



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Education

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## English Language 5701/6701 *Specification A* 2009

Material accompanying this Specification

- Past Papers and Mark Schemes
- Reports on the Examination
- Specification Support Document

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

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# Background Information

## 1

# Advanced Subsidiary and Advanced Level Specifications

### 1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000 for the award of the first qualification in August 2001. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

### 1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) – 50% of the total award
- a second examination, called A2 – 50% of the total award

Most Advanced Subsidiary and Advanced Level courses will be modular. The AS will comprise three teaching and learning modules and the A2 will comprise a further three teaching and learning modules. Each teaching and learning module will normally be assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course
- AS may be completed at the end of one year and A2 by the end of the second year
- AS and A2 may be completed at the end of the same year

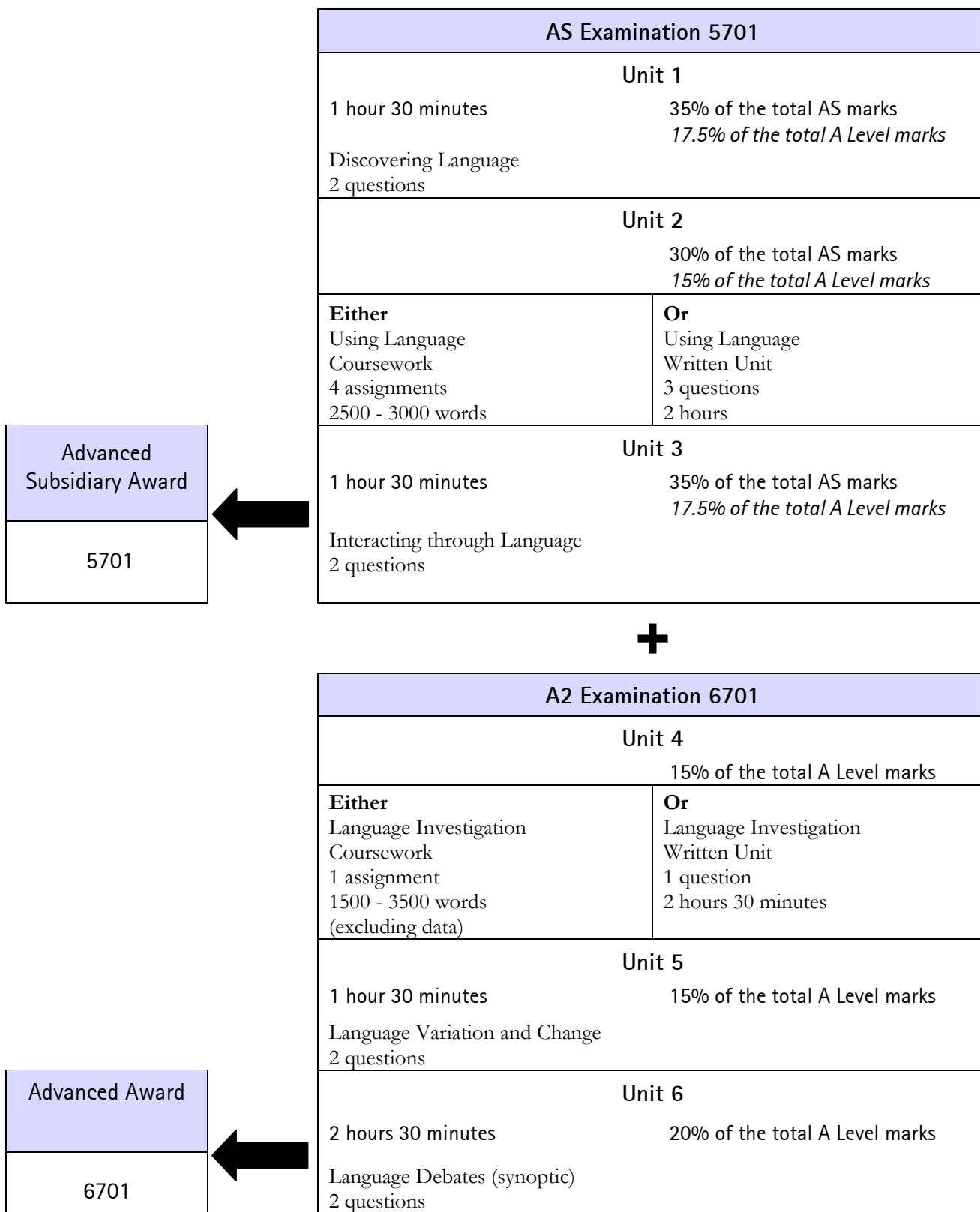
Details of the availability of the assessment units for each specification are provided in Section 3.

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# Specification at a Glance

## English Language

at Advanced Level



## 3

## Availability of Assessment Units and Entry Details

### 3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	Advanced
<b>January</b>	1, 2 and 3	4 and 5	✓	✓
<b>June</b>	1, 2 and 3	4, 5 and 6	✓	✓

Resit opportunities for externally assessed A2 units will be available in January 2010. Details of the arrangements have been provided to centres through the JCQ notice [Withdrawal of Curriculum 2000 Specifications](#).

### 3.2 Sequencing of Units

In English Language it is recommended that the units are taken in the sequence 1, 2, 3, 4, 5 and 6. Unit 6 contains the synoptic assessment of the whole A Level course, which draws on all the A Level assessment objectives of English Language.

### 3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used:

AS	A2
Unit 1 - <i>ENA1</i>	Unit 4 - <i>EA4C or EA4W</i>
Unit 2 - <i>EA2C or EA2W</i>	Unit 5 - <i>ENA5</i>
Unit 3 - <i>ENA3</i>	Unit 6 - <i>ENA6</i>

The **Subject Code** for entry to the AS only award is *5701*

The **Subject Code** for entry to the Advanced Level award is *6701*

### 3.4 Prohibited combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Language A (*5701* and/or *6701*) may not enter English Language and Literature A (*5721* and/or *6721*) or English Language and Literature B (*5726* and/or *6726*) in the same examination series with AQA.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 5030.

### 3.5 Private Candidates

This specification is available to private candidates who wish to take the written option. Entries for the coursework unit are not accepted from private candidates, but a previous result which has not been ‘used up’ in a subject award is still available to count towards an award.

Private candidates should write to AQA for a copy of ‘*Supplementary Guidance for Private Candidates*’.

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### 3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

*Access Arrangements and Special Consideration*

*Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination*

*GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills*

This document can be viewed via the AQA web site ([www.aqa.org.uk](http://www.aqa.org.uk))

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

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### 3.7 Language of Examinations

All Assessment Units in this subject are provided in English only.

# Scheme of Assessment

## 4

### Introduction

This specification has been designed to develop candidates' knowledge about language and skills as language users beyond GCSE and provide progression towards university level work. It is based on the 1999 QCA Subject Criteria for English Language.

The specification contains six teaching and learning modules, each with an associated assessment unit. These have been designed to provide candidates with a coherent course leading to an AS or an A level qualification.

English Language encourages candidates to develop their interest and enjoyment in the use and study of English. It is an empirical study which begins with candidates' own knowledge and experience of language variation and change and proceeds to widen and deepen their understanding of, and exposure to, language in use. Candidates will encounter a range of demanding texts and acquire sound theoretical knowledge and linguistic frameworks for analysis.

The AS modules and assessment units provide a development of productive skills, textual analysis skills and knowledge about language beyond the level associated with GCSE English. The AS modules and assessment units provide a solid foundation for advanced study of English Language. Candidates are introduced to key elements of frameworks for the analysis of how meanings are constructed. Candidates will study a range of spoken and written texts and refine their own productive skills.

The AS modules and assessment units constitute a coherent course in themselves for those wishing to broaden their curriculum. The Key Skill of Communication will be developed through the study of the AS modules.

The A2 modules place increasing demands on candidates. Candidates are required to develop independent research and analytical skills. Their study of language is placed in wider historical and cultural contexts, demanding a sophisticated understanding of the place of language within society.

The final module and assessment unit are synoptic. Candidates are required to draw together and synthesise the knowledge and skills they have acquired during their course. Candidates will need to be able to analyse and participate in debates about language in both public and academic contexts.

The specification employs optional coursework assessments. It is recognised that coursework allows candidates the valuable opportunity to pursue their individual interests in language study.

The external assessment options recognise that some candidates will study for this examination in ways which make it difficult to use coursework. The external and internal assessment options are monitored to ensure comparability.

**Prior level of attainment and recommended prior learning**

It is recommended that candidates should have acquired the skills and knowledge associated with a GCSE English course or equivalent before commencing study for this specification.

The specification lays an appropriate foundation for further study of English Language or related subjects in higher education. In addition, it provides a worthwhile course for candidates of various ages and diverse backgrounds in terms of general education and life long learning.

## Aims

This specification is intended to provide candidates with a progression from the knowledge, understanding and skills established at GCSE. It caters for those who wish to develop their study of English Language to AS or A level and provides a foundation for those intending to study the subject or related courses in higher education. It has also been designed to facilitate the development and assessment of Key Skills in Communication, Information Technology, Improving own Learning and Performance and Working with Others. The specification also aims to enable centres to develop courses which deliver the knowledge, understanding and skills associated with the study of language in a way that will be most relevant to their candidates' interests, abilities and experiences.

The aims of the AS and A level specification are therefore to:

- further candidates' interest and enjoyment in the use of English, through learning more about the structures and functions of English, drawing on their experience and knowledge of the way language changes and varies
- develop candidates' ability to express themselves in speech and writing with increasing competence and sophistication
- widen candidates' experience of written and spoken English, refining their critical and analytical responses

*At AS* The specification aims to:

- introduce candidates to concepts and frameworks for the study of language, and enable them to apply these to investigate their own and others' use of spoken and written language
- develop candidates' skills in speaking and writing for different purposes and audiences
- develop candidates' ability to respond perceptively to the different varieties of English they hear and read

*At A Level* The specification aims to:

- develop further candidates' knowledge of a range of linguistic frameworks, from which they can select the most appropriate for investigation and analysis
- refine candidates' spoken and written competence
- widen the variety of texts from both the past and present which candidates can analyse and to which they can respond perceptively

## 6

## Assessment Objectives

- 6.1 The differences between AS and A2 level assessment objectives reflect the differences in the depth and breadth of the requirements of the specification. There are 5 assessment objectives in both the AS and A level specifications, of which AOs 1, 2 and 4 are common and are differentiated by the extent to which they are expected to be demonstrated at AS and A level (as demonstrated in the respective mark schemes). AOs 3 and 5 are expressed as parts i and ii to demonstrate the increased demand of the A2 specification building on the knowledge, skills and understanding established in the AS.

