

New to Edexcel's AS and A level English Language and Literature specifications from 2015





Aims and Objectives

During the session you will:

- Consider** the structure, content and assessment of these qualifications, and the support available to guide you through the changes to this specification
- Explore** possible teaching and delivery strategies for the new qualifications, including co-teaching AS and A level
- Address** common issues and FAQs



Session Agenda

Time	Item
1.00– 1.15	Welcome; Tea & Coffee
1.15	Agenda & Introductions
1.20 – 1.35	The changes
1.35 –1.55	Specification content overview
1.55 – 2.15	A level component 1
2.15 – 2.35	A level component 2
2.35 – 2.45	Break
2.45 – 3.05	A level component 3
3.05 – 3.30	AS
3.30 – 3.50	Planning & Delivery
3.50 – 4.00	Support



Changes to Assessment Objectives

		AS/A level %
AO1	Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression	20-30
AO2	Analyse ways in which meanings are shaped in literary texts	20-30
AO3	Demonstrate understanding of the significance and influence of the contexts in which texts are written and received	20-30
AO4	Explore connections across texts, informed by linguistic and literary 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

Our specification





A and AS level at a glance

Component	Assessment Method	Weighting
A level		
1 – Voices in Speech and Writing	Examination	40%
2 – Varieties in Language and Literature	Examination	40%
3 – Investigating and creating texts	Coursework	20%
AS level		
1 – Voices in Speech and Writing	Examination	50%
2 – Varieties in Language and Literature	Examination	50%



Overview: Content at A Level

Component 1: Voices in Speech and Writing	Component 2: Varieties in Language and Literature
<p>Students study:</p> <ul style="list-style-type: none">• <i>Voices in Speech and Writing: An Anthology</i> - non-literary and digital texts from the 20th and 21st centuries• one drama text from a prescribed list	<p>Students study 2 texts from a selected theme:</p> <ul style="list-style-type: none">• one compulsory prose fiction text (anchor text) from a choice of two• one other literary text
Component 3: Coursework	
<p>Students study:</p> <ul style="list-style-type: none">• a free choice of topic and texts. <p>Chosen texts must be complete texts and be selected from different genres: one must be fiction and one non-fiction.</p>	



Content at A Level: Component 1

Voices in Speech and Writing: An Anthology – a range of texts from the 20th and 21st centuries

- Article
- Autobiography/Biography
- Diary/Memoir
- Digital Text
- Interview
- Radio Drama/Screenplay
- Reportage
- Review
- Speech
- Travelogue

The Voices anthology is supported by the Anthology Teacher Guide – available free of charge via the Edexcel website



Content at A Level: Component 1

Students choose to answer **one (extract based) question** on a drama text from the following:

- All My Sons
- A Streetcar Named Desire
- Elmina's Kitchen
- Equus
- The History Boys
- Top Girls
- Translations



Content at A Level: Component 2

Society and the Individual	Love and Loss	Encounters	Crossing Boundaries
<i>The Great Gatsby</i>	<i>A Single Man</i>	<i>A Room with a View</i>	<i>Wide Sargasso Sea</i>
<i>Great Expectations</i>	<i>Tess of the D'Urbervilles</i>	<i>Wuthering Heights</i>	<i>Dracula</i>
<i>The Bone People</i>	<i>Enduring Love</i>	<i>The Bloody Chamber</i>	<i>The Lowland</i>
<i>Othello</i>	<i>Much Ado About Nothing</i>	<i>Hamlet</i>	<i>Twelfth Night</i>
<i>A Raisin in the Sun</i>	<i>Betrayal</i>	<i>Rock 'N' Roll</i>	<i>Oleanna</i>
<i>The Whitsun Weddings</i>	<i>Metaphysical Poetry</i>	<i>The Waste Land and Other Poems</i>	<i>North</i>
<i>The WoB's Prologue and Tale</i>	<i>Selected Poems (Plath)</i>	<i>The New Penguin Book of Romantic Poetry</i>	<i>Goblin Market, The Prince's Progress, etc</i>



