fact that she omits some words in her speech which reflect that English is not her mother tongue. For example, when talking about her work in line 16 she omits a definite article 'the' and just says "in library". Furthermore, in line 4 she omits the preposition 'at the' and instead says "weekend" after a micro pause. However, these alone do not fully detract meaning from what she is saying as it is still understandable.

Nonetheless, even though English is character A1's first language, it is interesting how when he explains where he was born early on in the interview, he uses "Joburg", a common colloquialism for Johannesburg in South African English, early on in the interview. This immediately goes to highlight that despite the formal language conformation encouraged by an interview, South African English influences are hard for him to hide and have become a fundamental part of his South African English.

Both characters speak English close to British influence which reflects the history of British colonialism in South Africa and the remnants of war, apartheid and trade. This is important as it illustrates that although the westernisation of culture has been apparent in the world due to globalisation; 'British-isation' has had a greater impact than 'Americanisation' in the language varieties of South African English based on Texts A1 and A2."

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PEARSON

Exemplar

This response is in answer to the question:

To what extent are Texts A1 and A2 representative of the language varieties of South African English?

Activity 7

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant section of the SAMs for this question are pages 65 (pre-release); 72 (question); 92-93 (source data); 105-106 (mark scheme).

This is an extract from Exemplar B on page 6 of the AS Component 3 Section A exemplars pack:

http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/A_Level_Paper_3_Section_A_Exemplars_Pack.pdf



Component 3: Section A Exemplar

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This response has a strong opening focusing on the cultural factors that affect the language of both speakers. The student performs a direct comparison choosing interesting lexis and grammar to identify features of English as a First and Second Language. The student further develops their answer by discussing the contextual factors of the speakers commenting on spoken language and the effects of talking in an interview situation. They demonstrate strong knowledge and understanding of the historical development of the South African varieties linking them confidently with language features.

Their analysis is well structured, concise and covers a wide range of language levels which allows them to achieve the top of level 4. Their analysis on phonology discusses the intonation of the speaker and links it well with context but it is brief. In phonology they do not mention the distinct accent features of the speakers which are prominent within the data. This limits the response to level 4. If the student had commented on one or two key features of the accent using IPA symbols this would have been criteria to award them with a level 5 mark.

ALWAYS LEARNING

PEARSON

Examiner commentary

Since the candidate has data in front of them, a high level of detail in the analysis is expected on Section A. The thinking here in our planning of this component is that this allows candidates to perform a level analysis in showing knowledge of the topic area that they will be less likely to achieve in Section B, as they are not allowed to take their own data into the exam.

Section B then allows them to consider broader issues in relation to the topic and show how their own investigations relate to those issues and concepts (hence the question format of always presenting a potentially controversial statement as the basis for discussion). This is explored further in the following slides.



A Level Component 3 Investigating Language

Section B: response to a given perspective

- Always directly related to the pre-release topic.
- Drawing upon own research and/or investigation in support of their argument.

In this section students will respond to a given position, drawing upon information from their own research and/or investigation to support their argument.

The given position will be such that it is easy to agree, or disagree, and the bullet points in the pre-release will ensure that the students' investigation/research is relatable to the position (whether in support or disagreement with it).



Component 3

Investigation Case Studies

Case Study 1: South African English

Example investigation focus

An investigation was carried out to identify the historical development of SA English in the 20th–21st centuries and to identify the main features of the language. The student realised that past examples of South African English were not easily available, so he identified the struggle against apartheid and analysed speeches of Nelson Mandela during the fight against apartheid (eg 1964 closing courtroom speech) and the speeches of Nelson Mandela between his release from prison in 1990 and 2004 (eg 1990 Cape Town rally speech, 1994 inaugural address, 2004 retirement speech). He identified that Mandela's English was close to Standard British English in lexis and syntax, but very different at the phonological level. Interestingly, he identified more differences at the level of syntax in Mandela's late speeches.

These case studies are hypothetical examples (though often based on previous examples from coursework investigations) of possible approaches that candidates might take to the Sample Assessment Material pre-release and examination questions.