The examination will assess a candidate's ability to:

### *At AS*

1. communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
2. demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made
- 3i. know and use key features of frameworks for the systematic study of spoken and written English
4. understand, discuss and explore concepts and issues relating to language in use
- 5i. distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context

### *At A Level*

1. communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
2. demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made
- 3ii. apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken
4. understand, discuss and explore concepts and issues relating to language in use
- 5ii. analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context

### 6.2 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter

- organise relevant information clearly and coherently, using specialist vocabulary when appropriate
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear

The assessment of the quality of written communication is included in Assessment Objective 1.

## Scheme of Assessment – Advanced Subsidiary (AS)

The Scheme of Assessment has a modular structure. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

### 7.1 Assessment Units

Unit 1	Written Unit	1 hour 30 mins
35% of the total AS marks	70 marks	

#### Discovering Language

This externally assessed unit tests Assessment Objectives 1, 3i, 4 and 5i. It is designed to assess candidates' ability to:

- use frameworks for the systematic study of written and spoken language
- distinguish, describe and interpret variation in the forms and meanings of written and spoken language according to context
- understand, discuss and explore concepts and issues relating to language in use
- communicate clearly their knowledge, understanding and insights using appropriate terminology and accurate and coherent expression

This unit assesses **Module 1** of the Subject Content.

#### Allocation of Marks

Assessment Objective	1	3i	4	5i	Total
Language Analysis	5	20		20	45
Language Issues	5		20		25

#### The Structure of the Unit

The unit is divided into two sections:

- **Section A** Language Analysis
- **Section B** Language Issues

Candidates will answer **two** questions in total. They will answer **one** question from **Section A** and **one** from **Section B**.

In **Section A** there will be one question; in **Section B** there will be a choice from two.

#### Timing

The unit allows 10 minutes for the reading and preparation of the data to be analysed in answering Section A. It is recommended that candidates then spend 40 minutes writing their Section A answer and 40 minutes writing their Section B answer.

**Question Styles and Content****Section A: Language Analysis**

This is a test of candidates' understanding of use-related variation through close analysis of examples of language in use. The tasks test candidates' knowledge of linguistic frameworks for analysis and their ability to use them. Candidates are also assessed on their ability to distinguish, describe and interpret key features of language use in the data given to them, drawing on their knowledge of key concepts in use-related variation. Finally candidates will be assessed on their ability to communicate their insights.

- Candidates are asked to work on examples of language in use
- The language data will be written
- There may be one extract or several shorter extracts
- Data may invite comparison or contrast according to audience, purpose, subject matter and mode
- Candidates are required to use linguistic frameworks to distinguish and describe key features of the language style in terms of sound features, vocabulary and meaning, grammar and structure, as appropriate
- Candidates are required to explain and interpret the language of the texts. They may be asked to focus on the effects of audience, purpose, context of use, and mode. Candidates may also be asked to comment on texts' representation of people, groups and events
- Candidates will be given guidance to help them focus on particular aspects of the data

**Section B: Language Issues**

This section tests candidates' ability to engage with some important issues about the use of written and spoken language.

One question will be set on each of the following topics:

- Language and Representation
- Children's Language Acquisition

Questions may take one of two forms. Candidates may be asked to:

- write a discursive essay in response to an essay cue question
- respond to a small piece of data as a cue for their answer

**Unit 2**

30% of the total AS marks

**Coursework or Written Unit**

120 marks

**Using Language****Alternatives**

This unit may be taken **either** as **coursework** (EA2C) **or** as a **written unit** (EA2W).

This unit assesses **Module 2** of the Subject Content.

## Coursework Option

## Unit 2 EA2C Coursework

This internally assessed, externally moderated coursework submission tests Assessment Objectives 1, 2, 3i and 5i. It is designed to assess candidates' ability to:

- use English for a variety of specific audiences and purposes
- identify, select, interpret, adapt and re-present sources in the production of their own original work
- use frameworks for the systematic study of language
- comment on their own writing
- analyse the writing of others
- distinguish, describe and interpret variations in the forms and meanings of language according to context
- communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression

This coursework submission requires AS candidates to compose pieces of language production with a specific brief about audience, purpose and style. They are also tested on their ability to use source materials which they must interpret, adapt and re-present. They are required to describe, explain and interpret the language of sustained texts. The analysis and commentary tasks are designed to encourage their thinking about how to use language effectively and tests their ability to evaluate their own and others' writing.

## Allocation of Marks

Assessment Objective	1	2	3i	5i	Total
Language Analysis	10		10	10	30
Language Production 1		30			30
Language Production 2		30			30
Commentary	10	20			30

## Coursework Requirements (AS): Task setting issues

Candidates present a coursework folder made up in the following way:

**Total word count: 2500 - 3000**

- Language Analysis: 1000 words
- Two Production pieces: 1000 – 1500 in total
- Commentary: 500 words

**Language Analysis**

Candidates should be tested on their ability to identify, describe, explain and evaluate the distinctive features of examples of language in use. The task, therefore, should also test their ability to use their knowledge of linguistic frameworks for analysis and to apply concepts about language in use.

- The text for analysis should be a piece of language use connected to the topics or style of one of the Production pieces
- The text and language used should be of sufficient substance and challenge to merit serious consideration
- Candidates may be asked to work on one substantial passage or several shorter passages of continuous spoken or written text
- Passages may be spoken and/or written
- Where two passages are set they may invite comparison or contrast
- Candidates are required to use linguistic frameworks to describe key features of the language style in terms of sounds and sound effects, vocabulary and meaning, grammar and structure as appropriate
- Candidates are required to explain and interpret the language of the text(s) according to audience, purpose, subject matter, mode and representation
- Candidates may be directed to answer on specific aspects of the text

### Two Language Production pieces

Candidates are to be tested on their ability to compose for specific audiences and purposes. They are also to be tested on their ability to use source materials in the production of new pieces of work. Through the use of their writing skills candidates are tested practically on their knowledge and understanding of how language works.

- Each must have a specific and clearly defined audience and purpose (stated on the Candidate Record Form)
- The pieces should be “real texts” with a specified audience and purpose rather than essays written for the teacher/assessor
- Candidates must demonstrate appropriate, accurate and sustained control of style to suit their declared audience and purpose
- Candidates will benefit from a precise definition of their task. The following diagram indicates the issues they should explore

<b>PURPOSE</b>		<b>AUDIENCE</b>	
<b>TOPIC</b>	<b>TEXT</b>		<b>MODE</b>
<b>PLACE OF PUBLICATION</b>		<b>FORM</b>	

### Commentary

This task tests candidates’ ability to explain and evaluate their own linguistic choices as a writer. They are tested on their ability to communicate their insights using linguistic frameworks.

- There should be a Commentary discussing the two Language production pieces

- The Commentary should discuss the linguistic choices that the candidate has made to make their style suitable for their audience and genre and how they have used language to create meaning and convey their ideas
- In the discussion of linguistic choices, the Commentary should discuss the way sources have been transformed and how issues from the text for language analysis have been drawn on
- The Commentary should draw on the candidate’s knowledge and systematic study of forms and features of language

**Examination Option**

**Unit 2                      EA2W                      Written Unit                      2 hours**

This externally assessed written unit tests Assessment Objectives 1, 2, 3i and 5i. It is designed to assess candidates’ ability to:

- use English for a variety of specific audiences and purposes
- identify, select, interpret, adapt and re-present sources in the production of their own original work
- use frameworks for the systematic study of language
- comment on their own writing;
- analyse the writing of others;
- distinguish, describe and interpret variations in the forms and meanings of language according to context;
- communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression.

This unit requires AS candidates to compose a piece of language production when given a specific brief about audience, purpose and style and research materials which they must interpret, adapt and re-present. They are also required to describe, explain and interpret the language of sustained texts. The analysis and commentary tasks are designed to encourage their thinking about how to use language effectively and tests their ability to evaluate their own and others’ writing.

**Allocation of Marks**

<b>Assessment Objective</b>	<b>1</b>	<b>2</b>	<b>3i</b>	<b>5i</b>	<b>Total</b>
<b>Language Analysis</b>	10		10	10	<b>30</b>
<b>Language Production</b>		60			<b>60</b>
<b>Commentary</b>	10	20			<b>30</b>

**The Structure of the Unit**

The unit is divided into three sections:

- **Section A** Language Analysis: 1 question
- **Section B** Language Production: 1 question
- **Section C** Commentary on Language Production: 1 question

Candidates will answer all **three** questions.

**Section A** and **Section B** are linked in some way, raising an issue concerning the writing process, e.g. regarding audience, purpose, mode, genre or representation.

**Timing**

The timing of the paper recommends 20 minutes reading time for candidates to study and prepare the source materials for the language analysis and production task. The reading time is provided so that candidates can prepare the unseen material thoroughly. They will need to:

- read for meaning and understanding
- identify, explain and interpret the language style of the text for analysis
- select the information needed for the production task
- identify and evaluate the style of the language used in the source
- assess how they will need to re-cast the language to suit their new audience and purpose.

It is recommended that candidates spend approximately 35 minutes writing their Language Analysis answer, 45 minutes writing their Language Production answer, and 20 minutes writing their Commentary answer.