Overview: Content at AS level

Component 1 – Voices in speech and writing	Component 2 – Varieties in Language and Literature
<p>Students study:</p> <ul style="list-style-type: none">• Voices in Speech and Writing: An Anthology - non-literary and digital texts from the 20th and 21st centuries	<p>Students study 2 texts from a selected theme:</p> <ul style="list-style-type: none">• one compulsory prose fiction text (anchor text) from a choice of two• one other literary text



Texts

- AS texts are taken from the A level options:
 - 1 x Voices in Speech and Writing Anthology (same as A level)
 - 1 x prose anchor text (same options as A level)
 - 1 x second text from studied theme (same options as A level)
- Allows for complete co-teachability



Co-teachability

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

Year 1	Year 2
<ul style="list-style-type: none">• <i>Voices in Speech and Writing: An Anthology</i>. A wide selection of non-literary and digital texts from the 20th and 21st centuries• 1 prose text• 1 further text from the genres of poetry, prose and/or drama	<ul style="list-style-type: none">• 1 drama text• 2 further texts; 1 fiction and 1 non-fiction (for coursework)
<p>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. Therefore, the 2 coursework texts (one fiction and one non-fiction, as above) may be covered in year 1, year 2 or a combination of both, as appropriate.</p>	



Text coverage activity

Consider the range of component 2 texts in your pack

● **Which theme and two texts would you select?**

Things to consider:

- Currently taught texts
- Opportunities for introducing new texts
- Cohort types/interests
- Preferences: teacher's, dept, etc

Why have you made these choices and disregarded others?

The **Getting Started Guide** on the Edexcel website includes discussion and introductions around each of the 4 themes

Assessment – A level





Component 1 – Voices in speech and writing

Knowledge, skills and understanding

This component has an explicit focus on the concept of 'voice'. Students will study how spoken voices are formed and written voices created in literary, non-literary and digital texts.

Students will develop their understanding of how writers and speakers **shape and craft** language to present an identity or persona, and will look at connections between texts as well as the significance and influence of context.



Assessment

Paper	Overview of assessment	
1	<p>Paper length: 2 hours and 30 minutes</p> <p>Section A – one comparative essay question on an unseen extract selected from 20th or 21st century sources and one text from the Anthology (AO1, AO2, AO3, AO4 assessed).</p> <p>Section B – Drama Texts: one extract-based essay question on the chosen drama text (AO1, AO2, AO3 assessed).</p>	<p>40%</p> <p>Sec A 25 marks</p> <p>Sec B 25 marks</p>



Knowledge, skills and understanding into learning outcomes – paper 1 section A

Overall approach and question structures

- 1 Compare the ways in which the speaker and writer create a sense of voice as they describe their experiences. In your answer you must consider linguistic and literary features, drawing upon your knowledge of genre conventions and context.

What is consistent wording and structure?

What do we mean by ‘a sense of voice’?

Use of command words

References to assessment objectives



How is good practice reflected in student work?



Exemplar student response

Paper 1 Section A

The speaker in Text A, Nelson Mandela, creates a sense of voice through an emotive speech, in which he calls for ‘a just share in the whole of Africa’ and draws to the attention of the court the mistreatment and lack of rights for black Africans. Text B draws similarities with Text A, as an autobiography by Maya Angelou, a black African-American who also believes in a brighter future. Text A revolves around abolishing apartheid whilst Text B concerns feminism and independence, themes that reflect upon one another in the sense that there is a desire for change and opportunity.



Voices anthology Teacher Guide

- Available free of charge via the Edexcel website
- Points for analysis and discussion – for every anthology text
- Links and connections to other texts within the anthology
- Suggested teaching activities
- Suitable for AS and A Level



Knowledge, skills and understanding into learning outcomes – paper 1 section B

Overall approach and question structures

All My Sons, Arthur Miller

Read the extract on pages 7–8 of the source booklet.

- 2 Using this extract as a starting point, and with reference to other parts of the play, discuss how Miller develops the characters' dilemma with the morality of the business world.

In your answer, you must consider Miller's use of linguistic and literary features and relevant contextual factors.

(Total for Question 2 = 25 marks)

What is consistent wording and structure?

