

# 2015 A level English Language launch event





# Agenda

1. The changes
2. Our approach
3. Our draft specification
4. Supporting you through the changes
5. Contact information



# The changes



# 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.
- HE/Russell Group involvement in subject content.

## Timeline

	2014	2015	2016	2017
Current specification	Summer series as normal	Summer series as normal	Final AS and A2 examinations	
New specification	Specifications in centres	First teaching	First AS examinations	First A level examinations



## Changes to subject criteria

- 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: what does that mean for the investigation and creative writing coursework tasks?



## Changes to Assessment Objectives

		% in GCE
<b>AO1</b>	Apply appropriate methods of language analysis, using associated terminology and coherent written expression	20-30
<b>AO2</b>	Demonstrate critical understanding of concepts and issues relevant to language use	20-30
<b>AO3</b>	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	20-30
<b>AO4</b>	Explore connections across texts, informed by linguistic concepts and methods	10-15
<b>AO5</b>	Demonstrate expertise and creativity in the use of English to communicate in different ways	10-15



# Our approach



# Our focus for English Language

- A clear subject vision underpinning the specification content
- Co-teachable AS and A level
- Engaging content
- Maintaining the current A level standard – no ‘recalibration’
- Holistic assessment – equal coverage of assessed AOs
- Holistic mark schemes which have been trialled to ensure they are as clear as possible



# Our specification



## Key principles

- Flexibility and choice
- Opportunities for students to develop their language specialism
- Retention of creative writing coursework
- Innovative approach to investigation
- Support in the step up from GCSE



# AS and A level at a glance

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



# A Level English Language



# Content: Components 1 and 2

<b>Component 1: Language Variation</b>	<b>Component 2: Child Language</b>
<p>Students study:</p> <ul style="list-style-type: none"><li>• how language varies depending on mode, field, function and audience</li><li>• how language choices can create personal identities</li><li>• language variation in English from c1550 (the beginnings of Early Modern English) to the present day</li></ul>	<p>Students study:</p> <ul style="list-style-type: none"><li>• spoken language acquisition and how children learn to write between the ages of 0 and 8</li><li>• the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading</li><li>• appropriate theories of children's language development</li></ul>



## Content: Components 3 and 4

<b>Component 3: Investigating Language</b>	<b>Coursework: Crafting Language</b>
<p>Students will:</p> <ul style="list-style-type: none"><li>• select a research focus from five topic areas</li><li>• develop their research and investigation skills</li><li>• undertake focussed investigation/research</li><li>• apply their knowledge of language levels and key language concepts developed through the whole course</li><li>• develop their personal language specialism</li></ul>	<p>Students will:</p> <ul style="list-style-type: none"><li>• research a selected genre</li><li>• demonstrate their skills as writers within their selected genre, crafting texts for different audiences and/or purposes</li><li>• reflect on their research and writing in an accompanying commentary</li></ul>



# Investigating Language

The component consists of the following investigation main 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.



# A Level Assessment

Paper	Overview of assessment	
1	<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% 60 marks</p> <p>Section A 30 marks</p> <p>Section B 30 marks</p>
2	<p>Paper length: 1 hour</p> <p>Students answer one compulsory question based on a set of unseen data – <i>either</i> spoken <i>or</i> written. (AO1, AO2, AO3 assessed).</p>	<p>20% 45 marks</p>



# A Level Assessment

Paper	Overview of assessment	
3	<p>Paper length: 1 hour and 45 minutes</p> <p>Section A – one question on an unseen text related to their chosen sub-topic (AO1, AO2, AO3 assessed)</p> <p>Section B – one question drawing upon the knowledge acquired from their own investigation (AO1, AO2, AO3, AO4 assessed)</p>	<p>25% 45 marks</p> <p>Section A 15 marks</p> <p>Section B 30 marks</p>
4	<p>Coursework</p> <p><b>TWO</b> pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).</p> <p><b>ONE</b> commentary, reflecting on the two pieces they have produced (AO1, AO2, AO3, AO4 assessed).</p> <p>Advisory word count is 1500–2000 words for the original writing and 1000 words for the commentary.</p>	<p>20% 50 marks</p> <p>Assignment 1 30 marks</p> <p>Assignment 2 20 marks</p>