As mentioned previously, there are further examples in the Getting Started Guide for the full range of topics.



Component 3 Investigation Case Studies

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"The language situation in SA is very complex. English is the first language of about 3.5 million people in a population of over 40 million. English and Afrikaans were the main language of education during apartheid, and English is an important second language and a lingua franca. Kirkpatrick says there are four broad categories of English in SA: White SA English, Indian South African English, Coloured or Mixed Race SA English and Black South African English. BSAE is not usually a first language and it varies depending on the speakers first language and competence in English. Does this mean it is a second language only, or is it a distinct variety?

For my investigation, I researched the language of the political speeches of Nelson Mandela from the 1960s to the present day. Nelson Mandela was an educated man who qualified as a lawyer. His first language was the African language Xhosa. His English, in all the recorded speeches I analysed, was very close to Standard English in lexis and syntax, but with a very different pronunciation. This made me wonder if there was such a thing as South African English. As well as Mandela's speeches, I read SA English newspapers and listened to SA radio. In every case, I was not able to find major differences from UK English, apart from the pronunciation."

ALWAYS LEARNING

PEARSON

This is an exemplar introduction to an answer to the Global English question 6 that can found on page 78 of the A Level SAMs:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/Specification%20and%20sample%20assessment/Alevel-EnglishLanguage-SAMs-updated.pdf>

Note that the student incorporates knowledge from their wider study e.g. the number of speakers within the population, and key theories within the study area i.e. Kirkpatrick .

Note also the use of first person. There are no issues with this approach, indeed it can be encouraged. Some delegates at face-to-face sessions raised this issue as some candidates, particularly from a science background have been taught not to do this, but research in the humanities frequently takes this approach, and in this examination we are keen that candidates show a strong sense of personal engagement with the issues raised by the question, and a strong sense that they have indeed conducted individual research into the topic.



Component 3 Investigation Case Studies

Summary of the student's conclusions

The student goes on to discuss the main features he observed in Mandela's speeches, using comparisons with current South African politicians to demonstrate that in official/formal situations there were very few differences in lexis and syntax between BSAE and SE. The discussion was supported by examples from key language frameworks, particularly phonology. He concludes that, given the historical, social and political background, BSAE has as much a claim to be a distinct variety as American English.



Component 3

Investigation Case Studies

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Case study 2: Language and Journalism: opinion articles

Example investigation focus

This student decided to investigate the representation of gay men in opinion articles over time and looked at editorials in the *London Evening News* about the Oscar Wilde trials, 1980s editorials about Aids in the UK, and editorials about the changes in the law to allow gay marriage. This topic opened up a series of sub-questions relating to the different stances of particular publications and online sites, and ways in which negative views can be camouflaged via presupposition and implicature.

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Component 3

Investigation Case Studies

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"For my investigation, I looked at opinion articles reporting on gays and homosexuality. I chose this topic because attitudes to gay people have changed a lot in the past 100 years and I wanted to see if opinion articles had changed. I chose to look at reports of the trial of Oscar Wilde in 1895, opinion articles during the first AIDS epidemic in the 1980s, and reports about the change in the law to allow gay marriage.

I expected to find that opinion articles were less prejudiced against gays but I found that a lot of prejudice still exists. In the Oscar Wilde reports, homosexual sex was still a crime and the reports are very hostile. It was no longer a crime by the 1980s but the reports are still hostile. There is less hostility in the 2013 reports, but my argument is that opinion articles in some cases are too opinionated and offensive but they can hide their offensiveness by pretending to make reasonable points. I plan to look at some findings I made using a language corpus to analyse the article and also to look at implicature and pre-supposition in the recent articles to support the statement 'Journalism today is becoming too opinionated and offensive.'"

