Our Getting Ready To Teach training looks at how the new specifications can be delivered in the classroom.

This is the presentation used in our events and there are embedded notes that will talk you through the specification content and assessment and will tell you what other documents you will need to access along the way.

The presentation will go through:
- the structure, content and assessment of the new qualifications
- possible teaching and delivery strategies, including co-teaching AS and A level
- the support available to guide you through the changes.

There are references to the GCE English Language specification, sample assessment materials and exemplars throughout this presentation so please make sure you have these to hand – these files can be found on our website: http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments.
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

Aims of the session

These are the aims of the session.

These slides will take you through our new specification. We will begin with an overview of the changes for all awarding bodies, the new Edexcel specification and gradually move in to look at the requirements of each paper in closer detail.

In working through each slide, there will be opportunities to reflect on the implications for teaching and learning – what can stay the same, and what will need to develop.
**Changes to all A Levels**

- In the new GCE, the AS level will be a separate, linear qualification and the grade will not contribute to the overall A level grade.
- The content of the AS can be a subset of the A level content to allow co-teachability with the A level.

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**First, here is a summary of the regulatory changes to AS and A level from 2015.**

AS and A levels have been decoupled, which means that the AS qualification will no longer ‘count towards’ the A level grade. Students can still take AS assessments and progress to A level, but they will need to enter all four A level components at the end of the course to achieve an A level grade.

We have designed our specification to be co-teachable so you can continue to offer your students an AS qualification as well as enable them to progress to the full A level. You will see later that the design of our course means that there is no content at AS Level that will not also be assessed at A level so you do not have to worry about spending time on material that will be less valuable when it comes to final A-level assessment. This also allows for maximum flexibility in resource allocation and student grouping in view of possible policy changes about AS and A-level entry at centre level as the impact of A-level reforms works its way through.

Feedback from centres and from delegates at our face-to-face and online events suggests that this aspect of our course design is easy to understand and highly valued at a time of change and uncertainty.
## Availability of AS and A level resits for legacy qualifications

Reformed AS and A level qualifications are being introduced for first teaching this September in a number of subjects. Ofqual plans to consult, before the summer holidays, on the arrangements for exams in the "legacy" qualifications that are being replaced. The consultation will set out an expectation that all those that have started legacy A level or AS qualifications will have a resit opportunity in the summer after they took the qualification. Any students starting a new AS or A level course this year in subjects where new A levels will be available will be taking the newly introduced qualifications and therefore will not be affected by these arrangements. The consultation on which Ofqual will be consulting.

A list of subjects in which new AS and A levels are being introduced over 2015, 2016 and 2017 is available on the Ofqual website.

### Timeline of changes (pending outcome of consultation)

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<td>A level phase 2: final 1st attempt</td>
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**ALWAYS LEARNING**

**PEARSON**
Subject criteria

Compared with some subjects, the changes to the English subject criteria are relatively minor, so teachers already familiar with AS and A-level English Language will see little change in the actual content to be delivered. Most of the changes were clarifying or codifying pre-existing content rather than adding or removing content and skills.

Both AS and A level English Language specifications must require students to study:

- phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed
- lexis and semantics: the vocabulary of English, including social and historical variation
- grammar including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics: the contextual aspects of language use
- discourse: extended stretches of communication occurring in different genres, modes and contexts.

The subject criteria and its emphases are fully embedded within the specification, so there is no need for teachers to be directly concerned about them, and there is further guidance on content and concepts relevant to the course as a whole, as well as guidance on each component in the Getting Started Guide which can be downloaded from the English Language pages of the Edexcel website (http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20L

Changes to subject criteria

- Some updated technical vocabulary
- Minor amendments to the subject content, to specify the study of historical, geographical, social and individual varieties of English, as well as aspects of language and identity
- 20% coursework at A level – no AS coursework (common to all English specifications)
- For Edexcel:
  - creative writing retained as coursework
  - investigation becomes an examined unit.
There you will also find a separate guidance document covering the terminology of language frameworks and levels (http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/GCE_A%20Level_EngLang_frameworks_and_levels_v1.pdf).

Probably the most significant change in practical terms to our English Language specification is the investigation becoming an examined unit. The reduction to 20% coursework imposed by Ofqual has resulted in all awarding bodies having to make choices about which content should be assessed by ‘Non Examined Assessment’ (coursework) and which should be moved into examination. We conducted extensive consultation with teachers, students and representatives from higher education institutions, testing out a variety of curriculum models, and the overwhelming response was that creative language production skills are most conducive to coursework and least amenable to assessment under timed conditions.