Use of command words

References to assessment objectives



ACTIVITY

1. Read question 3 on page 14 of the SAMs, and the extract on page 33
2. Read the exemplar student response to the task in your pack
3. Skim Read through Indicative Content, AOs and the Marking Grid (p.53 of SAMS)

This response achieved level 4 – 18 marks. Reflect upon and discuss the strengths of the response, and any ways in which it could be improved



Examiner comments

Sustains focus on the central issues of the task and comments (and evidence) show some discrimination. The dynamic between the characters (and the language through which this is constructed) is considered with some insight.

Applies controlled discussion of concepts and methods supported with use of discriminating examples – exemplification is not fully consistent, however.

The overall structure of the response is sound and coherent. Transitions are effective and expression largely fluent.

Use of terminology is accurate and in reasonable range – could be sharper/more specific at times and sentence level analysis could be more developed.

Has clear sense of Williams as author and the representative nature of the characters he develops (which links to context).

Aware of the historical context of the play but issues of production and reception lack detail/development

Relates extract to broader play with some success.



Component 2 – Varieties in Language and Literature

Knowledge, skills and understanding

This component focuses on the ways in which different writers convey their **thoughts or ideas on a theme** in literary and non-fiction writing.

Students will develop their understanding of how writers use **language techniques and literary devices** *to craft* their work and communicate ideas or issues, *making connections* between texts as well as looking at the significance and influence of the contexts in which they were produced and received.



Assessment

Paper	Overview of assessment	
2	<p>Paper length: 2 hours and 30 minutes</p> <p>Section A – one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed).</p> <p>Section B – Prose Fiction and Other Genres: ONE essay question on one prose fiction anchor text and one other text from studied theme (AO1, AO2, AO3, AO4 assessed).</p>	<p>40%</p> <p>Sec A 20 marks</p> <p>Sec B 30 marks</p>



Knowledge, skills and understanding into learning outcomes – paper 2 section A

Overall approach and question structures

Critically evaluate how the writer conveys his response to this event.

In your answer, you must comment on linguistic and literary features and relevant contextual factors.

(20)

What is consistent wording and structure?

Use of command words

References to assessment objectives

A bank of **example non-fiction texts** for each theme are provided on the Edexcel website. Also see the non-fiction texts SoW for 4 worked **examples of critical evaluations** of non-fiction texts.



Knowledge, skills and understanding into learning outcomes – paper 2 section B

Overall approach and question structures

Evaluate the effectiveness of the methods used by the writers of your **two** studied texts to present individuals as outsiders from society.

In your response you must consider the use of linguistic and literary features, connections across texts and relevant contextual factors.

(30)

What is consistent wording and structure?

Use of command words

References to assessment objectives

**How is good
practice reflected
in student work?**





ACTIVITY

1. Read question 7 on page 82 of the SAMs
2. Read the exemplar student response to the task
3. Skim Read through Indicative Content, AOs and the Marking Grid (p.116)

This response achieved level 3 – 18 marks. Reflect upon and discuss the strengths of the response, and any ways in which it could be improved



Examiner comments

- Shows understanding of contextual factors
- Strong examples used well, but limited in number – would benefit from wider exemplification from the many disturbing encounters in *Wuthering Heights*, for example
- Some repetition of general points
- Occasional awkward expression
- Some inaccurate technical references eg ‘verb phrase’
- Discusses a number of relevant linguistic and literary features



Component 3 – Investigating and Creating Texts (Coursework)

Knowledge, skills and understanding

The coursework component has been designed to allow students to **demonstrate their skills** as writers, *crafting* their own original texts for different audiences and purposes.

In exploring the various forms of writing and the ways different writers use linguistic and literary techniques in texts, students will **acquire the synthesised knowledge and understanding** required to produce original pieces of writing.

This component permits students to pursue their own interests, **applying the skills** they have developed to investigate a topic they are interested in.