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PEARSON



Component 3 Investigation Case Studies

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Summary of the student's conclusions

- The student goes on to identify aspects of language – particularly the lexis: naming, use of adjectives, choice of verb – used to slant the articles in a particular direction. He also looks at pragmatic aspects of the language used, particularly presupposition and implicature. He uses a corpus tool to analyse word choice and collocation in his selected data and uses these findings to comment on general trends in his data ('An analysis of the data using a corpus tool found that negative words and phrases preceded the words for homosexual men, and that the word "gay" collocated with more negative terms in the newspapers of the 1980s than in the late 19th century or in 2014.')
- He expected to find more hostility to homosexuals in earlier articles and less in the most recent. Interestingly, his conclusions were that modern comment articles were more dangerously opinionated and offensive because they concealed their offensiveness behind word choice, presupposition and implicature, rather than give an overt expression of their views.

ALWAYS LEARNING

PEARSON

Note that the student summarises their findings from the corpus study, but does not list out the frequency and the full range of collocations. Given the constraints of the exam this is acceptable, whereas more detail would have been expected for coursework. However, the memorisation of some well-selected examples from the students' investigations would help them to make their discussion even more focussed and effective.



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A Level Component 4

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A Level Component 4

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Component	Overview of assessment	
4	Coursework	20% of A Level 50 marks
Crafting language	TWO pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed)	Assignment 1 30 marks
	ONE commentary, reflecting on the two pieces they have produced (AO1, AO2, AO3, AO4 assessed)	Assignment 2 20 marks
	Advisory word count is 1500–2000 words for the original writing and 1000 words for the commentary	

ALWAYS LEARNING

PEARSON

Note that unlike the legacy syllabus, word count limits are now advisory. Obviously exceeding or falling short of the guidelines excessively will be self-penalising in terms of the level of control shown by the candidate.

It is also worth reminding candidates that the marks for the commentary are worth more than either of the individual pieces of writing alone: it must be considered as a fully integral part of the assessment from the planning stage, not as an 'add on' that can be rushed together only after the pieces are complete.



Component 4: Crafting Language

- Study the distinctive features of a variety of genres (for example feature articles, journalist interviews, speeches, scripted presentations, dramatic monologues, short stories and travel writing).
- Identify and examine texts (style models) that exemplify key features of their chosen genre and investigate the effects of different language choices and discourse strategies for different contexts.
- Complete two assignments:
 - two pieces of writing in the chosen genre differentiated by function and/or audience (advisory total word count 1500–2000 words)
 - a commentary (1000 words) in which they reflect on their language choices in both pieces of writing.

The demands of the commentary require that students do not skip the study and investigation of genre stage. If their pieces do not clearly follow from such study, this is likely to result not only in pieces that may not have a clear enough sense of audience and context, but also in an unconvincing commentary.



Component 4: Crafting Language

Example 1: travel writing

- Students should begin by researching travel journalism in a range of journals and periodicals. They should identify different audiences and make notes on how their language choices and discourse strategies are influenced by contextual factors.

Again, a sample of examples of approaches and outcomes are presented in the following slides, with more available in the Getting Started Guide.



Component 4: Crafting Language

- Students could then consider the Guardian newspaper's 2013 Travel Writing competition. This competition offered the following categories for entries:
 - A Big Adventure
 - A Journey
 - Historic Site
 - Culture
 - Wildlife
 - UK Holiday
 - Family.
- These categories from the competition could be used as a starting point for writing a piece or pieces of travel journalism.



Component 4: Crafting Language

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Differentiation by audience

- Some possible audiences for travel writing are:
 - 18–25 year olds
 - young couples
 - retired singles
 - families.
- Students could choose an audience from the list above (or suggest others) and research their requirements.
 - Piece 1: young people 18–25 years. A travel piece based on 'An Encounter' aimed at young backpackers planning an itinerary for a gap year.
 - Piece 2: retired people. A travel piece aimed at retired couples and singles under the heading 'Culture' or 'Historic site' focusing on a particular historical or cultural location.



Component 4: Crafting Language

Differentiation by purpose

- As above, students study various forms of travel writing where the primary purpose is to inform readers who may be considering travelling to the areas being covered.
- They should also look at examples of travel writing where the primary purpose is to entertain rather than to inform potential visitors.
 - Piece 1: writing primarily to inform. A travel piece for a specific audience chosen from the list above, informing them about the positive and negative aspects of travelling to a particular part of the world.
 - Piece 2: writing primarily to entertain. An account of a place in which the objective is to interest and amuse a general audience rather than to outline the facilities on offer to tourists. The place described may not necessarily be an exotic destination but could be a little-known place which the writer is able to present in an interesting and engaging way.