We then formulated a number of possible models of examination for an ‘investigation’ component and trialled these with focus groups from centres, again with input from higher education institutions, resulting after trialling, feedback, and further refinement in the investigation examination component in the new specification, which will be explored, as will all other components, later in the presentation.
Assessment Objectives

Just as the changes to subject criteria are more cosmetic than substantial, so are the changes to Assessment Objectives. The key difference here is a change from four to five AOs to make them clearer and more focused with less conflation of different skills. This has been done by separating out the assessment of contextual factors and exploration of connections across texts that were previously both in AO3 into the separate AOs 3 & 4.

The inclusion of AO4 – exploring connections – results in a lower weighting of AO5 (the old AO4). The same AOs and weightings apply to both AS and A Level.

We will consider the AOs a little more when we look at the our approach to the new specification.
Now we will move on to look in detail about how the Edexcel specification addresses the subject criteria and meets the assessment objectives across both A and AS level.
Note here the co-teachability of AS and A Level. All the topics in AS Components 1 and 2 are a sub-set of those also covered in A level Components 1 and 2.
Now we will look at the detail of each component, and how they are assessed, in turn. As Components 1 and 2 of both AS and A level are designed to be co-teachable, we will look at both AS and A level for each, before moving on to the A-level only Components 3 and 4.
First, here is an outline of AS Component 1. This addresses the key re-focussing of the subject criteria on the importance of applying language knowledge to "a range of contexts for language use" (a concept which underpins all further language study and production), and on "aspects of language and identity".

The desire to make what is required of students as simple to understand as possible underpins our whole approach to the design of the specification. As far as possible, within the constraints of the modes of assessment and AO weightings specified in the subject criteria, we have tried to make aspects such as paper length, weightings of AOs, and the design and application of mark schemes as consistent as possible within and across components.
Further guidance on the content can be found in the Getting Started Guide, p27

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.

The key contextual parameters mentioned here are summarised in this extract from the Getting Started Guide.

- **Mode:** the method of communication (spoken, written, multimodal)  
  This can also include the text type or genre, for example phatic language, advertisement, journalism, etc.
- **Field:** what the text is about  
  This may include the use of specialist or non-specialist language. Particular occupations, professions or areas of interest have their own specialised vocabulary, sometimes referred to as ‘jargon’.

The specification stipulates that texts will be drawn from 19th to 21st-century sources to allow for selection from a broad range of texts that will nevertheless be recognisably ‘modern’. The AS specification does not require the study of language change as a topic, and texts will not be used that require a knowledge of language change processes, or which prominently feature archaic language features. However, candidates may recognise that some aspects of language use reflect relatively recent and ongoing changes and they can be rewarded for such understanding as an aspect of context rather than of **historical variation** which is assessed specifically in A-level Component 1. Again, this shows the course has been designed to be as flexible as possible to accommodate different approaches: teachers who may wish to introduce language change concepts as part of a general overview of issues for the whole A level can be reassured that candidates who introduce such ideas in their AS-level responses can be rewarded for showing such contextual understanding, but selection of texts and application of the mark scheme will ensure that students with no specific language change knowledge will not be disadvantaged.
Function: the intended purpose of the text
Depending on the function, social language or language to inform or persuade might be used.

Audience: the intended recipients
This includes the relationship (or assumed relationship) between speaker/hearer or writer/reader. This can include synthetic personalisation, the standing between the participants and the stance adopted by the writer/speaker.

The interaction of these elements creates distinct registers of language, which in turn have their distinctive configuration of linguistic features that should be analysed using the language frameworks and levels.

AO4 ‘explore connections across texts’ can be interpreted quite broadly, and may include differences as well as similarities. Starting from context, and connecting the variation of features to contextual differences is the key to this assessment, as will be seen when we look at some exemplar material.
Exemplar
This response is in answer to the question:

*Analyse and compare how contextual factors affect language choices in these texts.*

*You should refer to any relevant language frameworks and levels to support your answer and consider:*  
• mode  
• field  
• function  
• audience.