**Question Styles and Content****Section A: Language Analysis**

Candidates are tested on their ability to identify, describe, explain and evaluate the distinctive features of examples of language in use. The task, therefore, also tests their ability to use their knowledge of linguistic frameworks for analysis and to apply concepts about language in use. Candidates are also tested on their ability to communicate their knowledge and insights effectively.

- Candidates are asked to work on one substantial passage or several shorter passages of continuous spoken or written text
- Passages may be spoken and/or written
- Where two passages are set they may invite comparison or contrast
- Candidates are required to use linguistic frameworks to describe key features of the language style in terms of sounds and sound effects, vocabulary and meaning, grammar and structure as appropriate
- Candidates are required to explain and interpret the language of the text(s) according to audience, purpose, subject matter, mode and representation
- Candidates will be directed to answer on specific aspects of the text

**Section B: Language Production**

Candidates are tested on their ability to compose for a specific audience and purpose. They are also tested on their ability to use source materials in the production of a new piece of work. Through the use of their writing skills candidates are tested practically on their knowledge and understanding of how language works.

- Candidates are required to write one text and are given a specific brief containing details about audience, purpose, genre and mode
- The source materials are to be treated as the research materials for the writing task. They should provide the content for the candidates' new text. Their language style is likely to be inappropriate for the candidates' text.

**Section C: Commentary on Language Production**

This task tests candidates' ability to explain and evaluate their own linguistic choices as a writer. They are tested on their ability to communicate their insights using linguistic frameworks.

- The Commentary will need to discuss the linguistic choices that the candidate has made to make their style suitable for their audience and genre and how they have used language to create meaning and convey their ideas
- The task will require them to focus on some particular aspect of their purposes, effects and style, e.g. address to the audience, making ideas accessible, conveying technical ideas, vocabulary, use of verbs, sentence style
- In the discussion of linguistic choices, the Commentary should discuss the way sources have been transformed and how issues from the text for language analysis have been drawn on
- The Commentary should draw on the candidate's knowledge and systematic study of forms and features of language

**Interacting through Language**

<b>Unit 3</b> 35% of the total AS marks	<b>Written Unit</b> 70 marks	<b>1 hour 30 mins</b>
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This externally assessed unit tests Assessment Objectives 1, 3i, 4 and 5i. It is designed to assess candidates' ability to:

- use frameworks for the systematic study of spoken language
- distinguish, describe and interpret variation in the forms and meanings of spoken language according to context
- understand, discuss and explore concepts and issues relating to spoken language in use
- communicate clearly their knowledge, understanding and insights using appropriate terminology and accurate and coherent expression

This unit assesses **Module 3** of the Subject Content.

## Allocation of Marks

Assessment Objective	1	3i	4	5i	Total
Spoken Language Analysis	5	20		20	45
Essay Topics	5		20		25

## The Structure of the Unit

The unit is divided into two sections:

- **Section A** Spoken Language Analysis
- **Section B** Essay Topics

Candidates will answer **two** questions in total. They will answer **one** question from **Section A** and **one** from **Section B**.

In **Section A** there will be one question; in **Section B** there will be a choice from two.

## Timing

The unit allows 20 minutes for the reading of the data to be analysed in answering Section A. It is recommended that candidates then spend 35 minutes writing each of their answers.

## Question Styles and Content

**Section A: Spoken Language Analysis**

This is a test of candidates' understanding of use-related variation through close analysis of examples of spoken language in use. The tasks test candidates' knowledge of linguistic frameworks for analysis and their ability to use them. Candidates are also assessed on their ability to distinguish, describe and explain key features of language use in the data given to them, drawing on their knowledge of key concepts in use-related variation and spoken verbal interaction. Finally candidates will be assessed for their ability to communicate their insights.

- Candidates are asked to work on examples of language in use
- The language data will be spoken
- The data will be transcribed and may include details of speaker switches, non-verbal aspects of speech and phonetic transcription
- Keys will be provided to accompany the transcription
- Candidates are required to use linguistic frameworks to distinguish and describe key features of the language style in terms of sound features, vocabulary and meaning, grammar and structure, as appropriate
- Candidates are required to explain and interpret the language of the texts. They may be asked to focus on the effects of speaker identity, audience, purpose, and context of use
- Candidates are required to show knowledge of concepts relating to spoken language and spoken verbal interaction
- Candidates will be given guidance about particular aspects of the data to write about

**Section B: Essay Topics**

This section tests candidates' ability to engage with some important issues about the use of language in spoken verbal interaction.

Questions may take one of two forms. Candidates may be asked to:

- write a traditional discursive essay in response to an essay cue question
- respond to a small piece of data as a cue for their answer

## 7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
AO1	5	5	5	15
AO2	0	20	0	20
AO3i	10	2.5	10	22.5
AO4	10	0	10	20
AO5i	10	2.5	10	22.5
<b>Overall Weighting of Units (%)</b>	35	30	35	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

## 8

## Scheme of Assessment – *Advanced Level (AS+A2)*

The Scheme of Assessment has a modular structure. The A Level award comprises three compulsory assessment units from the AS Scheme of Assessment and three compulsory assessment units from the A2 Scheme of Assessment.

8.1 AS Assessment Units	Unit 1 17.5% of the total A Level marks	Written Unit 70 marks	1 hour 30 mins
	Unit 2 15% of the total A Level marks	Coursework/Written Unit 120 marks	
	Unit 3 17.5% of the total A Level marks	Written Unit 70 marks	1 hour 30 mins

## 8.2 A2 Assessment Units

Unit 4 15% of the total A Level marks	Coursework/Written Unit 60 marks
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## Language Investigation

**Alternatives**

This unit may be taken **either** as **coursework** (EA4C) **or** as a **written unit** (EA4W).

This unit assesses **Module 4** of the Subject Content.

## Coursework Option

**Unit 4 EA4C Coursework**

The internally assessed, externally moderated coursework submission tests Assessment Objectives 1, 3ii, 4 and 5ii. It is designed to test candidates' ability to:

- generate questions and hypotheses about language use
- devise and evaluate methodologies for collecting data for investigation
- prepare and process data for investigation
- devise and evaluate analytical approaches for carrying out investigations
- evaluate the usefulness of appropriate linguistic frameworks and apply them
- explore and discuss issues relating to language in use
- analyse and evaluate variation in the forms and meanings of language used according to context
- communicate clearly their insights and findings using appropriate terminology and accurate and coherent written expression

The investigation will draw on and inform candidates' knowledge and understanding of the effects of historical, geographical, social and personal variation on the forms and meanings of language. It acts as a synoptic assessment testing candidates' ability to pull together their

knowledge and understanding of language study and their analytical skills to explore unseen data and consider methodologies for language study.

Allocation of Marks

Assessment Objective	1	3ii	4	5ii	Total
Mark Allocation	10	20	10	20	60

Coursework Requirements (A2)

Candidates present a coursework folder made up in the following way:

- One Language Investigation
- Total word count: 1500 - 3500 words (excluding raw data)

Task Setting

The investigation must be developed so that it demonstrates the candidate's:

- generation of an hypothesis or question
- development of an appropriate methodology
- collection and preparation of original primary data
- evaluation and application of appropriate linguistic frameworks for analysis
- application and exploration of relevant concepts
- analysis and evaluation of the forms and meaning of the language used in the primary data according to its context
- evaluation of their methodology and findings

Components of a Language Investigation (Coursework)

- Introduction
- Description of Data
- Aims
- Methodology
- Analysis
- Conclusions
- Evaluation
- Data
- Bibliography
- Presentation

Issues in Task Setting

When negotiating tasks with candidates it will be necessary to monitor:

- the collection of original primary data
- that candidates do not collect too little data or too much data
- they consider what methodology they will use for their investigation
- that candidates formulate clear aims/hypotheses to focus their investigation
- they identify and evaluate what linguistic frameworks they are going to use for analysis

## Examination Option

- they adopt an analytical and evaluative approach to the data
- they evaluate the successfulness of their investigation and its methodology

It will help candidates if they can articulate a precise and focused task. A study of advertisements is too broad. A study of changing patterns of address in 1950s and 1960s advertisements for domestic goods is more helpful. It will also help candidates if they can identify what levels of language they are studying to answer their question.

**Unit 4                      EA4W                      Written Unit                      2½ hours**

This externally assessed written unit tests Assessment Objectives 1, 3ii, 4 and 5ii. It is designed to test candidates' ability to:

- generate questions and hypotheses about language use
- devise and evaluate analytical approaches for carrying out investigations
- evaluate the usefulness of appropriate linguistic frameworks and apply them
- explore and discuss issues relating to language in use
- analyse and evaluate variation in the forms and meanings of language used according to context
- communicate clearly their insights and findings using appropriate terminology and accurate and coherent written expression

The investigation will draw on and inform candidates' knowledge and understanding of the effects of historical, geographical, social and personal variation on the forms and meanings of language. It acts as a synoptic assessment testing candidates' ability to pull together their knowledge and understanding of language study and their analytical skills to explore unseen data and consider methodologies for language study.

## Allocation of Marks

<b>Assessment Objective</b>	<b>1</b>	<b>3ii</b>	<b>4</b>	<b>5ii</b>	<b>Total</b>
<b>Mark Allocation</b>	10	20	10	20	<b>60</b>

## Question Style and Content

Candidates will be provided with a selection of linguistic data. This may take a variety of forms:

- Spoken or written material
- Regional, social or temporal variation
- Transcribed speech at various levels of detail (with keys)
- One or more texts
- Data lists
- Whole texts or extracts

The investigation task will require candidates to:

- generate an hypothesis or question concerning the data provided
- apply and explore relevant concepts
- formulate the aims of their investigation



**The Structure of the Unit**

The unit is divided into two sections:

- **Section A** Texts from Different Times
- **Section B** Contemporary Language Variation and Change in the British Isles

Candidates will answer **two** questions, the compulsory question from Section A and one chosen from the two alternatives in Section B.

**Timing**

The timing of the unit permits 15 minutes reading time for candidates to study and prepare the material for the textual analysis task. The reading time is provided so that candidates can prepare the unseen material thoroughly. They will need to:

- read for meaning and understanding
- identify and evaluate appropriate frameworks for analysis
- analyse and evaluate the language used.