Component 4: Crafting Language

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Example 2: narrative fiction

- Students should read a wide range of short fiction aimed at different audiences using a variety of styles and techniques.
- **Differentiation by audience and purpose**
 - Piece 1: writing to entertain adults. A short story with a strong element of suspense and tension, featuring some element of the supernatural and aimed predominantly at adult readers.
 - Piece 2: writing to amuse children/young adults. An amusing 'spooky' story for children aged 9–14 featuring some elements of the supernatural and the ghostly.
- **Possible style models**
 - Adult supernatural: Edgar Allan Poe, Stephen King, Roald Dahl.
 - General: William Trevor, Alice Munro, Lydia Davies.
 - Children: Paul Jennings, Roald Dahl, Philip Pullman
 - Podcasts:
 - <http://soundcloud.com/newyorker>
 - www.bbc.co.uk/podcasts/series/nssa (National Short Story Award)

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Component 4: Crafting Language

Students can use a grid like those in the specification to help plan their pieces and ensure differentiation of audience and/or function.

Genre	Audience	Function	Text Description
Travel Writing	Gap year students	Inform	A magazine feature on top travel destinations for your gap year.
	Pensioners	Persuade	A magazine article to encourage pensioners to explore the world.

Although the specification does not require the submission of such a grid, it would be helpful to moderators if it were supplied, as well as being valuable to students in the planning process.



Component 4: Crafting Language

Choose a genre or two and suggest possible tasks a student could do.

Genre	Audience	Function	Text Description

Activity 8

You may wish to use the grid to identify possible approaches that students could take, perhaps drawing on approaches that you already take to coursework and considering how they can be adapted to the requirements of the new specification.

Note that audience is not simply a matter of age, and function is bound to be more complex than a single word like 'inform' can convey, but by concentrating on primary function and/or ensuring at least a broad differential between audiences, the specification requirements will be met and students will be able to make clear connections in the commentary between their two texts and the style models that influenced them to ensure coverage of AO4.



Component 4: Crafting Language

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Commentary guidance

- Write a single commentary of a maximum of 1000 words reflecting on the two pieces of writing they have submitted.
- Successful commentaries will:
 - include critical application of linguistic analysis using linguistic terminology where appropriate and using good written expression and effective organisation
 - show that the student is able to apply a range of linguistic concepts and issues to their own texts and to the stimulus materials
 - comment effectively on contextual factors which contribute to the organisation of texts, such as purpose, genre and audience
 - discuss connections between their own work and the stimulus texts and between their own individual pieces.

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Exemplars for the coursework section will be published at a later date. However, the skills required are similar to current coursework tasks so examples can be adapted from the legacy specification.



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AS & A Level English Language Course Planning

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Co-teachability

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Example of content for the delivery of a co-taught AS and A level cohort

Year 1	Year 2
Language and Context	Historical Variation
Language and Identity	Research and investigation skills
Child Language Acquisition	Crafting Language coursework
Teachers may wish to begin preparation for the coursework with A level 2-year students towards the end of year 1, whilst the AS students prepare for their AS examinations.	

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Planning for delivery

- Some example course plans, which are also available on the website, have been provided for you to give you some starting points for considering the options.
- What advantages and disadvantages of different ways of ordering and organising delivery have you identified?

A range of course planners for different models of delivery are available on the resources area of the Edexcel website, including AS only, A-Level only and a two-teacher model. These are in Word format so they can be easily edited to suit the particular needs of individual centres and teachers.

See: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FCourse-planner>



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Supporting you through the changes

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Supporting you through the changes

- Planning and delivery
- Teaching and learning
- Understanding the standard
- Personal support
- Tracking progress
- Training from Pearson

Pearson Edexcel provide resources to support in these six key areas.