(AS SAMs p 6)

As you can see from this example, most of the exemplars in this presentation were produced by real A-level students trialling the new papers, and they have been marked by senior examiners using the mark schemes for the new specification. The extracts presented here are brief excerpts from longer complete answers. You can now find typed-up versions of example responses for most of the questions in the SAMs illustrating a range of levels of achievement together with marks and examiners’ commentaries at http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FTeaching-and-learning-
Activity 1
Consider the qualities of the extract on this slide and continued on the next in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials pages 6 (question), 22-25 (source texts), 29-32 (mark scheme):

Examiner comments on this response will be found on slide 15.
benefit of reading with the pre
modification of ‘very kind gift’
modified ‘very kind gift’ suggesting
imaginative gratitude. He makes a
conscious effort to appeal to his audience
using the adversative ‘absolutely’ to show
agreement and again increase
support (function). His 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 forum

Examiner commentary

The examiner comments here make reference to some aspects from elsewhere in the answer, and are included here to give a sense of the nature and scope of a strong answer that achieved just into Level 5. Note that although this candidate refers to specific named theorists, this is not in itself essential to gain high marks. AO2 (critical understanding of concepts and issues) is not directly assessed here; however, AO4 requires that exploration of connections across texts be "informed by linguistic concepts and methods and it is the application of these ideas to the texts given that is being rewarded here.

You can find three further exemplars and commentaries for this question with marks of 14, 17 and 23 at:
Note that the data here will be 21st century, ensuring that candidates should be dealing with modes and forms of language that will be within their realm of experience, allowing them to concentrate fully on exploring how the language presents identity.

Again, there is further guidance on this unit in the Getting Started Guide (p28) which notes that the content of this unit is a subset of the content for A Level Component 1, Section A, guidance for which begins on page 5 and covers a range of key concepts and approaches to addressing how language presents identity.
Exemplar
This response is in answer to the question:

Analyse how the company ‘method’ presents itself in Text D.

You should refer to any relevant language frameworks and levels to support your answer and consider:
• mode
• field
• function
• audience.

Activity 2
Again this is a short extract from a longer answer (just one slide this time). Consider the qualities of the extract in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials. It may be helpful to look at the entire answer which is reproduced on page 4 of the AS Unit Section B exemplar pack:

This pack includes a total of five exemplars and commentaries, covering levels 2 to 5.
Examiner commentary

This particular extract is probably one of the stronger paragraphs in a relatively weak (level 2) response.

Consider how you would advise the candidate to move beyond demonstrating mere ‘understanding’ (whether ‘broad’ for level 2 or ‘clear’ for level 3) towards ‘application’ (whether ‘consistent’ or ‘discriminating’) needed for the top two levels.

Compare this with Exemplar D (p10 of the exemplar booklet) where much more consistent use of examples shows application of linguistic knowledge to interpretation of how the text constructs identity for the purpose of engaging with an audience to sell the product, whereas in this response the candidate shows some understanding of what the text is doing and how, but does not apply much linguistic knowledge in doing so.
A level Component 1

A level Component 1 is a longer paper than the AS paper 1, reflecting the assessment of additional content in the form of the ‘variation over time’ section.

Note how the equal weighting of marks and assessment objectives has allowed us to achieve the goal of creating a ‘holistic’ mark scheme, which we have tried to do as much as possible on this specification, so that teachers and students do not need to worry about giving more attention to one AO over another, or addressing different AOs in different parts of the response.
The contextual and comparative aspects of Section A mean that the range of content assessed in this question is comparable to that assessed in the two separate sections of AS Component 1. This means that although the content covered is the same (as mentioned with regard to AS component 1, guidance on this content is in the Getting Started Guide from page 5), the level of challenge in the assessment is greater as candidates are having to synthesise more knowledge and skills in a single response.

The starting point for the texts used for Variation over time of c1550 is chosen to ensure that texts should at least be comprehensible to all candidates. The guiding principle can be summarised as ‘nothing more unfamiliar than Shakespeare’ in terms of difference from current English.
Again, guidance on these concepts is given in the Getting Started Guide, which includes suggestions of further resources for teachers and students.

