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

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current specification</td>
<td>Summer series as normal</td>
<td>Summer series as normal</td>
<td>Final AS and A2 examinations</td>
<td></td>
</tr>
<tr>
<td>New specification</td>
<td>Specifications in centres</td>
<td>First teaching</td>
<td>First AS examinations</td>
<td>First A level examinations</td>
</tr>
</tbody>
</table>
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

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment Method</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Language Variation</td>
<td>Examination</td>
<td>35%</td>
</tr>
<tr>
<td>2 – Child Language</td>
<td>Examination</td>
<td>20%</td>
</tr>
<tr>
<td>3 – Investigating Language</td>
<td>Examination</td>
<td>25%</td>
</tr>
<tr>
<td>4 – Crafting Language</td>
<td>Coursework</td>
<td>20%</td>
</tr>
<tr>
<td><strong>AS level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – Language: context and identity</td>
<td>Examination</td>
<td>50%</td>
</tr>
<tr>
<td>2 – Child Language</td>
<td>Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
## Content: Components 1 and 2

<table>
<thead>
<tr>
<th>Component 1: Language Variation</th>
<th>Component 2: Child Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students study:</td>
<td>Students study:</td>
</tr>
<tr>
<td>• how language varies depending on mode, field, function and audience</td>
<td>• spoken language acquisition and how children learn to write between the ages of 0 and 8</td>
</tr>
<tr>
<td>• how language choices can create personal identities</td>
<td>• the relationship between spoken language acquisition and literacy skills that children are taught, including the beginnings of reading</td>
</tr>
<tr>
<td>• language variation in English from c1550 (the beginnings of Early Modern English) to the present day</td>
<td>• appropriate theories of children’s language development</td>
</tr>
</tbody>
</table>
## Content: Components 3 and 4

<table>
<thead>
<tr>
<th><strong>Component 3: Investigating Language</strong></th>
<th><strong>Coursework: Crafting Language</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>• select a research focus from five topic areas</td>
<td>• research a selected genre</td>
</tr>
<tr>
<td>• develop their research and investigation skills</td>
<td>• demonstrate their skills as writers</td>
</tr>
<tr>
<td>• undertake focussed investigation/research</td>
<td>within their selected genre, crafting</td>
</tr>
<tr>
<td>• apply their knowledge of language levels and key language concepts developed through the whole course</td>
<td>texts for different audiences and/or purposes</td>
</tr>
<tr>
<td>• develop their personal language specialism</td>
<td>• reflect on their research and writing in an accompanying commentary</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Overview of assessment</th>
</tr>
</thead>
</table>
| 1     | Paper length: 2 hours and 15 minutes  
Section A – Individual Variation: one compulsory question on two linked unseen texts.  
(AO1, AO2, AO3, AO4 assessed).  
Section B – Variation over Time: one compulsory question on two thematically linked unseen texts, from two different periods.  
(AO1, AO2, AO3, AO4 assessed). | 35%  
60 marks  
Section A  
30 marks  
Section B  
30 marks |
| 2     | Paper length: 1 hour  
Students answer one compulsory question based on a set of unseen data – *either* spoken *or* written.  
(AO1, AO2, AO3 assessed). | 20%  
45 marks |
## A Level Assessment

### Paper Overview of assessment

<table>
<thead>
<tr>
<th>Paper</th>
<th>Overview of assessment</th>
<th>Percentage</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Paper length: 1 hour and 45 minutes</td>
<td>25%</td>
<td>45 marks</td>
</tr>
<tr>
<td></td>
<td>Section A – one question on an unseen text related to their chosen sub-topic (AO1, AO2, AO3 assessed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section B – one question drawing upon the knowledge acquired from their own investigation (AO1, AO2, AO3, AO4 assessed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Coursework</td>
<td>20%</td>
<td>50 marks</td>
</tr>
<tr>
<td></td>
<td><strong>TWO</strong> pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>ONE</strong> commentary, reflecting on the two pieces they have produced (AO1, AO2, AO3, AO4 assessed).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advisory word count is 1500–2000 words for the original writing and 1000 words for the commentary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AS Level English Language
## Component 1: Language: Context and Identity

Students study:

- the range of contexts in which language is produced and received
- how the contexts of production and reception affect language choices
- how writers/speakers present themselves to their audience in a variety of modes
- how writers/speakers choose language to reflect and construct their identity or identities.

## Component 2: Child Language

Students study:

- the development of both speech and writing in children between the ages of 0 and 8
- how language development is influenced by the function and context of the language used
- appropriate theories of children’s language development
- writing for different functions and audiences.
### Co-teachability

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language in Context</td>
<td>Historical Variation</td>
</tr>
<tr>
<td>Language and Identity</td>
<td>Research and investigation skills</td>
</tr>
<tr>
<td>Child Language Acquisition</td>
<td>Crafting Language coursework</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Paper</th>
<th>Overview of assessment</th>
</tr>
</thead>
</table>
| 1     | Paper length: 1 hour and 30 minutes  
Section A: Language and Context: one compulsory question on a small set of thematically linked unseen data. (AO1, AO3, AO4 assessed).  
Section B: Language and Identity: one compulsory question on unseen 21st century data. (AO1, AO2, AO3 assessed). | 50%  
50 marks  
Section A  
25 marks  
Section B  
25 marks |
| 2     | 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%  
50 marks  
Section A  
20 marks  
Section B  
30 marks |
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
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
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
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:

- 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
Contact information
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