# AS Level English Language



# Content

<b>Component 1: Language: Context and Identity</b>	<b>Component 2: Child Language</b>
<p>Students study:</p> <ul style="list-style-type: none"><li>• the range of contexts in which language is produced and received</li><li>• how the contexts of production and reception affect language choices</li><li>• how writers/speakers present themselves to their audience in a variety of modes</li><li>• how writers/speakers choose language to reflect and construct their identity or identities.</li></ul>	<p>Students study:</p> <ul style="list-style-type: none"><li>• the development of both speech and writing in children between the ages of 0 and 8</li><li>• how language development is influenced by the function and context of the language used</li><li>• appropriate theories of children's language development</li><li>• writing for different functions and audiences.</li></ul>



# Co-teachability

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

Year 1	Year 2
Language in Context Language and Identity Child Language Acquisition	Historical Variation Research and investigation skills 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.



# AS Assessment

Paper	Overview of assessment	
1	<p>Paper length: 1 hour and 30 minutes</p> <p>Section A: Language and Context: one compulsory question on a small set of thematically linked unseen data. (AO1, AO3, AO4 assessed).</p> <p>Section B: Language and Identity: one compulsory question on unseen 21<sup>st</sup> century data. (AO1, AO2, AO3 assessed).</p>	<p>50% 50 marks</p> <p>Section A 25 marks</p> <p>Section B 25 marks</p>
2	<p>Paper length: 1 hour and 30 minutes</p> <p>Section A: creative response to one short piece of unseen written data (AO2, AO5 assessed).</p> <p>Section B: extended response to one longer set of unseen spoken data (AO1, AO2, AO3 assessed).</p>	<p>50% 50 marks</p> <p>Section A 20 marks</p> <p>Section B 30 marks</p>



# Supporting you through the changes



# Supporting you through the changes

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



# Planning and delivery

We will provide you with the best support:

- 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
- support packs for new topic areas.



# 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 Dr Urszula Clark, Aston University.



# 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.



## 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](http://www.edexcel.com/contactus)



## Tracking progress

- 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.

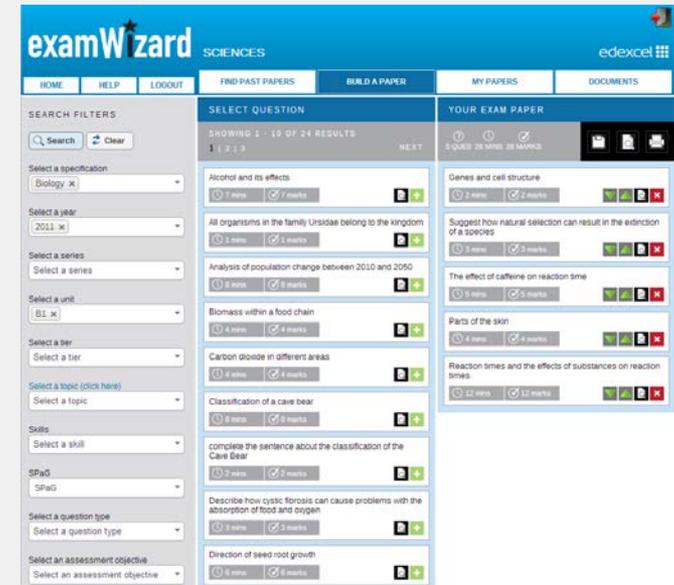
[www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)



# 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](http://www.examwizard.co.uk)



## Training from Pearson

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

- Getting ready to teach events in early 2015.
- Professional development events with a focus on developing expertise to support good teaching and learning.

[www.edexcel.com/training](http://www.edexcel.com/training)





# Contact information



## Contact information

- Subject Advisor email: [TeachingEnglish@pearson.com](mailto: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](http://www.edexcel.com/contactus)
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