It is worth noting that the degree of detail required is governed by the focus on presentation of identity. For example with regard to geographical variation, students will not be expected to be able to identify detailed lexical and grammatical features of a range of individual regional dialects. Rather, they should be aware of some of the broad areas of lexis and grammar that are most likely to vary in regional dialects, and be able to explore, where they identify such non-standard forms, how and why they may be contributing to the presentation of the speaker or writer's identity.
Exemplar

This response is in answer to the question:

Analyse and compare the ways that both writers use language to convey personal and social identity.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

Activity 3

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. It may be useful to view the whole response on page 16 (Exemplar E) of the A Level Component 1 Section A exemplar pack:


The relevant sections of the A Level SAMs for this question are: pages 6 (question); 23-24 (source texts); 31-33 (mark scheme).
Examiner commentary
Here is the examiner’s commentary on the answer. You could consider what aspects of theory could most relevantly and usefully have been applied in this response. Again, the Getting Started Guide has some starting points.
Variation over time

Despite texts for the exam only being from EmnE onwards, it will be valuable to use some texts from before this (as early as Chaucer and Caxton) to give students some sense of the development of English leading up to EMnE, as some of the features that will vary can only be fully understood in the context of prior developments (for example the loss of early inflections reflected in the vestigial final ‘e’, or variant spelling forms sometimes reflecting pre-Great Vowel Shift pronunciations.

In addition to the SAMs and additional specimen materials that we have produced, we have also compiled a pack of data taken from past papers of the legacy selection that fits the criteria for the current specification:
Exemplar
This response is in answer to the question:

*Evaluate the ways that both texts demonstrate how language has changed over time.*

*You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.*

**Activity 4**
Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant sections of the A level SAMs for this question are pages 13 (question); 26-29 (source texts); 34-37 (mark scheme).

This extract is from Exemplar F, on page 19 of the A Level Component 1 Section B exemplar pack:
Examiner commentary

Notice how the response takes a rather disconnected ‘feature-spotting’ approach, tending to dwell on the more immediately obvious surface features such as final ‘e’ and use of Latin without really much insight into either the historical context or the language change principles involved.

Compare this with the student’s analysis of the final ‘e’ in Exemplar E which was a Level 5 response:

*Additionally, the Great Vowel shift in 1640, just 3 years before text C was produced, represented a change in the language. This resulted in some graphemes, which previously would have been pronounced on the end of lexemes, such as "-e" in "unknowne", /ʌnəʊnə/, were then pronounced with the final vowel omitted; it became a silent letter, /ʌnəʊn/. For a while after the final vowel sound was dropped, the "-e" remained orthographically, hence being present in text C, but some few years after the change, the silent letter was dropped due to the lack of need for it, which is why it isn't present in text D.*
Again, as the teaching content of Component 2 is largely the same for both AS and A-level, we will consider them together before moving onto the A-level-only components.
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 (e.g., holographic, two word, telegraphic)
- overextension, underextension, overgeneralisation
- substitution, deletion
- child-directed speech (CDG), caretaker language, motherese
- stages of writing.

Guidance in the Getting Started Guide for Child Language begins on page 11:

There is also a pack of child language data from legacy specification papers that have been selected as still being relevant for use on this specification to help save you time in searching for materials for students to practice with:
The AS paper is where we have included assessment of AO5 and is the only place at AS level where this AO is assessed. Note that at AS Section A will always use written child language data, and Section B will always use spoken data.
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.

The Getting Started Guide (page 11 onwards) contains further detailed guidance on areas of child language that can be explored, broken down by language frameworks and levels.
The AS component is entirely co-teachable with the A level Component 2 Child Language. However, whereas A level students will be unable to predict the type of data (spoken or written) they will be given in the examination, AS students will have the certainty that the first question will always focus on written data and the second question will always focus on spoken data.

As there is no coursework component in the AS, it is necessary to assess AO5 (‘expertise and creativity in the use of English’) in the examination. We have therefore added a ‘real life’ writing task to the child language paper. Given the nature of the task, the range of possible forms will be restricted to those that are used to offer information, explanation and advice. Students can be reassured that they will not have to turn the child’s writing into a short story, for example!

If you are co-teaching AS and A level students, this focus on text production will be excellent preparation for A level students’ coursework.

AO5 is only assessed in Question 1.
Exemplar

This response is in answer to the question:

Produce an article for a magazine called ‘The Linguist’ analysing and exploring Georgia’s spelling development. The article is part of a series charting Georgia’s language development aimed at A Level English Language students.

Activity 5

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the AS Sample Assessment materials. The relevant pages of the SAMs for this question are p36 (question), p51 (source text), and pages 55-57 (mark scheme).

This is an extract from Exemplar C on page 9 of the AS Component 2 Section A exemplar pack:

Examiner commentary

Note from this examiners comment the importance of remembering that both AO2 and AO5 are assessed here. Students need to remember that they need to show both understanding of issues relating to children’s acquisition of written English, and to present this in a form and use language that is appropriate for purpose, format and audience.