It is recommended that candidates spend approximately 35 minutes writing their Texts from Different Times answer, and 40 minutes writing their Language Variation and Change answer.

**Question Styles and Content****Section A: Texts from Different Times**

This is a test of candidates' understanding of use-related and user-related variation through close analysis of examples of language in use from different times. The tasks test candidates' knowledge of linguistic frameworks for analysis and their ability to evaluate their usefulness and apply them. Candidates are also assessed on their ability to distinguish, describe, analyse and evaluate key features of language use in the data given to them, drawing on their knowledge of key concepts in use-related and user-related variation. Finally candidates will be assessed for their ability to communicate their insights.

- Candidates are asked to work on examples of language in use
- There may be one longer extract or several shorter extracts for analysis
- The language data may be spoken and/or written.
- The language data will display features of social, regional and temporal variation
- The data will test candidates' ability to analyse language from different times
- Data may invite comparison or contrast according to audience, purpose, mode and time

**Section B: Contemporary Language Variation and Change in the British Isles**

This section tests candidates' knowledge and understanding of language variation and change in the contemporary context of the British Isles. Candidates will be asked to respond to essay cues, data for stimulus or a mixture of both.

## Language Debates

<b>Unit 6</b>	<b>Written Unit</b>	<b>2 hour 30 mins</b>
<b>20% of the total A Level marks</b>	<b>80 marks</b>	

This externally assessed examination unit tests all the Assessment Objectives synoptically. It is designed to assess candidates' ability to:

- communicate clearly their knowledge, understanding and insights using appropriate terminology and accurate and coherent expression
- demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences
- apply and explore frameworks for the systematic study of spoken language, evaluating their usefulness
- understand, discuss and explore concepts and issues relating to language in use
- analyse and evaluate variation in the forms and meanings of written and spoken language from different times according to context.

This unit draws together all the assessment objectives and themes that have run throughout the previous 5 modules and units of assessment.

This unit assesses **Module 6** of the Subject Content.

## Allocation of Marks

<b>Assessment Objective</b>	<b>1</b>	<b>2</b>	<b>3ii</b>	<b>4</b>	<b>5ii</b>	<b>Total</b>
<b>Data Analysis</b>	10		20		10	<b>40</b>
<b>Response in a Particular Form</b>		20		20		<b>40</b>

## The Structure of the Unit

The unit is divided into two sections:

**Section A** Data Analysis

**Section B** Response in a Particular Form

Candidates will answer the compulsory question from both sections.

## Timing

It is recommended that candidates spend 30 minutes reading and preparing the source materials, 60 minutes writing their answer to Section A and 60 minutes writing their answer to Section B.

## Question Styles and Content

The question paper will have a central theme which will be a language debate that draws on topics introduced elsewhere in the specification.

Candidates will be presented with a range of sources which they will be asked to analyse, employ or respond to in the tasks set, as well as drawing on their own knowledge about language. The source material may include transcriptions, written texts, academic and non-academic writing about language, and graphical, statistical and tabular data.

**Section A: Data Analysis**

Candidates will be given a text or texts for textual analysis. They will also be asked to devise a methodology for a language investigation.

**Section B: Response in a Particular Form**

Candidates will be required to write about language issues in some common forms where debate about language often occurs, e.g. letters to the editor, articles, editorials, reviews, books of essays, scripted interviews and dialogues. They will be asked to comment on the style they have used.

**8.3 Synoptic Assessment**

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks). All the marks for Unit 6 are allocated to synoptic assessment. Synoptic assessment tests candidates' understanding of the connections between the different elements of English Language as a course of study. Unit 6 has been designed to allow candidates to revisit themes and issues raised elsewhere in the course. This provides the opportunity for further study and the ability to draw on the insights and experience gained over the whole course.

**8.4 Weighting of Assessment Objectives for A Level**

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

**A Level Assessment Units (AS + A2)**

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	5	6	
AO1	2.5	2.5	2.5	2.5	5	2.5	17.5
AO2	0	10	0	0	0	5	15
AO3	5	1.25	5	5	2.5	5	23.75
AO4	5	0	5	2.5	5	5	22.5
AO5	5	1.25	5	5	2.5	2.5	21.25
<b>Overall Weighting of Units (%)</b>	17.5	15	17.5	15	15	20	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

# Subject Content

## 9

## Summary of Subject Content

### 9.1 AS Modules

#### MODULE 1 – Discovering Language

This module is designed to introduce candidates to language study by the exploration of a variety of texts and a special study of Language Acquisition or Language and Representation.

#### MODULE 2 – Using Language

In this module candidates develop their own writing skills together with the study of linked texts for analysis.

#### MODULE 3 – Interacting Through Language

Candidates study the nature and functions of language in face to face situations, exploring the speaking and listening skills required to be an effective communicator.

### 9.2 A2 Modules

#### MODULE 4 – Language Investigation

This module requires candidates to apply their knowledge about language and their analytical skills to the design and execution of an independent research project that enables them to pursue their own interests in language study.

#### MODULE 5 – Language Variation and Change

This module builds on the analytical skills developed in Module 2. Candidates are asked to demonstrate they can analyse a range of more challenging texts from different times. In this module candidates also study language variation and change in contemporary Britain, engaging with issues concerning attitudes to language and its social distribution and significance.

#### MODULE 6 – Language Debates

In this synoptic module candidates revisit themes and topics from the earlier modules. They are required to bring together their knowledge, understanding and skills from earlier modules to enter into social, cultural and academic debates about language.

# AS Module 1

## *Discovering Language*

### 10.1 Introduction

This first module is designed to introduce candidates to the study of use-related variation. Candidates will develop their knowledge and understanding of how and why language varies according to a number of key factors. Candidates will also be introduced to the use of linguistic frameworks for the systematic study of texts. They will also study one of two topics designed to introduce them to issues and concepts in the study of language and which have been selected to support candidates' learning about and use of linguistic frameworks for analysis.

### 10.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- distinguishing and describing the language features of written texts
- explaining and interpreting the language style of written texts
- using linguistic frameworks
- discussing and exploring concepts and issues relating to the study of language

Module 1 therefore requires that candidates study:

- **Language Analysis**
- **Linguistic Frameworks**
- **Language Issues (Language and Representation or Language Acquisition)**

### 10.3 Language Analysis: range of texts to be studied

Candidates will need to consider a variety of texts and types of language use. They should study:

- formal and informal styles
- impersonal and personal styles
- technical and non-technical styles
- context dependent and context independent texts
- texts for a variety of audiences
- texts for a variety of purposes

#### 10.4 Language Analysis: Key Concepts – influences on language use

For this module the following components of the immediate context and their effects on language need to be considered:

- **the writer:** age, gender, ethnic identity, social identity, education, knowledge, attitudes, values
- **the implied reader/audience:** age, gender, ethnic identity, social identity, education, knowledge, attitudes, values
- **purpose:** to inform, instruct, persuade, discuss, argue, entertain, develop and establish relationships, convey particular meanings, create particular effects, elicit particular responses etc
- **situation of use:** context dependence/independence; face to face/apart; how the text is read or heard; location; others present
- **subject matter:** technical and non-technical; familiar and unfamiliar
- **representation:** the way a particular image is conveyed of people, places, things, ideas and events. This concept includes issues of bias and ideology

The notes above are not exhaustive. They are intended as guidelines. Candidates should encounter as wide a variety of types of language use as possible. They will need to be able to identify key language features, explain their occurrence with reference to the influences on language use and show how they seek to construct meaning.

#### 10.5 Language Analysis: Key Concepts – the role of the reader/listener

Candidates should also reflect on how readers and listeners construct meanings from texts. They should consider how their own identity, knowledge, beliefs and attitudes influence their interpretation of and response to texts. They should also consider how other people might interpret and respond to texts.

#### 10.6 Components of Language Analysis Tasks

<b>Frameworks:</b>	<ul style="list-style-type: none"> <li>• A brief identification of key determinants of language use, eg the audience, purposes and genre of the text(s) for analysis.</li> </ul>
<b>Language Analysis:</b>	<ul style="list-style-type: none"> <li>• Identification and exemplification by quotation of key language features in the text(s) for analysis.</li> <li>• Description of these features using appropriate terminology.</li> <li>• Texts may be considered at the phonological, graphological, lexical-semantic, grammatical and discourse levels.</li> </ul>
<b>Explanation and Interpretation:</b>	<ul style="list-style-type: none"> <li>• Explanation of the key stylistic features in terms of the key concepts.</li> <li>• Interpretation of their meanings and effects.</li> </ul>

#### 10.7 Linguistic Frameworks

In order to develop their insights candidates need a toolkit for the analysis of language. The study of language can be carried out on different levels and below are listed the features which will enable candidates to discover how language works in the ways required by Module 1. Candidates should be made aware that simply identifying features is insufficient. They should consider the items listed below as elements of systems that construct and convey meaning.

The emphasis is on the application of linguistic frameworks to illuminate understanding of how texts work.

**Phonological:**

- alliteration
- assonance
- rhythm
- rhyme
- consonants/vowels

**Graphological:**

- design
- layout
- typeface

**Lexical:**

- word formation
- levels of formality
- technical and non-technical vocabulary

**Semantic:**

- denotational and connotational meaning
- semantic fields
- synonymy
- antonymy
- hyponymy
- collocation
- processes of semantic change
- figurative language
- pragmatic meaning
- context dependence (deixis)

**Grammar:**

- lexical and grammatical word classes
- types of noun
- adjectives (incl comparison of adjectives)
- adverbs (incl comparison of adverbs)
- verbs (person, number, tense, aspect, voice, modal auxiliaries, negation)
- pronouns
- conjunctions
- determiners
- morphemes

**Text Structures**

### 10.8 Language Issues: Language and Representation

For this topic candidates should investigate how language might reflect social values and how it might contribute to maintaining or changing values. Candidates should study:

- language used to describe: gender, race and people with disabilities
- attitudes to political correctness
- euphemism
- views about the significance of such language

Work should focus on both the language system (lexis, semantics and grammar) and individual texts.

