

IAL Language Unit 1 Section B

Teacher Guidance

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a) Ask the students to read the texts in the Source Booklet (Neyland memoir and radio play from student exemplars on the Edexcel website).

Taken and Adapted from the UK AS and AL English Language and Literature Specification material:

<https://secure.pearson.com/content/dam/secure/silver/all-uk-and-international/a-level/english-language-and-literature/2015/teaching-and-learning-materials/GCE-LangLit-Voices-Anthology.pdf> [‘Eye-witness account written by a young radio operator in the First World War’]

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language%20and%20Literature/2015/teaching-and-learning-materials/AS-LL-Paper-1-SecA-Q1-transformation.pdf> [‘Exemplar Responses: AS Paper 1, Section A Voices in 20th- and 21st-Century Texts- Transformation’; Candidate E]

b) In reference to the Voices in Speech and Writing: An Anthology and the accompanying Teacher’s Guide and the Guide to Generic Conventions that support the GCE AS and A level English Language and Literature (2015) specifications, discuss and record with the class some typical generic conventions of memoirs and reportage in 20th and 21st Century texts.

See:

https://secure.pearson.com/content/dam/secure/silver/all-uk-and-international/a-level/english-language-and-literature/2015/teaching-and-learning-materials/anthology_teacher_guide_final.pdf?375006688198351 [‘Voices in Speech and Writing- Teacher Guide’]

http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language%20and%20Literature/2015/teaching-and-learning-materials/GCE_EngLL_Guide_to_Generic_Conventions_v1.0.pdf [Guide to Generic Conventions]

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language%20and%20Literature/2015/Specification%20and%20sample%20assessments/AS-EnglishLangLit-SAM-updated.pdf> [adapted Guidance on Content (below) taken from SAMS, Teacher Guide and Guide to Generic Conventions]

<http://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/english-language/2015/specification-and-sample-assessments/IAL-English-Language-Collation-SAM.pdf> [IA Language Sample Assessment Materials (Marking Grid p40)]

c) As individuals, pairs, or in small groups, ask the students to plan a response to the following question. The teacher should use and adapt the ‘guidance on content’ below to steer student responses and discussion.

Write a short piece of reportage for a newspaper of your choice that broadly supports the infantry’s role in war.

In addition to your own ideas you must refer from at least one of the texts in the Source Booklet.

d) As individuals, ask the students to write their own responses under exam conditions. Students can then mark their own or others’ scripts using the marking grid and in reference to the content guidance as directed by the teacher.

Guidance on content

Students must use only the factual information contained in the account to develop this reportage but there is considerable scope for fictionalised or extended development of this information.

Students should be rewarded for:

- Creativity in generating a convincing piece of reportage
- Demonstrating awareness of the significance of the context in which their text is received, such as a creative application of the appropriate generic conventions
- Appropriate selection of language and content for the audience
- Creativity in producing a piece that informs, engages and sustains the interest of the audience

Students are expected to demonstrate their own expertise and creativity in the use of English.

Features of students' writing on this task may include but are not limited to:

- Predominantly Standard English lexis and grammar
- Standard use of punctuation (including apostrophes)
- Varying syntax for effect
- Use of rhetorical and persuasive devices
- Use of appropriate lexical field for audience
- Discourse markers to shape the discussion
- Use of short paragraphing to aid reader attention
- Adaptation of material from the Source Booklet through techniques such as direct quotation, free indirect speech, narrative report of speech, and paraphrase. It is not necessary to mimic the format of a newspaper (columns etc.) but it is likely that many students would include some of the language-based features of journalistic discourse.

Details drawn from the stimulus text might include:

- Name and age of the writer – students may create his first name (he is referred to only as Sapper B. Neyland, aged 18)
- His company (Royal Engineers (Signals), Wireless Section)
- The location of the episode (Roclincourt, France)
- Reaction of Neyland and other soldiers to shell bursts
- His first experience of a trench
- Representation of others (such as the guide, the officer and Hewitt)
- Technical aspects of setting up the British Field set
- Interaction with the infantrymen
- His summons to Arras and the orders issued there
- First experience of enemy machine-gun fire
- The use of the crucifix (under gunfire), then the ruins of a building, then a tree
- Stump as a substitute mast
- Encounter with the officer and the plan of action delivered
- The attack itself.

This text gives opportunities for students to reflect on a variety of terms and concepts. Some examples might include:

- How the semantic fields of war, the military and fear are tempered with necessity to 'get the job done' and run throughout the fabric of the writing as based in fact, eg 'advance under cover of a formidable barrage ...', 'He soon fell into a depth of slime', 'frightened ... it was our first experience of enemy machine-gun fire', 'It is an eerie sensation to climb over an effigy of Jesus ... and to hear the German machine gun ...'
- Reported speech which adds to the realism of the piece, e.g. "'That's it," said the officer
- Use of assonance/alliterative phrasing and onomatopoeia to convey emotion and reality, e.g. '... effigy of Jesus ... to dig your feet into ... the figure offering foothold ... machine gun tat-tatting all around'.
- Use of repetition adding to the sense of realism or to reflect on an economy of words and phrases, e.g. 'the infantry waves were to advance ... each wave was to be provided with ... go over with the first infantry wave'.

When discussing the effects of literary or linguistic choices, students might be asked to consider questions such as:

Is the overall tone of the piece negative or positive (towards the war)? How is this achieved?

What are the features which characterise the text as a memoir or radio play?

What is the intention behind the purpose of the text? How successful is it in achieving this? What is the intention in publishing the account?

What does the writer intend to tell us about themselves? How do they create a sense of their personality in the text?

What is the context in which this text was written? How has the context influenced the writer? Has the context of the text changed significantly since its first publication (in 1930) compared with today?

In what ways has the text been crafted to meet the expectations of the supposed audience?