

# GCE English Language 2015: Crafting Language

## A level Coursework

### Introduction

This Crafting Language scheme of work provides suggestions on the teaching of Assignment 1: Original writing and Assignment 2: Commentary, based on five lessons per week. Note that the assignments form 20 per cent of the full A level course. The coursework component provides opportunities for students to pursue their own areas of interest and to develop personal and independent learning skills. Students will research a range of selected genres, considering their construction and purpose in connection with the chosen audience. Exemplar material should encompass written, spoken and multimodal features.

In Assignment 1, students will demonstrate their skills as writers by crafting two texts for the same genre, but for different purposes and/or audiences. Assignment 2 will require the student to reflect and evaluate the two pieces of original writing, making connections with their initial research. The coursework is internally assessed by the centre and externally moderated by Pearson Edexcel.

In preparation for the writing, students will study a range of style models before selecting and analysing one genre in detail. Students will select their own style model, in consultation with their supervising teacher, and they will then use this research to inform their own pieces of original writing.

## Coursework: Crafting Language

Week	Paper/theme	Learning outcomes	Content
1/2/3	Genre conventions, function and audience	<p>Within weeks 1, 2 and 3 students will be investigating a range of genres and how their purpose and function impacts on an audience, before they select a specific style they wish to develop for their coursework. This will also provide the students with the key skills required for the exam components.</p> <p>In preparation: students to collect a selection of texts from a range of genres. Centres may wish to create a bank of style model texts to ensure a diverse range is covered.</p> <p>Students should be encouraged to draw on their own interests, research and skills, as well as applying what they have learned about language.</p>	
1	Genre conventions, function and audience	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• deconstruct a range of texts, both spoken and written' for the following purposes: <ul style="list-style-type: none"> <li>◦ entertain</li> <li>◦ persuade</li> <li>◦ inform</li> <li>◦ advise/instruct</li> </ul> </li> <li>• analyse texts to ascertain the purpose/audience/context and function behind their construction</li> <li>• identify and analyse linguistic methods used in the creation of a piece of discourse.</li> </ul>	<p>Using their linguistic knowledge, students will analyse a range of texts, annotating key features and commenting on the function of the feature and its effect on the audience.</p> <ul style="list-style-type: none"> <li>• On a grid, students use their style models to plot the possible purpose, audience and genre for each text.</li> <li>• Students to pick out key linguistic and grammatical features of their style models.</li> <li>• Students to keep a log of the various texts they have analysed to aid the writing of the commentary.</li> <li>• Students to produce a written analysis, to demonstrate the understanding of the writer's use of language, and comment on particular features, considering purpose and audience – preparation for producing a commentary about their own writing.</li> </ul> <p><b>Suggested focus: Short stories</b></p> <p>Methods used to entertain an audience:</p> <ul style="list-style-type: none"> <li>• pre and post modification</li> <li>• use of adverbial phrases</li> <li>• varied sentence structures and moods – compound/complex/declarative/ imperative/interrogative</li> <li>• narrative voice – first or third person</li> </ul>

## A level scheme of work: Crafting Language

			<ul style="list-style-type: none"> <li>abstract nouns to convey emotions</li> <li>the creation of neologisms – sci-fi/fantasy</li> <li>development of plot/storyline.</li> </ul>
2		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>deconstruct a range of texts, both spoken and written, for the following purposes:           <ul style="list-style-type: none"> <li>entertain</li> <li>persuade</li> <li>inform</li> <li>advise/instruct</li> </ul> </li> <li>analyse texts to ascertain the purpose/audience/context and function behind their construction</li> <li>identify and analyse linguistic methods used in the creation of a piece of discourse</li> <li>explore the construction of texts based on implied readers and function.</li> </ul>	<p>Activities as week 1.</p> <p><b>Suggested focus: Travel writing</b></p> <p>Methods used to inform/entertain an audience</p> <ul style="list-style-type: none"> <li>use of specialist lexis and terminology</li> <li>first person narrative</li> <li>narrative structure – chronological/dates/headings</li> <li>cultural references/dialect/sociolect</li> <li>use of humour.</li> </ul> <p><b>Suggested focus: Journalism</b></p> <p>Methods used to inform an audience:</p> <ul style="list-style-type: none"> <li>discourse markers</li> <li>use of facts/statistics and personal opinion</li> <li>anecdotal references</li> <li>integration of professional quotes.</li> </ul>
3		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>identify key concepts of spoken discourse including 'real' and represented, and to deconstruct the methods of presentation (transcripts, play scripts, monologues, speeches): register/mode/idiolect/dialect/sociolect</li> <li>discuss the differences between written and spoken modes of discourse and how modern texts incorporate a blend of both (opinion journalism).</li> </ul>	<p>Activities as week 1:</p> <p><b>Suggested focus: Speeches</b></p> <p>Methods used to engage/persuade an audience:</p> <ul style="list-style-type: none"> <li>opening and closing utterances</li> <li>formal or informal lexical choices</li> <li>tricolon/anaphora/parallelism</li> <li>fluency of the speech – fillers/hedging/pauses</li> <li>assertion of opinion and expertise</li> <li>use of anecdotes</li> <li>historical referencing</li> </ul>