This topic will link with the consideration of matters of representation in individual texts in preparation for Language Analysis tasks.

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### 10.9 Language Issues: Language Development

For this topic candidates should study how children go through the initial phases of language acquisition. Candidates should study:

- the functions of children's language
- the development of phonological and pragmatic competence in speech
- the development of lexis and semantics
- one-word, two-word and telegraphic stages
- theories about language acquisition: imitation, innateness, cognition, input

## AS Module 2

### *Using Language*

#### 11.1 Introduction

Module 2 builds on the work begun in Module 1: *Discovering Language*. Having developed the basic concepts and linguistic frameworks associated with the study of use-related variation, candidates now need to develop their analytical skills further and develop their productive skills.

This module is organised to encourage the mutually illuminating practices of analysis and production. The addition of commentary work is designed as a third element to add a reflective dimension. The module is primarily skills based and is designed to permit “themed” units of work to be designed comprising language analysis, production and commentary.

#### 11.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- distinguishing and describing the language features of spoken and written texts
- explaining and interpreting the language style of spoken and written texts
- using linguistic frameworks
- researching, selecting and using sources
- composing for specified audiences and purposes
- commenting on their compositional processes and choices

Module 2 therefore requires that candidates should study:

- **Language Analysis**
- **Language Production and Commentary**
- **Linguistic Frameworks**

These will be studied through the devising of units of work.

#### 11.3 Units of Work: Texts for Analysis, Production & Commentary

Centres and candidates will be able to select and choose the types of text that they analyse, produce and comment on for the coursework option. In preparation for the examination option candidates will need to read, produce and comment on a variety of types of language in use. It is important that candidates be guided so that they are analysing and producing texts of sufficient substance and challenge to merit serious consideration. Texts for analysis and production may be spoken or written forms.

It is important that the following requirements are observed:

- The text for analysis is in some way connected with a language production task

The choice of tasks and materials to make up a unit of work should be based on what will be challenging, interesting and relevant for candidates, extending their reading/listening and composition experience and skills. Further selection criteria to design a unit of work might be:

- **Subject matter:** eg a unit of work on the Battle of the Somme and various accounts of it
- **Audience issues:** eg writing for non-specialist audiences
- **Purposes:** eg instructional guides for an introductory handbook for a particular job
- **Genres:** eg journalistic review criticism
- **Modes:** eg scripted guides available on tape in a museum

The choice of a topic or theme can be used to give candidates the opportunity to follow their own interests. It would also be possible to construct topics related to a particular vocational area, eg health and safety reports, guidelines and information sheets.

It will be possible to devise coursework assignments that generate language analysis, 2 production pieces, and commentary. It will also be possible to do separate assignments to provide the two different pieces of production work. Assignments should provide candidates with preparatory learning activities followed by the assessed coursework pieces.

Candidates preparing for the examination will need to practise the skills required on a number of sample assignments designed to develop their analytical and productive skills and practising the examination type tasks.

#### 11.4 Language Analysis & Production: Key Concepts – the influences on language use

Once again for this module the components of the immediate context and their effects on language need to be considered. The notes below are not exhaustive of how the key concepts can be interpreted but are intended as guidelines. Candidates should apply the following concepts as they analyse the writing of others and as they compose and comment on their own texts:

- **the writer/speaker:** age, education, knowledge, attitudes, values
- **the implied reader/audience:** age, education, knowledge, attitudes, values
- **purpose:** to inform, instruct, persuade, discuss, argue, entertain, develop and establish relationships, convey particular meanings, create particular effects, elicit particular responses etc
- **mode:** spoken, written and mixed modes
- **situation of use:** context dependence/independence; face to face/apart; how the text is read or heard; location; others present
- **subject matter:** technical and non-technical; familiar and unfamiliar
- **representation:** the way a particular image is conveyed of people, places, things, ideas and events. This concept includes issues of bias and ideology

Candidates should encounter as wide a variety of types of language use as possible. They will need to be able to identify and use key

language features, explain their occurrence with reference to the determinants and show how they seek to construct meaning.

### 11.5 Language Analysis & Commentary: Key Concepts - the role of the reader/listener

Candidates should also reflect on how actual readers and listeners construct meanings from texts. They should consider how their own identity, knowledge, beliefs and attitudes influence their interpretation of and response to texts. They should also consider how other people might interpret and respond to texts.

### 11.6 Components of Language Analysis and Commentary Tasks

<b>Frameworks:</b>	<ul style="list-style-type: none"> <li>• A brief identification of key determinants of language use, eg the audience, purposes, mode and genre of the text(s) for analysis.</li> </ul>
<b>Language Analysis:</b>	<ul style="list-style-type: none"> <li>• Identification and exemplification by quotation of key language features in the text(s) for analysis.</li> <li>• Description of these features using appropriate terminology.</li> <li>• Texts may be considered at the phonological, graphological, lexical-semantic, grammatical and discourse levels.</li> </ul>
<b>Explanation and Interpretation:</b>	<ul style="list-style-type: none"> <li>• Explanation of the key stylistic features in terms of the influences on language use.</li> <li>• Interpretation of their meanings and effects.</li> </ul>

### 11.7 Components of Language Production Assignments

<b>Audience:</b>	Specification in terms of: biographical profile; interests, knowledge, experience and attitudes; the use and consumption of the text; linguistic competence.
<b>Purposes:</b>	Specification of the ideas and content the text is communicating; the intended effects on the reader and any outcomes for behaviour.
<b>Subject Matter:</b>	The topic that the text is about.
<b>Genre:</b>	The forms and conventions of types of writing.
<b>Style:</b>	The linguistic choices necessary to suit the audience and construct the intended meanings.
<b>Research and Preparation</b>	The collection of ideas and material for content.

### 11.8 Linguistic Frameworks

In order to develop their insights candidates need to add to their toolkit for the analysis of language. Candidates should use the frameworks for analysis that they developed in Module 1 but they should also learn and use the following additional frameworks. Candidates should be made aware that simply identifying features is insufficient. They should consider the items listed below as elements of systems that construct and convey meaning. The emphasis is on the application of linguistic frameworks to illuminate understanding of how texts work.

#### **Grammar:**

- sentence functions
- sentence types
- sentence structures
- main, sub-ordinate and co-ordinate clauses
- clause elements

#### **Text Structures**

### 11.9 The Links between Analysis, Production & Commentary

There is a strong connection between analytical and productive work, which can be seen as mutually illuminating. When producing their own work candidates are not writing in a vacuum, but against a backdrop of other texts, genres and conventions. When preparing to write candidates should do so against a background of research where they have considered relevant examples from which they can learn, picking out useful devices, unsuccessful methods and establishing necessary conventions. At times candidates may feel it necessary to break conventions to achieve their aims.

The production of language will also develop insights about how texts work. Focused activities can help candidates develop a feeling for how language works and effects. For example re-writing texts with all passive verbs will develop grammatical understanding as well as raising questions about effects and conventions.

When using source materials the analysis of their distinctive styles can help candidates identify what transformations are needed to suit the new text being composed.

Commentary writing introduces a reflective loop encouraging candidates to think analytically about their compositional processes.

## AS Module 3

### *Interacting through Language*

#### 12.1 Introduction

This module seeks to develop candidates' understanding of how language influences their interactions and relationships with other people. It focuses on the use of spoken verbal interaction. This module allows for a continuation of candidates' study of speaking and listening from GCSE. They will need to consider how conversational interaction works and how it can be carried out effectively. It will be a valuable learning strategy for candidates to practise their own skills and consider their performance. Candidates will find their knowledge about use-related variation from Module 1 and 2 is also relevant in this module, which gives them further examples of language in use.

#### 12.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- using linguistic frameworks
- distinguishing and describing the language features of spoken interactions
- explaining and interpreting spoken interactions
- exploring and discussing concepts and issues relating to spoken interaction

Module 3 therefore requires that candidates study:

- **Examples of Spoken Interaction**
- **Research, Concepts and Issues concerning Spoken Interaction**
- **Linguistic Frameworks**

#### 12.3 Detailed Content

Candidates should be able to discuss:

- examples of different kinds of interaction (e.g. interviews, complaints, advice etc.)
- the functions of interaction (interactional and transactional)
- Grice's Co-operative Principle, Lakoff's and Leech's politeness principles, face theory
- how language is used to achieve an interaction's functions
- the forms and functions of non-verbal aspects of speech
- the forms and functions of non-verbal communication
- the structure of interactions
- how turn-taking is managed
- types of speaker switches
- the nature and purpose of feedback
- listening skills
- roles in group interaction
- how speaker identity is conveyed in interaction
- the impact of context on interaction

- accommodation theory and the dynamics of interaction: convergence and divergence
- research on the differences between male and female interactional behaviour and their significance.

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## 12.4 Linguistic Frameworks

In order to develop their insights candidates need to add to their toolkit for the analysis of language. Candidates should use the frameworks for analysis that they developed in Modules 1 and 2 but they should also learn and use the following additional frameworks. Candidates should be made aware that simply identifying features is insufficient. They should consider the items listed below as elements of systems that construct and convey meaning. The emphasis is on the application of linguistic frameworks to illuminate understanding of how texts work.

### **Phonology:**

- stress
- pace
- volume
- intonation
- pitch

## A2 Module 4

### *Language Investigation*

#### 13.1 Introduction

This module permits candidates to pursue their own original interests in the study of language. The choice of topic and focus is open to the candidate to decide. This part of the specification is devoted to getting candidates to become original and independent language researchers.

It draws on candidates' knowledge, understanding and skills to research independently. Candidates are required to show their ability to evaluate and apply different methodologies and approaches for the study of language. Candidates are also required to respond to or research language issues and concepts raised by their chosen area of study.

The content of this module is largely based on the acquisition of research and investigation skills through the study of research topics.

