

Edexcel GCSE

English Language

Unit 3: Spoken Language

Spoken Language Study and Writing for the Spoken Voice

Controlled Assessment

Valid from June 2011 to May 2012

Paper Reference

5EN03/01

These controlled assessment tasks are valid from June 2011 to May 2012.

- For assessment in January 2012 centres must submit their moderation sample(s) by 10 January 2012.
- For assessment in Summer 2012 centres must submit their moderation sample(s) by 15 May 2012.

Please note that these controlled assessment tasks will **ONLY** be valid for assessment in January and Summer 2012. Teachers must ensure that students are completing the correct task for a particular year.

Further guidance can be found on the Edexcel website (www.edexcel.com).

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Edexcel Unit 3: Spoken Language

This document contains the Controlled Assessment tasks for the Spoken Language Study and Writing for the Spoken Voice sections of Unit 3. The Speaking and Listening tasks will be provided by your centre separately.

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Guidance for Teachers: Spoken Language Study

What do students have to do?

Students will complete one task on spoken language, from a choice of two. Students must complete this task on their own.

How much time do students have?

Following preparation and research, students will have up to two hours to complete the task.

How do students prepare for the task?

Students must research examples of spoken language. These may include:

- the language they hear around them
- a selection which could be taken from sources such as YouTube, TV or radio interviews, radio phone-ins, soap operas or the British Library audio archives
- centre's own recorded materials
- CD-ROM of spoken language provided by Edexcel.

Students must provide two examples of spoken language to complete the chosen task. These examples can be taken from any of the sources.

What evidence of spoken language should students submit with their task response?

Students should submit a Controlled Assessment Record Form which states the sources of information that they have used. This form should include references to specific television or radio programme editions, transcripts of spoken word and specific references to CD Rom or DVD evidence. Such evidence of the spoken word should be available for moderation purposes. Teacher assessors should confirm that students have drawn on this evidence.

What must the response to the task show?

Students' responses must show that they:

- understand how spoken language changes depending on the context, using examples
- understand some of the choices people make when they are speaking (for example: how they say it; what words or phrases they choose), using examples.

How should students present the response?

The response must allow students to show understanding of the examples of spoken language chosen. The response will be a written response of up to 1000 words to the task.

The Spoken Language Study Task for the Student

You will complete **one** task from the two below:

EITHER

Using **two** examples of spoken language, comment on the way teenagers adapt their spoken language to suit the situation.

You should comment on:

- how the purpose of the spoken language affects the way it is used
- how the audience affects the language that is used
- how formal or informal the language is
- how the language used influences other speakers and listeners.

(24)

OR

Using **two** examples of spoken language, comment on the spoken language used in two different areas.

You should comment on:

- how the purpose of the spoken language affects the way it is used
- how the audience affects the language that is used
- how formal or informal the language is
- how the language used influences other speakers and listeners
- the use of dialect.

(24)

Guidance for Teachers: Writing for the Spoken Voice

What do students have to do?

Students will complete one task from a choice of three.
Students must complete this task on their own.

How much time do students have?

Following preparation and research, students will have up to two hours to complete this task.

How do students prepare for the task?

Students should watch, read and listen to examples of the way writers create spoken words. These may include:

- radio plays
- films
- TV drama
- radio and TV documentaries
- sitcom
- radio advertisements
- graphic novels
- monologues
- speeches
- stand-up comedy.

What must the response to the task show?

The response must show that students:

- understand how a media type (radio, TV, graphic novels etc) works
- understand the needs of an audience and purpose.

How should students present the response?

As a written response that is effective for the form, purpose and audience chosen for the task.

Writing for the Spoken Voice Task for the Student

You will complete **one** task from those below:

EITHER

Write a script that contains between 30 seconds and 2 minutes of **spoken language** for:

- a radio drama **OR**
- a television drama **OR**
- a radio advertisement.

Your script must be completely original **BUT** it can be for a radio drama, television drama or a product that already exists.

(24)

OR

Write a persuasive speech of up to 1000 words in which you argue **for** an issue of your choice.

(24)

OR

Write a narrative of up to 1000 words in which direct speech is a key feature.

(24)