Assessment

	Overview of assessment	
Coursework	<p>Overview of assessment</p> <ul style="list-style-type: none">• Assignment 1 – two pieces of creative writing; one fiction and one non-fiction (AO5 assessed).• Assignment 2 – one analytical commentary reflecting on the two pieces they have produced (AO1, AO2, AO3, AO4 assessed).• Advisory word count is 1500–2000 words (combined) for the two creative pieces and 1000–1250 for the commentary.	<p>20%</p> <p>36 marks for Assignment 1</p> <p>24 marks for Assignment 2</p>



Selecting a coursework topic

The students topic should:

- help the student to frame their investigation
- provide adequate scope from which to find examples of fiction and non-fiction texts
- inform and influence their original writing

A range of example coursework topics and texts can be found in the **Getting Started Guide** on the Edexcel website



Coursework examples

Students should produce one creative fiction and one creative non-fiction text within their selected topic.

Fiction	Non-fiction
Short story	Journalism
Chapter from a novel	Travel writing
Screenplay extract	Memoir
Additional chapters/scenes from stimulus texts	Biography extract
Play/radio drama scene	Documentary script extract
Monologue	Review



Coursework examples

	Topic: Journeys
Fiction	<i>The Life of Pi</i> : Yann Martell, or <i>Cloud Atlas</i> : David Mitchell
Non-fiction	<i>Tracks</i> : Robyn Davidson, or <i>The Lost Continent (Travels in Small Town America)</i> : Bill Bryson
Tasks	Fiction: Short story about a woman telling her granddaughter about emigrating to Britain Non-fiction: Article for a student magazine about the advantages and disadvantages of a gap year spent travelling
	Topic: Entrapment
Fiction	<i>The Collector</i> : John Fowles, or <i>The Yellow Wallpaper</i> : Charlotte Perkins Gilman
Non-fiction	<i>An Evil Cradling</i> : Brian Keenan, or <i>Gomorrah</i> : Roberto Salviano
Tasks	Fiction: Dramatic short story about teenage cyberbullying Non-fiction: Investigative article about the plight of young illegal immigrant workers



Coursework commentary

The key areas:

- an introduction referencing the topic and stimulus texts
- a clear rationale for the choice of tasks
- an analysis of key characteristics of the text(s) which influenced the student's own writing
- an analysis of the significant linguistic and literary techniques used in the crafting the two pieces

Should include reflection upon:

- genre, audience and purpose
- form, structure and language
- the relationship between the student's creative tasks and the stimulus texts



Exemplar student commentary

Using 'One Flew Over the Cuckoo's Nest' as my stimulus text, I was able to draw upon its integral merging of reality and hallucination to inspire my protagonist's visibly unstable condition. Personification ('the door began to quiver in its frame') displays these hallucinations whilst also acting to symbolise Christina's own projected feelings. This is shown particularly through metaphorical references and a consistent use of sibilance here where Christina is describing her experience with the hushed patients ... 'the quivering prey for the silent, starved predator'. This zoomorphic reference is reiterated through the personifying post-modification; 'her nails penetrating the worn leather as if it were the helpless deer', suggesting once more the character's animalistic persona. Structurally, I have used a split narrative to display the variance between the protagonist's past thoughts and present experiences. Occasional irregular sentence structure such as ... 'trite phrases lining, unevenly, those clean walls ...' is designed to add to the disjointed feel of Christina's account. In this example, the sentence structure highlights the adverb 'unevenly' as the key information. Her confusion is also displayed through the oxymoron 'minuscule yet horrific'

Assessment – AS level





Assessment

	Overview of assessment	
1	<p>Paper length: 1 hour and 30 minutes</p> <p>Section A – Creation of Voice: one text transformation response to one text from <i>Voices in Speech and Writing: An Anthology</i> (AO3, AO5 assessed).</p> <p>Section B – Comparing Voices: one comparative essay question on one unseen extract selected from 20th- or 21st century sources and one text from the anthology (AO1, AO2, AO3, AO4 assessed).</p>	<p>Sec A 20 marks</p> <p>Sec B 30 marks</p>



Knowledge, skills and understanding into learning outcomes – paper 1 section A

Overall approach and question structures

Using information provided in Text A, write the script for a radio play to be broadcast after 9.00pm, dramatising the events that took place in 1917.

You may create additional characters but you must draw only on the factual information contained in Text A.

You should:

- develop your script using the conventions of a drama produced for broadcast on the radio
- craft your script appropriately to the given context
- write to engage your audience.