#### 13.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- exploring and applying linguistic frameworks and commenting on their usefulness
- analysing and evaluating language data
- exploring and discussing concepts and issues
- communicating their research intentions and findings in an appropriate style using linguistic terminology

#### 13.3 Research Skills

Candidates will need teaching and support to develop the following skills as they tackle investigations:

- the asking of questions and generation of hypotheses about language
- the formulation of aims and objectives
- the design of methodologies
- data collection
- data preparation and processing
- using secondary sources
- selecting linguistic frameworks for analysis
- carrying out data analysis
- drawing conclusions
- evaluating their investigation methods and conclusions

For the coursework investigation candidates may look at a wide variety of types of language above and beyond continuous prose styles. Examples of data they might use are reading scheme texts vs real readers, children's writing, sports teams' nicknames, formulaic jokes, quiz show introductions etc. It is vital that an investigation is based on original primary language data. It should not be a survey of academic literature.

## 13.4 Components of a Language Investigation (Coursework)

<b>Introduction:</b>	An explanation of the focus of the investigation and the origin of the idea.
<b>Description of Data:</b>	Factual information about what language data is being studied.
<b>Aims:</b>	Broad details of what the candidate is seeking to find out. A statement of their hypothesis or question(s).
<b>Methodology:</b>	An explanation of how the investigation has been designed, why this method was chosen, its effects on their findings and an evaluation of which linguistic frameworks will be necessary for the investigation.
<b>Analysis:</b>	A systematic study of the language use being studied.
<b>Conclusions:</b>	A clear statement of what has been discovered in response to the aims.
<b>Evaluation:</b>	An evaluation of the success of the methodology and any further investigation that might be carried out in the light of the discoveries made. Discussion of the validity of conclusion.
<b>Data:</b>	Raw and prepared data for analysis (eg transcriptions and tables or annotated texts), including tapes of spoken data.
<b>Bibliography:</b>	Details of primary and secondary sources used.
<b>Presentation:</b>	Candidates will also need to consider the most effective methods of writing up and presenting their investigation.

## 13.5 Components of a Language Investigation (Written Examination):

<b>Introduction:</b>	An explanation of the focus of the investigation and the origin of the idea.
<b>Aims:</b>	Broad details of what the candidate is seeking to find out. A statement of their hypothesis or question(s).
<b>Analysis:</b>	A systematic study of the language use being studied.
<b>Conclusions:</b>	A clear statement of what has been discovered in response to the aims.
<b>Evaluation:</b>	An evaluation of the validity of the conclusions and any further investigation that might be carried out in the light of the discoveries made.
<b>Presentation:</b>	Candidates will also need to consider the most effective methods of writing up and presenting their investigation.

## A2 Module 5

### *Language Variation and Change*

#### 14.1 Introduction

This module places candidates' study of language within wider geographical, social and historical perspectives and brings together their study of language in these wider contexts. Candidates will study how and why language changes and varies. They will need to be able to describe, explain and evaluate variation in both spoken and written language, showing the effects of historical, geographical, social and personal variation. Candidates will be expected to be familiar with major research and ideas in these areas. They will also need to show understanding of social and academic explanations, attitudes and views concerning language variation and change. Candidates will also be expected to show knowledge of methodological issues linked to these explanations and views.

#### 14.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- evaluating, selecting and using linguistic frameworks
- distinguishing and describing the distinctive features of spoken and written language from different times
- analysing and evaluating spoken and written language from different times
- exploring and discussing concepts and issues relating to language variation and change

Module 5 therefore requires that candidates study:

- **Texts from Different Times**
- **Contemporary Language Variation and Change in the British Isles**
- **Linguistic Frameworks**

#### 14.3 Texts from Different Times

Candidates should be able to analyse and evaluate:

- the distinctive features of texts from the Early Modern English period onwards
- phonological, orthographical, lexical, semantic and grammatical features
- how writers and speakers use language in context

Once again for this module the components of the immediate context and their effects on language need to be considered. The notes below are not exhaustive of how the key concepts can be interpreted but are intended as guidelines. Candidates should consider the impact of the following key influences on language use as they analyse texts:

- **the writer/speaker:** age, education, knowledge, attitudes, values
- **the implied reader/audience:** age, education, knowledge, attitudes, values
- **purpose:** to inform, instruct, persuade, discuss, argue, entertain, develop and establish relationships, convey particular meanings, create particular effects, elicit particular responses etc

- **mode:** speech, writing and mixed modes
- **situation of use:** context dependence/independence; face to face/apart; how the text is read or heard; location; others present
- **subject matter:** technical and non-technical; familiar and unfamiliar
- **representation:** the way a particular image is conveyed of people, places, things, ideas and events. This concept includes issues of bias and theology
- **genres:** eg travel writing
- **period:** eg a 19<sup>th</sup> century diary
- **dialect:** regional or social variation

In order to develop their insights candidates need to add to their toolkit for the analysis of language. Candidates should use the frameworks for analysis that they developed in their AS Modules but they should also learn and use the following additional frameworks:

**Grammar:**

- Types of sub-ordinate clause
- Noun phrases
- Adjective phrases
- Adverb phrases
- Prepositional phrases
- Phrase structure

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14.4 Contemporary Language  
Variation and Change in the  
British Isles

Candidates should be able to discuss:

- dialects and accents, including standard and vernacular varieties
- the distinctive phonological, lexical and grammatical features of regional and social varieties
- the nature of contemporary changes in language
- the causes of social and regional variation
- the causes of change in language
- the relationship between standard and vernacular varieties
- effects of age, gender, group membership, social class and social context on language variation and change
- attitudes to standard and vernacular varieties of language
- debates about the role of standard and vernacular varieties in education
- descriptivist and prescriptivist approaches to language study
- attitudes to language change
- methodologies for the study of language variation and change

Contemporary is taken to refer to the period from 1950 onwards.

## A2 Module 6

### *Language Debates*

#### 15.1 Introduction

Module 6 is the final, synoptic module. It is designed to enable candidates to draw together the knowledge, understanding and skills developed in the first five modules.

It seeks to widen further the range of reading and styles of writing candidates experience on the course. Candidates will be able to consider how they can use their knowledge of linguistic frameworks for analysis. It will give candidates the opportunity to explore wider social and cultural debates concerning language.

The module employs a thematic approach based on language issues and debates. Its subject matter will draw on topics studied earlier in the course.

This module therefore fulfils the criteria for synopticity defined in the QCA Subject Criteria: synoptic assessment in English Language will take account of the requirement that A Level qualifications should enable candidates to develop a broader and deeper understanding of the connections between components of the specification as a whole, including the requirement to produce a range of writing. Synoptic assessment will involve the explicit synthesis of insights developed through the application of theoretical frameworks to the study of language, both spoken and written. It will require candidates to show evidence that their critical understanding of meaning and variation in language is informed by the appropriate use of linguistic analyses, and to demonstrate their skills of interpretation and expression in accurate, well-argued responses.

#### 15.2 Knowledge, Understanding and Skills to be Developed

This module is characterised by the skills that candidates will develop:

- evaluating, selecting and using linguistic frameworks
- analysing and evaluating the language style of spoken and written texts from different times
- discussing and exploring concepts and issues relating to language in use
- composing for specified audiences and purposes
- commenting on their compositional processes and choices

Module 6 therefore requires that candidates study:

- **Data Analysis**
- **Language Issues and Debates**
- **Response in a Particular Form**

In preparing for the examination candidates should encounter a variety of units of work which explore different language debates.

### 15.3 Language Debates

In preparation for the examination, candidates will need to engage with a variety of language debates that will require them to explore language concepts and issues, analyse texts and data, evaluate linguistic frameworks and write for particular audiences and purposes. Topics should draw on candidates' earlier experiences while giving them further ideas and issues to grapple with.

Topics for the examination paper will be drawn on issues raised by earlier modules:

- Language Acquisition and Learning
- Language and Ideology (the relationship between language and thought; the nature of the relationship between language and social values: reflection / construction / reproduction)
- Language and Interaction
- Language Variation
- Language Change

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### 15.4 Source Materials

Candidates should prepare to respond to a variety of source materials that deal with the topic for the paper. They will need to use these to:

- analyse and evaluate examples of language in use
- provide content for their own piece of writing
- introduce debates with which they want to engage.

Candidates should be prepared to analyse examples of language in use, for example dialect and accent data, children's language, spoken and written texts, transcriptions of interaction, texts from different periods. Candidates should also be able to respond to graphical, statistical and tabular data. They will need to analyse texts written about language for both specialist and non-specialist audiences.

Candidates should also be prepared to evaluate linguistic frameworks for investigating and analysing language data.

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### 15.5 Response in a Particular Form

The assessment of this module is designed to encourage candidates to engage with language debates in the forms in which they occur in academic and public contexts.

This type of task requires candidates to write about language issues in some common forms where debate about language often occurs, e.g.

- letters to the editor
- articles
- editorials
- scripted radio talk

Candidates are being tested on their ability to communicate their knowledge and understanding of language to an audience beyond the examination.

In addition candidates will be required to write a brief commentary in which they discuss some of the linguistic choices made in their response.

# Key Skills and Other Issues

16

## Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### 16.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA website (<http://www.qca.org.uk/keyskills>).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for English Language can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of Communication, Information Technology, Improving Own Learning and Performance and Working with Others. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA specification support material.

### 16.2 Key Skills Opportunities in English Language

English Language develops both candidates’ knowledge about language and their powers of expression and analysis. This makes it an ideal vehicle for candidates to develop their knowledge and understanding of the Key Skills, to refine their application and provide evidence for assessment.

Candidates’ use of English is applied to specific purposes and audiences. Their production of language and their research and reading provide opportunities to use Information Technology as a medium for their application of Communication skills.