The trend of this task will always be to take specialised knowledge that the student has acquired and to present it to an audience without that specialised linguistic knowledge. Note also the reference to IPA in the examiner’s comment. Students should be encouraged to make use of the resources they are given, and the IPA reference sheet will always be printed in the source booklet.

Although the data will always be a specimen of a child’s written language, and teaching should focus on children’s acquisition of writing sills for this section, it is important to recognise that writing and reading are taught and acquired alongside each other (and as spoken language is still developing). This is reflected in the examiner’s comment on the phonics teaching method, so some general awareness of methods of teaching both reading and writing will be useful here.
The similarity between AS and A level assessment for this aspect led us to omit detailed consideration of exemplars owing to time constraints at face-to-face events. However, exemplar material for AS responses can be found at: http://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Language/2015/teaching-and-learning-materials/AS_Level_Paper_2_Question_2_Exemplars_Pack.pdf

The relevant pages of the SAMs are page 40 (question) pages 52-53 (source texts), pages 58-61 (mark scheme)

The key difference in question style between AS and A level here (as elsewhere) is the use of bullet points in the AS question to break down more clearly for AS candidates.
Candidates will not be able to predict whether the data will be spoken or written, as it will be chosen randomly. It is therefore essential that students are fully prepared for both types of data to ensure full coverage of the specification.
This is in contrast to AS where students know they will have to produce a creative response to written data for section A, while the data analysis for section B will be on spoken data.
Exemplar
This response is in answer to the question:

*Analyse how Thomas and his parents use language to interact with each other and the role this could have in shaping language development.*

**Activity 6**
Consider the qualities of the extract on this slide and the following slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant pages from the A-level SAMs for this question are pages 40 (question); 54-57 (source texts); 59-61 (mark scheme).

This slide and the next are extracted from Exemplar E on page 14 of the A Level Component 2 exemplars pack:

Consider the characteristics that make this a Level 5 response.
Exemplar continued from slide 37.

The evidence of a behaviourist theory is also highlighted phonologically through Thomas’s language use, whereby he corrects himself on words he initially pronounces incorrectly for example ‘just’, which he immediately corrects to ‘just’, supporting a behaviourist approach and supporting Chomsky’s Noam Chomsky 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 poor 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 Level 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.

Examiner commentary

One of the key aspects of a strong response to child language data is to relate it to theory in a subtle way that recognises the developing nature of research into language acquisition, so that the data is not simply ‘mined’ to find evidence for one theory, then another. Rather, the data should be seen as language actually being used by children (and where relevant their carers), with the issues and concepts of CLA theory used to illuminate how and why the language takes the form it does in the particular context of the discourse.
Given the relative novelty of the investigation component now being a timed exam, the Getting Started Guide has detailed exploration of possible approaches with further case studies in addition to those given here. The relevant section is from page 14 onwards.
The scope of the topics is as follows.

- **Global English**: this topic will explore aspects of varieties of global English. They include those from outside the UK, such as the Republic of Ireland, the Americas and the Caribbean, the Pacific and Australasia, Africa, south and south-east Asia.

- **Language and Gender Identity**: this topic will explore social attitudes and how the forms and conventions of written, spoken and multimodal language can construct or reflect gender and sexual identities.

- **Language and Journalism**: this topic will explore the many varieties of print and online journalism. Students will have opportunities to explore the influence of contextual factors, how language is crafted to meet the expectations of different audiences and purposes, and to consider notions of bias, subjectivity and objectivity.

- **Language and Power**: this topic will explore how the way language is used in society can create and enforce power relationships. Students will explore aspects such as instrumental and influential power, political discourse, discourses in unequal power relationships, persuasion, language and prestige, politeness and power relationships.

- **Regional Language Variation**: this topic will explore English that varies regionally within the UK. Students will explore the historical aspects of regional variation, how and why language varies regionally, attitudes to regional variation, and variation within regional varieties.
Before the subtopics are released, teachers should focus on developing their students’ research and investigative skills. There are opportunities to do this throughout the course, through small-scale investigations about child language or research into the language of a particular historical period. Another approach could be to introduce students to each of the five main topic areas so that they are able to make an informed decision when selecting their preferred subtopic for investigation; however there is no preferred model of delivery and no requirement for students to study more topic areas than the one they choose for the exam.
Note that the pre-release will provide bullet points indicating the areas which should be researched/investigated.