(20)

What is consistent wording and structure?

Use of command words

References to assessment objectives

See the **Voices Anthology Teacher Guide** for many examples of text transformation activities



Knowledge, skills and understanding into learning outcomes – paper 1 section B

Overall approach and question structure

Compare how the speakers shape their language to create a sense of voice.

You must consider:

- the use of linguistic and literary features
- the influence of audience and purpose
- the context of the texts.

(30)

Consistent AO targeting with A level paper 1 section A

Bullet points included at AS

One unseen text (from an anthology form) compared to one anthology text – as per A level



Assessment

	Overview of assessment	
2	<p>Paper length: 1 hour and 30 minutes</p> <p>Section A – Prose Fiction Extract: one essay question based on an extract from a chosen prose fiction anchor text (AO1, AO2, AO3 assessed).</p> <p>Section B – Exploring Text and Theme: one essay question based on the study of the other text selected from a chosen theme (AO1, AO2, AO3 assessed).</p>	<p>50 marks</p> <p>Section A 25 marks</p> <p>Section B 25 marks</p>



Knowledge, skills and understanding into learning outcomes – paper 2 section A

Overall approach and question structures

In this extract, George's visit to Doris in the hospital prompts reflections on the loss of Jim.

With reference to the extract above, discuss:

- Isherwood's use of linguistic and literary features
- the presentation of the opposition between life and death in the novel as a whole
- relevant contextual factors.

(25)

Extract based – Section A question targets studied anchor text

Use of command words

References to assessment objectives in bullet points



Knowledge, skills and understanding into learning outcomes – paper 2 section B

Overall approach and question structures

Discuss how the writer of your other studied text presents characters or personae who attempt to control or manipulate others.

In your answer you must consider:

- the writer's use of linguistic and literary features
- relevant contextual factors.

(25)

Whole text focus– Section B targets the second literary text

Use of command words

References to assessment objectives in bullet points

Planning





Activity – planning

Consider different delivery models

- co-teaching AS and A level in the first year
- 1 year (AS) and 2 year (AL) linearity
- 1 teacher vs 2 or more teachers delivering the specification

Look at the two high level course planner in your packs

Discuss the above and relate to your own, real setting as individual/pairs/small groups



Implementation and delivery

- Issues/considerations for co-teachability?
- AO focus at AS and AL: question styles
- AO5 at AS vs AL

Further support





Planning and delivery

We will provide you with:

- Course planners
- Schemes of work
- Getting Started guide, with teaching examples and detailed guidance



Teaching and learning

- *Voices in Speech and Writing: An Anthology*

Free hard copy to every student

A wide range of example of non-literary, digital and non-fiction texts from a variety of different sources.

Plus – **online teacher guide** covering every Anthology text with teaching and learning points, discussion and activity ideas.



Next steps

Before you go, please complete:

- the evaluation form
- the 'Intention to offer' form



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](https://www.edexcel.com)



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 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-lit/Pages/default.aspx>
- **www.edexcel.com/contactus**
- **www.edexcel.com/learningforabetterfuture**



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



Tracking progress

ResultsPlus

- 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.
- Extra assessment materials

www.edexcel.com/resultsplus



Statistics

If you would like to know more about examination statistics, you may find these links of interest to you.

Examination Results Statistics

www.edexcel.com/iwantto/Pages/stats.aspx

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

Grade Boundaries

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations.

Also refer to the examiners report which is available for download with other documents.



Statistics continued

ResultsPlus

www.edexcel.com/resultsplus

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance
- see your students' scores for every exam question
- understand how your students' performance compares with Edexcel national averages





Training

Wide range of training events for 14/15

- General Qualifications
- Vocational Qualifications

Audience

- UK
- International

Choice of Delivery methods to suit you and your centre

- F2F
- Online
- Centre-based

More information

<http://www.edexcel.com/training>

**WHAT OTHER TRAINING WOULD
YOU FIND USEFUL?**





Thank you

We constantly look to improve the training we provide

Please let us know what you thought of the training by completing our **online feedback form** for the opportunity to win a **£100 Amazon.co.uk Gift Card**.