English Language encourages the setting of aims and objectives and reflection and evaluation so that candidates can work to improve their own learning. Individual centres will be able to design group activities in preparing for module assessment which will provide opportunities for Working with Others. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four Key Skills units at *Level 3*, in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

### Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
C3.1a Contribute to discussions	✓	✓	✓	✓	✓	✓
C3.b Make a presentation	✓	✓	✓	✓	✓	✓
C3.2 Read and synthesise information	✓	✓	✓	✓	✓	✓
C3.3 Write different types of documents	✓	✓	✓	✓	✓	✓

### Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
IT3.1 Plan and use different sources to search for and select information		✓		✓		
IT3.2 Explore, develop and exchange information, and derive new information		✓		✓		
IT3.3 Present information including text, numbers and images		✓		✓		

## Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
WO3.1 Plan the activity	✓	✓	✓	✓	✓	✓
WO3.2 Work towards agreed objectives	✓	✓	✓	✓	✓	✓
WO3.3 Review the activity	✓	✓	✓	✓	✓	✓

## Improving own learning and performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
LP3.1 Agree and plan targets	✓	✓	✓	✓	✓	✓
LP3.2 Seek feedback and support	✓	✓	✓	✓	✓	✓
LP3.3 Review progress	✓	✓	✓	✓	✓	✓

**NB** The signposting in the four tables above represents opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but such opportunities are dependent on the detailed course of study delivered within centres.

### 16.3 Key Skills in the Assessment of English Language

The main Key Skill, Communication must contribute to the assessment of English Language. Aspects of Communication are an intrinsic part of Assessment Objective 1 and hence will form part of the assessment requirements for all Units.

### 16.4 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills or composite tasks that can provide evidence of more than one Key Skill are given in the AQA Teachers' Guide for this specification.

# Spiritual, Moral, Ethical, Social, Cultural and Other Issues

## 17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of language can contribute to candidates' understanding of spiritual, moral and cultural issues.

### Spiritual Issues

- The study of language acquisition engages with ideas about the nature of humanity (Module 1)
- The process of language acquisition may inspire a sense of awe and wonder at human achievement (Module 1)
- Language production tasks allow candidates to develop their creative abilities and personal insights (Module 2)
- The study of language variation enables candidates to develop a sense of how identity is created by language use. They will be able to develop a sense of their own worth and that of others (Modules 1, 3 and 5)
- Candidates will encounter questions about the nature of meaning, its communication and the truth status of language (Modules 1 and 3)

### Moral and Ethical Issues

- Candidates have the opportunity to discuss moral issues, values and attitudes in the texts they study and the topics they choose to write about for language production tasks (Modules 1, 2, 3 and 5)
- They will explore how language encodes values and attitudes, both in individual texts and as a system (Modules 1, 2, 3 and 5)
- They will be expected to show skill in reasoning on matters concerning how language represents groups and individuals, how different varieties of language are judged and evaluated and how language influences the behaviour of people (Modules 1, 2, 3 and 5)
- They will be required to make judgements about the value of different varieties of English and matters of teaching and learning English (Modules 5 and 6)
- They will examine the effect of their personal communication style on others (Module 3)

### Social and Cultural Issues

- Candidates will have the opportunity to study the language of a variety of cultural artefacts from a variety of periods (Modules 1 and 5)
- They will have the opportunity to produce pieces of their own original work (Module 2)
- They will be studying the place of language within British culture and society and engaging with debates about the state of the language (Modules 5 and 6)
- They will explore how a language system relates to the culture which produced it (Modules 5 and 6)

The synoptic Module 6 will provide opportunities to synthesise a number of spiritual, moral, ethical, social, cultural and other issues.

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17.2 European Dimension	AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers.
17.3 Environmental Education	AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “ <i>Environmental Responsibility: An Agenda for Further and Higher Education</i> ” 1993 in preparing this specification and associated specimen papers.
17.4 Avoidance of Bias	AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

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# Coursework Component

## 18

# Nature of the Coursework Components

### 18.1 Introduction

The coursework folder for both the AS and the A2 will be internally assessed by the teacher and moderated by AQA.

### 18.2 AS Coursework

This internally assessed, externally moderated coursework submission tests Assessment Objectives 1, 2, 3i and 5i. It is designed to assess candidates' ability to:

- use English for a variety of specific audiences and purposes
- identify, select, interpret, adapt and re-present sources in the production of their own original work
- use frameworks for the systematic study of language
- comment on their own writing
- analyse the writing of others
- distinguish, describe and interpret variations in the forms and meanings of language according to context
- communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression

This coursework submission requires AS candidates to compose pieces of language production with a specific brief about audience, purpose and style. They are required to describe, explain and interpret the language of sustained texts. The analysis and commentary tasks are designed to encourage their thinking about how to use language effectively and tests their ability to evaluate their own and others' writing.

It is expected that candidates following a two year course would spend approximately 30 hours' study time on the AS coursework submission. This would normally include time for class contact, individual contact, private study, research, drafting and redrafting. It is recognised, however, that the amount of study time available to candidates will vary from one centre to another.

### 18.3 A Level Coursework

The internally assessed, externally moderated coursework submission tests Assessment Objectives 1, 3ii, 4 and 5ii. It is designed to test candidates' ability to:

- generate questions and hypotheses about language use
- devise and evaluate methodologies for collecting data for investigation
- prepare and process data for investigation

- devise and evaluate analytical approaches for carrying out investigations
- evaluate the usefulness of appropriate linguistic frameworks and apply them
- explore and discuss issues relating to language in use
- analyse and evaluate variation in the forms and meanings of language used according to context
- communicate clearly their insights and findings using appropriate terminology and accurate and coherent written expression

The investigation will draw on and inform candidates' knowledge and understanding of the effects of historical, geographical, social and personal variation on the forms and meanings of language. It acts as a synoptic assessment testing candidates' ability to pull together their knowledge and understanding of language study and their analytical skills to explore unseen data and consider methodologies for language study.

It is expected that candidates following a two year course would spend approximately 30 hours' study time on the A Level coursework submission. This would normally include time for class contact, individual contact, private study, research, drafting and redrafting. It is recognised, however, that the amount of study time available to candidates will vary from one centre to another.

## 19

# Guidance on Setting Coursework Components

### 19.1 Introduction

Centres wishing to enter candidates for this specification should meet the following requirements before commencing the course:

- register as an AQA examination centre
- request permission to join a local consortium by contacting, in writing, AQA.

Upon joining a local consortium centres will be sent details of their coursework adviser including a contact address and telephone numbers. The coursework adviser will be the principal source of guidance and support for the coursework elements of this specification.

A coursework adviser will:

- approve all centre tasks
- offer advice and support, particularly on the coursework components, but on all aspects of the specification
- assist in the training of members of the consortium in the assessment of coursework
- conduct standardising meetings to ensure consistency and reliability of marking, using the booklet of standardisation material issued free of charge to every teacher

## 19.2 Example AS Coursework Assignments

When selecting coursework assignments it is important to remember the criteria set out in sections 7, 11 and 20.2. It is possible to consider different ways of producing linked assignments. There can be a non-linguistic theme or the tasks can be selected to be linked by key concepts eg genre, mode, purpose and audience. These patterns will be demonstrated by the examination option. Coursework will enable centres to select assignments of interest to their candidates. It will also be possible to design assignments that fit in with candidates' vocational experiences and other subjects.

It is important to set coursework tasks which meet the Assessment Objectives and their weightings for this Unit. The four assignments together with the use of the marks allocated to the Assessment Objectives in the Coursework Mark Scheme and the descriptors of achievement will ensure this. The table below shows the objectives tested and the mark allocations.

### Allocation of Marks

Assessment Objective	1	2	3i	5i	Total
Language Analysis	10		10	10	30
Language Production 1		30			30
Language Production 2		30			30
Commentary	10	20			30

When designing coursework assignments the textual analysis must be linked with a language production assignment. The second assignment may be linked but may also be unlinked. In the examples below two linked production pieces are shown but the second production task could be replaced by a completely separate assignment with a different focus.

#### Example A: Topic – D-Day

1. An analysis of an Usborne text on Nationalism and Patriotism
2. An extract for an Usborne book on D-Day aimed at young readers
3. An audio-tape guide for visitors to the D-Day museum in Portsmouth
4. Commentary on the above

#### Example B: Genre – Journalism

1. An analysis of a *Guardian* article about the effect of yachts' anti-fouling paints on the marine environment
2. A feature article for *The Guardian* on asbestos in council buildings
3. A light feature article on the joys of untidiness to appear in *The Independent*
4. Commentary on the above

**Example C: Mode – Spoken and written language**

1. An analysis of a Bennett monologue
2. A dramatic monologue in the style of Alan Bennett
3. A short story employing dialogue and other representations of speech and thought
4. Commentary on the above

**Example D: Purpose – persuasion**

1. An analysis of a Tony Blair speech
2. A speech given at a meeting debating whether a football club should be taken over by a broadcaster
3. A junk mail letter seeking funds for a charity
4. Commentary on the above

**Example E: Audience – non-specialist**

1. An analysis of a beginner’s guide book
2. An extract from a weekly magazine series introducing classical music
3. An instructional manual “for dummies” for a software application
4. Commentary on the above

**Example F: Vocational Links**

1. Analysis of promotional holiday literature
2. A letter promoting short breaks in an area seeking to develop its tourist industry
3. A piece of travel journalism
4. Commentary on the above

**Example G: Links with other subjects**

1. An analysis of a popular science magazine
2. An editorial on the morality of cloning
3. A script for a radio programme about genetically modified foods
4. Commentary on the above

### 19.3 Example A Level Coursework Assignments

There is considerable scope for the investigation of language in use. It is important to help candidates devise coursework tasks which meet the Assessment Objectives and their weightings for this Unit. Attention to the advice about the nature of an investigation given above in sections 8, 13 and 20.3 together with the marks allocated to the Assessment Objectives in the Coursework Mark Scheme and the descriptors of achievement will ensure this. The table below shows the objectives tested and the mark allocations.