Feedback on the SAMs showed that there was a possibility for the global English topic that candidates could potentially choose a topic for investigation that would fit the brief in the pre-release, but not be directly relevant to answering the Section B question. Centres can be assured that this potential problem has been addressed, and that, as long as the investigation falls within guidelines of the bullet points in the pre-release, the question will always be broad enough to ensure that any investigation a candidate has conducted will be directly relevant to answering the question set.
You will see in later slides and in the Getting Started Guide that the principle examiner has produced a number of Case Studies illustrating possible approaches, and the kind of examination responses they might lead to.
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.

Again, see the Getting Started Guide for further advice on approaches.
It should be noted that the expectation here is that even though students will not necessarily be producing a full investigation report as they would have to do for coursework, the approaches and skills of research and investigation are the same, and it is expected that students in the exam will clearly draw on that research. Our own research while preparing the specification confirmed that these skills are highly valued by higher education institutions, and a solid grounding in research methods will benefit students more widely, as well as enabling them to approach Section B of the exam with confidence.
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 student is investigating an area of language for which there is little previous research.

This guidance is further developed in the Getting Started Guide, along with examples of subtopics which can be found in the SAMs.

The principles are the same as for coursework investigations – although the scale should be made appropriate for the assessment style. Obviously they will not be able to give the same amount of detail in exam conditions, working from memory of their research. The next slides give a couple of examples of the kind of response that can be expected.
In this section students will analyse a piece of unseen data (written or spoken) which is directly related to the pre-release topic.
Exemplar

This response is in answer to the question:

*To what extent are Texts A1 and A2 representative of the language varieties of South African English?*

**Activity 7**

Consider the qualities of the extract on this slide in relation to the mark scheme and indicative content which you will find in the A Level Sample Assessment materials. The relevant section of the SAMs for this question are pages 65 (pre-release); 72 (question); 92-93 (source data); 105-106 (mark scheme).

This is an extract from Exemplar B on page 6 of the AS Component 3 Section A exemplars pack:

Examiner commentary

Since the candidate has data in front of them, a high level of detail in the analysis is expected on Section A. The thinking here in our planning of this component is that this allows candidates to perform a level analysis in showing knowledge of the topic area that they will be less likely to achieve in Section B, as they are not allowed to take their own data into the exam.

Section B then allows them to consider broader issues in relation to the topic and show how their own investigations relate to those issues and concepts (hence the question format of always presenting a potentially controversial statement as the basis for discussion). This is explored further in the following slides.
In this section students will respond to a given position, drawing upon information from their own research and/or investigation to support their argument.

The given position will be such that it is easy to agree, or disagree, and the bullet points in the pre-release will ensure that the students’ investigation/research is relatable to the position (whether in support or disagreement with it).
These case studies are hypothetical examples (though often based on previous examples from coursework investigations) of possible approaches that candidates might take to the Sample Assessment Material pre-release and examination questions.

As mentioned previously, there are further examples in the Getting Started Guide for the full range of topics.
This is an exemplar introduction to an answer to the Global English question 6 that can found on page 78 of the A Level SAMs:

Note that the student incorporates knowledge from their wider study e.g. the number of speakers within the population, and key theories within the study area i.e. Kirkpatrick.

Note also the use of first person. There are no issues with this approach, indeed it can be encouraged. Some delegates at face-to-face sessions raised this issue as some candidates, particularly from a science background have been taught not to do this, but research in the humanities frequently takes this approach, and in this examination we are keen that candidates show a strong sense of personal engagement with the issues raised by the question, and a strong sense that they have indeed conducted individual research into the topic.
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.
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.
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 presupposition in the recent articles to support the statement ‘Journalism today is becoming too opinionated and offensive.’”
Note that the student summarises their findings from the corpus study, but does not list out the frequency and the full range of collocations. Given the constraints of the exam this is acceptable, whereas more detail would have been expected for coursework. However, the memorisation of some well-selected examples from the students’ investigations would help them to make their discussion even more focussed and effective.
A Level Component 4
Note that unlike the legacy syllabus, word count limits are now advisory. Obviously exceeding or falling short of the guidelines excessively will be self-penalising in terms of the level of control shown by the candidate.