Planning and delivery

We will provide you with the best support You already have:

- a range of course planners, outlining different delivery approaches
- editable schemes of work, with a range of accompanying lesson plans, to save you time
- a Getting Started guide, with exemplars and detailed guidance.

We will be providing further resources including:

- support packs for new topic areas.

All these resources can be found at:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

There are already detailed schemes of work for all components, some accompanied by detailed lesson plans and resources.



Teaching and learning

Language Transition Unit

- A scheme of work, with lesson plans and resources, that can be used as an introduction to the study of English Language, bridging the gap from GCSE to GCE and introducing students to key linguistic terminology.
- Produced by Prof Urszula Clark, Aston University.

Again, this is available on the website. To access this you will need to login to the secure materials area. If you do not have login details already, your Examinations Officer should be able to provide you with access.

Prof Clark has done a lot of work on English language in secondary education, and these resources are pitched at an appropriate level with a real sense of what works in the classroom.



Understanding the standard

We will provide you with information and support to help you understand the standard:

- example student work with examiner commentaries, prior to first teaching
- clear mark schemes that have been developed following research and trialling.

This presentation has already introduced the material that is currently available, and further exemplar and standardisation material will be added as the specification goes 'live' and then as the first assessments are undertaken.



Endorsed resources

We are committed to helping teachers deliver our Edexcel qualifications and students to achieve their full potential.

To do this, we aim for our qualifications to be supported by a wide range of high-quality resources, produced by a range of publishers, including ourselves.

However, it is not necessary to purchase endorsed resources to deliver our qualifications.

A list of all endorsed resources will be available on edexcel.com

At present there are no specific endorsed course textbooks. The legacy text books produced by Pearson are mostly relevant for the content of the new specification, so we advise use of those books if your department has existing copies.

We have supplied revised copies of those legacy student books as downloadable units on our website. The content has been rigorously reviewed against the new specification and updated accordingly. The AS units are available now, with A Level units to follow in 2016. You will need your Edexcel login to access the downloads.

[http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material](http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015/coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-materials&filterQuery=category:Pearson-UK:Document-Type%2FTeacher-support-material)

And as you have already seen, our aim is to make as much useful material geared to teaching this particular specification available free of charge on Pearson education website.



Personal support

Subject Advisors – Clare Haviland and her team will help keep you up to date about:

- training events and support materials
- news and government announcements affecting our qualifications
- key dates and entry deadlines
- new qualifications and resources.

Curriculum and centre support

- **Curriculum Development Managers** are curriculum experts who provide information and guidance to senior management.
- **Curriculum Support Consultants** provide invaluable support to our existing heads of department.

www.edexcel.com/contactus

Contact details for the subject advisor, and the English Language page of the website are on the final slide.

You can also sign up for email updates from the website, or via this direct link: <http://qualifications.pearson.com/en/forms/subject-advisor-english.html>

This will ensure you are notified any updates to resources on the website, and will hear about any further information.



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Tracking progress

ResultsPlus

- Our new qualification will be accompanied by an additional set of papers prior to first teaching, for you to use as a mock exam or earlier in the course.
- ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you to identify topics and skills where students could benefit from further learning.
- Mock Analysis provides analysis of past exam papers which can be set as mock exams.

www.edexcel.com/resultsplus

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Tracking progress

ExamWizard – help track progress

- allows you to create your own tests online using FREE past paper questions.
 - Contains a huge bank of past Edexcel exam questions and support materials to help you create your own mock exams, topic tests, homework or revision activities.
 - Helps you search for past papers, mark schemes and examiners' reports.



www.examwizard.co.uk



Training from Pearson

Events in a timely manner to help you prepare to teach the new specification:

- Professional development events with a focus on developing expertise to support good teaching and learning.

www.edexcel.com/training





Contact information

- Subject Advisor email: TeachingEnglish@pearson.com
- Subject Advisor telephone number: 0844 372 2188
- Subject page link:
<http://www.edexcel.com/quals/gce/gce15/eng-lang/Pages/default.aspx>
- **www.edexcel.com/contactus**
- **www.edexcel.com/learningforabetterfuture**