

New to Edexcel A level English Language





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



Agenda

1. Welcome
2. Overview of Specification and Changes
3. AS and A Level Detail
 - AS & A Level Component 1
 - AS & A Level Component 2
 - A Level Component 3
 - A Level Component 4
4. Planning for delivery
5. Further support and contact details

Our Specification





Key Benefits of Edexcel Compared to Other Boards

- Clear Exam structure
- AO4 not assessed in Paper 2
- AO5 only assessed in the Non-Examined Assessment
- Choice of topics in Component 3 depending on candidate's interests
- Large range of options candidates can choose to undertake for their Non-Examined Assessment



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



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%

AS & A Level English Language Assessment



AS & A Level Component 1





AS Component 1

Paper	Overview of assessment	
AS 1: Language Context and Identity	Paper length: 1 hour and 30 minutes	50% of AS
	<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 21st century data. (AO1, AO2, AO3 assessed).</p>	<p>Section A 25 marks</p> <p>Section B 25 marks</p>



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.



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.



AS Component 1 Section A Exemplar

Also, in a similar way
~~similar~~ to text A, Grice'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 ^{said} this impact. Cameron
speaks in a very appreciative tone
in response to the gift received on



AS Component 1 Section A Exemplar

behaviour 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 ^{intensifying} adverb 'absolutely' to show
agreement and again, increase
support (function) this 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 the garner support and gain power. This critical application of theory and the detail displayed here is indicative of the response, which achieved Level 5 (25/30)

Level 5	13–15	Discriminating application <ul style="list-style-type: none">• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.• Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.
Level 5	9–10	Discriminating application <ul style="list-style-type: none">• Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.



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.



AS Component 1 Section B Exemplar

Throughout the text religious language is used to ^{give} the text 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 semantic field~~ based on the subject of using environmentally friendly ~~these~~ products.



AS Component 1 Section B Exemplar

The candidate understands that Text E's persona is created by a company representing their brand as professional, good quality and environmentally aware. The field is explored in detail mentioning typical components such as cleaning and science but also identifies religious lexis and connotations which promote the idea of passion and dedication to customer's needs. The analysis is developed further by comments of direct address, replicating features of spoken language to build tenor and making references to convergence.

The candidate comments on a variety of linguistic features of the texts and explores the presentation of self with confidence making this a Level 5 response.

Level 5	21–25	Discriminating application <ul style="list-style-type: none">• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.
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A Level Component 1

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</p> <p>Section A 30 marks</p> <p>Section B 30 marks</p>



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



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



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.'"



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.



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



A Level Component 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.”



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.

AS & A Level Component 2





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.



AS Component 2

Paper	Overview of assessment	
AS 2: Child Language	<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% of AS</p> <p>Section A 20 marks</p> <p>Section B 30 marks</p>



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.



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.



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.



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).



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.



A Level Component 2

Paper	Overview of assessment	
AL 2: Child Language	<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% of A-Level</p> <p>45 marks</p>



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



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~~



Child Language A Level Exemplar

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.



Child Language A Level Exemplar

This is an extract from a band 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.

Level 5	25–30	Critical and evaluative <ul style="list-style-type: none">• Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.• Evaluative application of a wide range of concepts and issues.
Level 5	13–15	Critical evaluative approach <ul style="list-style-type: none">• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

A Level Component 3





A Level Component 3

Component	Overview of assessment	
A3: Investigating language	<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% of A level</p> <p>Section A 15 marks</p> <p>Section B 30 marks</p>



A Level 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.



A Level 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.



A Level Component 3: Investigating Language

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:
 - the origins/development
 - the main features
 - different varieties
 - changing attitudes
 - the influence of social/historical/cultural factors.



A Level Component 3: Investigating Language

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.*



A Level Component 3: Investigating Language

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.



A Level Component 3: Investigating Language

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.



A Level Component 3: Investigating Language

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.



A Level Component 3: Investigating Language

- Section A: analytical response to unseen data
 - always directly related to the pre-release topic



Global English: Section A Exemplar

“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.”



Component 3: Section A Exemplar

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.



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



Component 3

Investigation Case Studies

Case Study1: 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.



A Level Component 3: Investigation Case Studies

“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. ”



A Level 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.



A Level Component 3: Investigation Case Studies

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.



A Level Component 3: Investigation Case Studies

"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.'"



A Level Component 3: Investigation Case Studies

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.

A Level Component 4





A Level Component 4

Component	Overview of assessment	
A 4: Crafting language	<p>Coursework</p> <p>TWO pieces of original writing from the same genre, differentiated by function and/or audience (AO5 assessed).</p> <p>ONE 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% of A Level</p> <p>Assignment 1 30 marks</p> <p>Assignment 2 20 marks</p>



A Level 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.



A Level 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.



A Level Component 4: Crafting Language

- Students could then consider the *Guardian newspaper's 2013 Travel Writing competition* (www.theguardian.com/travel/2013/sep/13/guardian-travel-writing-competition-2013). 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.



A Level Component 4: Crafting Language

- **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.



A Level 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.



A Level Component 4: Crafting Language

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)



A Level 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.



A Level Component 4: Crafting Language

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

Genre	Audience	Function	Text Description



A Level Component 4: Crafting Language

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.

AS & A Level English Language Course Planning





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.	



Planning for delivery

- Use the planning grid in your delegate booklet to begin mapping out how you might organise the course in your centre.
- 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?



Planning for delivery

- Any further questions or issues about:
 - Content
 - Assessment
 - Planning?

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.

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
- SAMs and Past Papers from since Summer 2017
- A range of exemplars for Coursework and Exam Papers



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 trialing.



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.



Tracking progress



- 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.

The screenshot shows the ExamWizard website interface. The top navigation bar includes links for HOME, HELP, LOGOUT, FIND PAST PAPERS, BUILD A PAPER, MY PAPERS, and DOCUMENTS. The main content area is divided into three sections: SEARCH FILTERS, SELECT QUESTION, and YOUR EXAM PAPER. The SEARCH FILTERS section on the left includes dropdown menus for Select a specification (Biology X), Select a year (2011 X), Select a series, Select a unit (BL X), Select a tier, Select a topic (click here), Select a skill, SPaG, Select a question type, and Select an assessment objective. The SELECT QUESTION section in the middle displays a list of questions with their topics, marks, and time. The YOUR EXAM PAPER section on the right shows a summary of the selected questions, including the total number of questions, marks, and time.

www.examwizard.co.uk



Training from Pearson

- Getting ready to teach events in early 2015.
- Professional development events with a focus on developing expertise to support good teaching and learning.
- Feedback Events from the Summer Series
- Coursework Marking Training
- Network Events run during the year



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**