It is also worth reminding candidates that the marks for the commentary are worth more than either of the individual pieces of writing alone: it must be considered as a fully integral part of the assessment from the planning stage, not as an ‘add on’ that can be rushed together only after the pieces are complete.
The demands of the commentary require that students do not skip the study and investigation of genre stage. If their pieces do not clearly follow from such study, this is likely to result not only in pieces that may not have a clear enough sense of audience and context, but also in an unconvincing commentary.
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.

Again, a sample of examples of approaches and outcomes are presented in the following slides, with more available in the Getting Started Guide.
Component 4: Crafting Language

• Students could then consider the *Guardian* newspaper’s 2013 *Travel Writing competition*. 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.
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.
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.
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.

- **Possible style models**
  - Adult supernatural: Edgar Alan Poe, Stephen King, Roald Dahl.
  - General: William Trevor, Alice Monro, Lydia Davies.
  - Children: Paul Jennings, Roald Dahl, Philip Pullman.
  - Podcasts:
    - [http://soundcloud.com/newyorker](http://soundcloud.com/newyorker)
    - [www.bbc.co.uk/podcasts/series/nssa](http://www.bbc.co.uk/podcasts/series/nssa) (National Short Story Award)
Although the specification does not require the submission of such a grid, it would be helpful to moderators if it were supplied, as well as being valuable to students in the planning process.
Activity 8
You may wish to use the grid to identify possible approaches that students could take, perhaps drawing on approaches that you already take to coursework and considering how they can be adapted to the requirements of the new specification.

Note that audience is not simply a matter of age, and function is bound to be more complex than a single word like ‘inform’ can convey, but by concentrating on primary function and/or ensuring at least a broad differential between audiences, the specification requirements will be met and students will be able to make clear connections in the commentary between their two texts and the style models that influenced them to ensure coverage of AO4.
Exemplars for the coursework section will be published at a later date. However, the skills required are similar to current coursework tasks so examples can be adapted from the legacy specification.
### Co-teachability

#### Example of content for the delivery of a co-taught AS and A level cohort

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Context</td>
<td>Historical Variation</td>
</tr>
<tr>
<td>Language and Identity</td>
<td>Research and investigation skills</td>
</tr>
<tr>
<td>Child Language Acquisition</td>
<td>Crafting Language coursework</td>
</tr>
</tbody>
</table>

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.
A range of course planners for different models of delivery are available on the resources area of the Edexcel website, including AS only, A-Level only and a two-teacher model. These are in Word format so they can be easily edited to suit the particular needs of individual centres and teachers.

Supporting you through the changes
Pearson Edexcel provide resources to support in these six key areas.
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.

We will be providing further resources including:
- support packs for new topic areas.

All these resources can be found at:

There are already detailed schemes of work for all components, some accompanied by detailed lesson plans and resources.
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 Prof Urszula Clark, Aston University.

Again, this is available on the website. To access this you will need to login to the secure materials area. If you do not have login details already, your Examinations Officer should be able to provide you with access.

Prof Clark has done a lot of work on English language in secondary education, and these resources are pitched at an appropriate level with a real sense of what works in the classroom.
This presentation has already introduced the material that is currently available, and further exemplar and standardisation material will be added as the specification goes ‘live’ and then as the first assessments are undertaken.

**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 trialling.
At present there are no specific endorsed course textbooks. The legacy textbooks produced by Pearson are mostly relevant for the content of the new specification, so we advise use of those books if your department has existing copies.

**We have supplied revised copies of those legacy student books as downloadable units on our website. The content has been rigorously reviewed against the new specification and updated accordingly. The AS units are available now, with A Level units to follow in 2016. You will need your Edexcel login to access the downloads.**


And as you have already seen, our aim is to make as much useful material geared to teaching this particular specification available free of charge on Pearson education website.
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.

www.edexcel.com/contactus

Contact details for the subject advisor, and the English Language page of the website are on the final slide.

You can also sign up for email updates from the website, or via this direct link: http://qualifications.pearson.com/en/forms/subject-advisor-english.html

This will ensure you are notified any updates to resources on the website, and will hear about any further information.
Tracking progress

- Our new qualification will be accompanied by an additional set of papers prior to first teaching, for you to use as a mock exam or earlier in the course.
- 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.

www.examwizard.co.uk
Training from Pearson

Events in a timely manner to help you prepare to teach the new specification:

- Professional development events with a focus on developing expertise to support good teaching and learning.

www.edexcel.com/training
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