			<ul style="list-style-type: none"> <li>specialist lexis</li> <li>rhetorical questions</li> <li>personal pronouns.</li> </ul> <p>For spoken discourse: students could research and collect data from television and radio interviews, chat shows, current affairs programmes, political interviews play and film scripts, online blogs, speeches, ie political, celebrity award shows.</p> <p>Students may also use a mobile phone or a recorder to collect their own spoken data. The data collection will be an excellent way of developing skills for the Investigation Language Component 3.</p>
4	Planning process	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>reflect on the linguistic choices they will need to make</li> <li>produce a detailed plan for their chosen Assignment 1 pieces.</li> </ul>	<p>At the start of week 4, students need to decide on the particular genre they wish to produce for both coursework pieces. They should be encouraged to select styles based on the analysis they have completed in weeks 1, 2 and 3; their own personal interest in a topic or genre; and previous skills at GCSE.</p> <p>Prior to the first coursework draft, students need to investigate a range of textual variations within their chosen genre, ie:</p> <ul style="list-style-type: none"> <li>different sub-genres of children's short stories</li> <li>various journalistic styles – Clarkson/Brooker/Moran/Cosslett</li> <li>travel pieces from both online and book format</li> <li>texts created for targeted audiences – families/students/elderly/men/women/children/ disabled.</li> </ul> <p>To support students with ideas, focus groups could be created. Students who are working on a similar genre could mind map ideas together, share style models and completed research. This can then be presented to the class as a mini investigative project.</p> <p>Using the information from the focus groups/presentations, students need to produce a detailed plan for piece 1, using key areas of focus where appropriate:</p> <ul style="list-style-type: none"> <li>genre</li> <li>audience</li> <li>purpose</li> <li>topic/storyline</li> <li>tone</li> </ul>

			<ul style="list-style-type: none"> <li>layout</li> <li>formality</li> <li>narrative voice</li> <li>discourse structure</li> <li>linguistic techniques</li> <li>grammatical structures and cohesion</li> <li>key word bank/lexical choices</li> <li>concluding comments/closure.</li> </ul> <p>Once a detailed plan has been completed, students will then be in a position to produce their first draft of coursework 1. The production of the coursework must be completed independently.</p>
5/6	Drafting process (First piece)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>consider the writing process</li> <li>produce their own piece of writing in response to their chosen style model</li> <li>transform their first piece of writing to engage an alternative audience.</li> </ul>	<p><b>First draft</b></p> <ul style="list-style-type: none"> <li>Students should trial a number of openings, using the style model as a prompt: do they mirror the original, or vary the style, depending on the impact required for their audience?</li> <li>Students should be encouraged to experiment with structuring of sentences and choice of lexis. The various openings can then be shared with the class for feedback before completing the entire piece.</li> </ul> <p><b>Following the first draft:</b></p> <ul style="list-style-type: none"> <li>Peer assessment. Students evaluate coursework construction against the assessment criteria – highlighting what was successful and areas for development</li> </ul> <p>Formative teacher assessment is also necessary at this point and centres may wish to run one-to-one tutorial sessions with each student to provide personal, targeted feedback, indicating where progress/changes can be made.</p>
6/7	Drafting process (Redrafting first piece and drafting second piece)	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>consider the writing process</li> <li>produce their own piece of writing in response to their chosen style model</li> <li>transform their second piece of writing to engage an alternative audience.</li> </ul>	<p>Redrafting is a necessary stage of this Component and students must be encouraged to reflect on how and where they can make changes. There is no restriction on the number of drafts they may complete. Notes on changes made should be kept, as this will form part of the process when producing the Commentary.</p> <p>Once the first piece is complete, students will then repeat the process for the second piece of creative writing, considering how they will alter the genre to suit a different audience.</p>

			<p>Students could deliver a presentation of their first coursework piece to the class to gauge opinion and suggestions for their second piece.</p> <p>Following feedback and suggestions from both peers and teachers, students to complete the drafting process of both coursework pieces.</p>
8/9	Production of a commentary	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>produce a commentary on both pieces of original writing, explaining:           <ul style="list-style-type: none"> <li>how they were written</li> <li>the linguistic and stylistic decisions that were made towards their construction</li> </ul> </li> <li>comment on how the coursework evolved based on re-drafting</li> <li>comment on the original style model and</li> <li>evaluate their commentary against the assessment criteria.</li> </ul>	<p>In pairs, students discuss the style model that they used to influence their own original writing.</p> <p>They mind map the process that was taken to construct the two pieces of coursework, using the language framework:</p> <ul style="list-style-type: none"> <li>lexis and semantics</li> <li>grammar and syntax</li> <li>phonetics and phonology</li> <li>graphology</li> <li>pragmatics</li> <li>discourse.</li> </ul> <p>Students consider any significant changes made and the reasons, referring to the notes kept throughout the process.</p> <p>They add any research or reading material that was used to the mind map and discuss with a partner how writing was adapted to create the final drafts of their original writing.</p> <p>Students create a draft of the commentary, using the mind map of ideas, comments and reflections. Focus must be to refer back to the original style model and how both pieces were adapted to suit the audience.</p> <p>Peer-assess commentary, annotating what worked well, and suggesting ways to develop or improve further.</p> <p>Following formative feedback from teacher, students complete the drafting of their commentary.</p>