

Pearson Edexcel International Advanced Level in English Language

Qualification Outline

First teaching from September 2015

First assessment from June 2016

Introduction

This qualification outline document sets out an overview of the content and assessment for the new Pearson Edexcel International Advanced Level (IAL) in English Language.

The document has been provided to help teachers plan for the delivery of the new IAL qualification ahead of first teaching in September 2015 and the final publication of the Specification and Sample Assessment Materials (SAMs) documents.

You can be assured that the **structure** of the qualifications, overarching **topics** and **texts** and the first **assessment availability** set out in these documents are confirmed, to enable you to plan your approach to delivery of this qualification with confidence.

Please note: the unit titles provided in this document are indicative, and there may be minor changes to the unit titles and content and assessment details in the final Specification and SAMs. Therefore it is important that you obtain copies of these when they are available in August 2015. Your Regional Development Manager will be able to support you with this.

We hope that you find this document helpful, if you have any questions please email: internationalqualifications@pearson.com and we will be happy to answer these.

1 Unit

Language: Context and Identity (IAS)



Externally
assessed



Availability:
January and June



First assessment:
June 2016

Overview of content

Students will explore:

- 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
- How writers create texts for different forms, purpose, audiences, and contexts.

Texts used for analysis will be selected from 20th and 21st-century sources. In Section A the sources will not include transcripts.

Overview of assessment

 Length: **1 hour 30mins**

Students answer **two** questions, one question from Section A and one question from Section B.

Section A Context and Identity:

Students answer **one** question on two unseen extracts selected from 20th and 21st-century sources. Students produce an extended comparative response showing how the presentation of identity is shaped by contextual factors in both unseen texts.

Section B The Creation of Voice:

Students produce **one** text transformation response to one of the unseen texts in Section A. They will adapt the content of the unseen text into a new form, and for a new audience and purpose.

2 Unit

Language in Transition (IAS)



Externally assessed



Availability:
January and June



First assessment:
June 2016

Overview of content

Students will explore the ways in which languages change, with a focus on English in a global context. They will study:

- The influence of other languages on the development of English.
- Pidgins and Creoles
- The development of English outside the British Isles.

Students will need to know about the mechanisms of language change but they will **not** need to study the historical development of English.

Texts used for analysis will be selected from 19th - 21st century sources.

Overview of assessment

Length: **1 hour 30mins**

Students answer **two** questions, one question from Section A and one question from Section B.

Section A : Spoken and Written Language Today

Students answer one question on an unseen transcript of spoken English of the 21st century.

Section B Written Language of 19th – 21st Century

Students answer one discussion question on a theoretical text that looks from a wider perspective. at the issue raised in the text in Section A.

3 Unit

Crafting Language (Writing) (IA2)



Externally assessed



Availability:
January and June



First assessment:
January 2017

Overview of content

Students will explore a range of specified writing genres and appropriate style models. They will demonstrate their skills as writers in re-creating texts for different context, purpose and audience.

They will reflect on the writing process in an analytical commentary.

The genres selected for study are:

- Feature articles
- Journalist interviews
- Speeches
- Travel writing
- Biography
- Reviews

Students will explore:

- Distinctive features of the selected genres
- Texts that exemplify key features of the genres and the effect of language choices
- Discourse strategies for different contexts.

Overview of assessment

 Length: **2 hours**

Students answer **two** questions, one question from Section A and one question from Section B.

Section A – Re-creating text

Based on two or three source texts, students will create their own text which meets the criteria of a new audience, purpose and context. The source texts will be taken from a wide range of genres, and not only from those listed for study. Each source text will be taken from a different genre.

At least 50% of the student's own text must be based on the source texts. The student may use their own knowledge, experience or opinion for the remainder.

Section B Commentary

Students will produce one commentary reflecting on the writing process.

They will:

- Analyse and evaluate the text they have written
- Show how their text has reshaped the source material to meet the new contextual requirements (mode, field, function/purpose and audience)
- Comment on why they have made the changes they have to the source material.

4 Unit

Investigating Language (IA2)



Externally assessed



Availability:
January and June



First assessment:
June 2017

Overview of content

Students will select **one** research focus from four topic areas:

- Contemporary Global English
- Language and Power
- Children's Language Acquisition
- Language and Technology

Students will:

- Develop their research and investigation skills
- Undertake a focused investigation of their selected topic
- Apply their knowledge of language levels and key language concepts developed through the whole course
- Develop a personal language specialism.

A sub-topic for each of the specified topics will be pre-released in May for the January examination series and September for the June examination series. These will provide a steer for the students' research and investigation to enable them to prepare for the external assessment.

Overview of assessment

 Length: **2 hours**

Students answer **two** questions, one question from Section A and one question from Section B.

Section A

Students answer **one** question on unseen data. Students must answer the question on the sub-topic that they have researched.

Section B

Students produce **one** extended response to an evaluative question. Students must answer the question on the sub-topic that they have researched and must make connections with data from their investigation.