## Allocation of Marks

Assessment Objective	1	3ii	4	5ii	Total
Mark Allocation	10	20	10	20	60

Candidates should seek to develop interesting aims and an appropriate methodology (AO3ii). They should develop an evaluative framework when executing the analysis of their data (AO5ii). Their conclusions should reflect these evaluations and they should also reflect on the success of their methodology (AO3ii). Some possible areas for investigation are:

- variations in accent and dialect across three generations in a family, where the middle generation moved from one area of the country to another; (the study might also look at whether there are differences when grandfather speaks to mother, mother to son etc.)
- a comparison of the restricted vocabulary and grammar of two computer languages, Cobol and Basic, with Standard English
- an analysis of the representation of slimming and slimmers in a range of product advertisements and magazine articles
- a study of washing powder names and slogans examining the rules and patterns, the image they seek to convey and their persuasive methods
- a study of the language of menus
- a study of the spelling problems of a dyslexic and strategies to help
- a comparison of the original and an abridged version of ‘Dracula’
- a comparison of ‘Newsround’ and ‘The Six O’Clock News’
- a study of how young people converse with old people
- an evaluation of a company’s promotional material
- a study of language in the workplace
- a study of answerphone messages
- a study of the language of a speaker of English as a second language
- an analysis of the language used when playing a board game
- an evaluation of different ways of handling a complaint
- an analysis of occupational or vocational jargon

## Assessment Criteria

### 20.1 Introduction

The AS coursework folder tests Assessment Objectives 1, 2, 3i and 5i. The A Level folder tests Assessment Objectives 1, 3ii, 4 and 5ii.

### 20.2 AS Marking Criteria for Unit 2

#### Aims

When you are marking your candidates' coursework your main aims should be:

1. to recognise and identify the achievements of candidates;
2. to put into a rank order the achievements of candidates (not to grade them! - that is something that is done later using the rank order that your marking has produced);
3. to ensure comparability of assessment for all candidates, regardless of task or marker.

#### Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. Coursework tasks will have been designed to give them opportunities to discuss what they have found out about language and to write in ways that challenge them and extend their abilities. It is important to assess the quality of *what the candidate offers*.

Don't mark scripts as though they were mere shadows of some Platonic ideal! (Or the answer *you* would have written!) The mark schemes have been composed to assess *quality of response* and not to identify expected items of knowledge in the manner of a shopping list.

#### The Generic Marking Grid

The specification has a generic marking grid for coursework. This has been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands. It is organised according to the specification's assessment objectives which are printed above the descriptors.

Within each assessment objective there are four broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on which part of the examination the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You are required to give different marks to bands for different assessment objectives as shown in the grid.

#### Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular task. These marks will then be totalled up for that task. To identify the mark for an Assessment Objective ask:

#### **What descriptors reflect the answer you are marking?**

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks.

In some bands there are upper and lower descriptors in such cases to help you. In others you will need to decide whether a script is displaying all the characteristics firmly – top of band – or some, just – bottom of band – or a mixture – in the middle. If there is evidence of all one band's descriptors and the beginnings of the next's, give a mark in the higher band.

### Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓  
(Ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines! Ticks should engage with the detail of a candidate's thinking, writing and analysis.)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify errors
- write a summative comment at the end
- indicate the marks for each Assessment Objective being tested at the end of the answer
- add up the marks for each Assessment Objective
- put a ringed total

eg	AO1	6	
	AO3	7	
	AO5	7	
		7	20

### Notes

#### Language Analysis tasks:

**Give a mark out of 10 for AO1, AO3i, AO5i, add together**

eg	AO1	7	
	AO3i	6	
	AO5i	7	
		7	20

#### Language Production tasks:

**Give a mark out of 10 for AO2a, AO2b, AO2c, add together**

eg	AO2a	6	
	AO2b	7	
	AO2c	7	
		7	20

#### Commentary:

**Award a mark out of 10 for AO2 and double it and add a mark out of 10 for AO1**

eg	AO2	6 x 2 =	12	
	AO1		5	
			5	17

## AS Marking Grid (continued overleaf)

<b>1 Textual Analysis</b>			
<b>Mark</b>	<b>AO3i know and use key features of frameworks for the systematic study of spoken and written English</b>	<b>Mark</b>	<b>AO5i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context</b>
<b>8-10</b>	Appropriate range of features explored. Clear and accurate description of distinctive language features and patterns using lexical-semantic, grammatical, phonological frameworks. Rare errors. Uses sentence and clause analysis. Discusses verb forms. Integrates different levels of analysis.	<b>8-10</b>	Confident description and exploration of language features and their explanatory context. Close detailed points. A subtle interpretation, drawing on and integrating various levels of description. Well integrated use of examples and quotations. Engagement with text's meaning, purpose and effects. Exploration of text's different segments. Detailed stylistic effects.
<b>6-7</b>	Evidence of some range or depth. Describes a range of significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. Largely accurate. Types of vocabulary. Analyses word classes and links to purpose. Engages with purpose of sentence types and functions.	<b>6-7</b>	Describes a range of significant language features. Clear and detailed understanding of context's influence. Interprets texts' communicative intent. Fully supported. Close reading of words' contribution. Aware of textual patterns.
<b>5</b>	Consistent use of linguistic frameworks. Describes significant language features or patterns using lexical-semantic, grammatical, phonological frameworks. Basically accurate. Use of word classes; describes features of address. Generalised discussion of sentence types/functions. Broad analysis of semantic fields.	<b>5</b>	Describes key features of language variation. Understanding of effect of context. Understanding of what texts are trying to communicate. Illustrated points.
<b>4</b>	Uses a linguistic framework. Identifies and attempts to describe relevant language features. Uncertainty of description – some errors occur. Restricted range, eg connotations/formality.	<b>4</b>	Distinguishes some features of language variation. Awareness of effect of context. Awareness of what texts are trying to communicate. Illustrated points. Looks at broad fields of meaning. Identifies major purposes.
<b>3</b>	Attempts to use frameworks for description. Identifies relevant language features eg some semantic features. Occasional accuracy of description. Weak focus on language-tendency to dwell on content. Broad discussion of fields.	<b>3</b>	Identifies some features of language variation. Some use of content: specific references/examples/quotation. Broad awareness that context has influenced language use. Identifies style and address.
<b>2</b>	Attempts to use frameworks but minimal accuracy achieved. Feature spotting not tied to any analysis. Simply identifying linguistic features and labelling with no sense of purpose. Good quotation without linguistic description.	<b>2</b>	Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. Superficial reactions to texts. Summary of text.
<b>1</b>	Minimal engagement with language of the data extracts. Rare quotations or reference to the language of the extracts.	<b>1</b>	Major misunderstanding of audience/purpose/context/content/meaning.
<b>0</b>	No engagement with the data extracts.	<b>0</b>	Text or data has no influence on the work.

## AS Marking Grid (continued)

2 3	Language Production		
Mark	AO2 demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made		
	a Content	b Form	c Style
8-10	Interesting and engaging content for audience and purpose.	Skilful and knowledgeable use of forms. Reader guided. Some ability to innovate/take risks. Well constructed arguments. Highly cohesive.	Close attention to the communication of meaning. Judicious choices. Stylish. Texts that work. Complexity and difficulty handled well. Rare errors. Control of syntactical patterns for effect. Stylish use of sentence effects.
6-7	Content well selected for specific audience and purpose.	Convincing control of form, paying attention to genre and needs of audience. Linguistic features followed eg sentence/paragraph styles.	Sustained use of style. Shaping at all levels. Straightforward styles used. Firm control of accuracy.
5	Fully developed content that fulfils the task.	Competent handling of a form, showing knowledge of requirements and conventions. Different textual segments.	Controlled and clear style employed. Some slips. Infrequent technical errors.
4	Developed and appropriate content with some gaps. Transformation occurs.	Clear structural elements. Basic handling of a form. Simple forms. Some sub editorial awareness.	Style shaped for audience/purpose. Occasional errors.
3	Sustained content – broadly appropriate for audience/purpose. Some unnecessary content. Closely reliant on source text for language. Limited range 1-2 topics.	Awareness of textual structures/conventions – weak control of formal principles. Some direction to text.	Style modified for audience and purpose. Inconsistent. Frequent errors.
2	Undeveloped. Unlikely to engage/satisfy audience.	Simple organisational features. Limited realisation of conventions. Overlong paragraphs. No sub-ed.	Simple style with broad shaping for audience and purpose. Intrusive basic errors. Untransformed source language.
1	Simple outline. Rough notes.	Rudimentary form. Reliant on the form of source.	Major flaws in language. Communication impeded.
0	Insubstantial.	No sense of form or shaping of material.	Fails to communicate.

## AS Marking Grid (continued)

4	<b>Commentary</b>
<b>Mark</b>	<b>AO2</b> <b>demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made</b>
8-10	Clear overview of how to create appropriate effects for audience and purpose, showing a good understanding of how language works at different levels.
6-7	Distinguishes a range of significant style features. Clear and detailed comment on text's communicative intent. Fully supported, showing linguistic insight. Looks at sentence functions and types, word classes.
5	Distinguishes key features of style and effects created. Illustrated points using linguistic knowledge. Explores issues about audience in terms of address. Deals with pronouns.
4	Some identification of language features used. Some use of linguistic frameworks or concepts. Some discussion of address.
3	Awareness of effect of audience/purpose and own intentions shown. Identifies examples of genre: mainly vocabulary/formality.
2	Descriptive accounts of the texts written: explains content. Unanalysed quotations or examples.
1	Minimal commentary on the text.
0	No reference to candidate's own text.

## AS Marking Grid (continued)

<b>For Textual Analysis and Commentary</b>	<b>AO1</b> <b>communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>
<b>8-10</b>	Rare errors. Clear stylistic shaping. Reader guided through structure. Effective linguistic register.
<b>6-7</b>	Firm control of accuracy. Controlled expression of ideas. Line of argument. Controlled linguistic register.
<b>5</b>	Infrequent technical errors. Clear communication of ideas. Simple list structure; introduction and conclusion present. Definite if inconsistent linguistic register.
<b>4</b>	Occasional technical errors. Expression suitable for ideas. Structure/organisation emerge. Some control of linguistic register.
<b>3</b>	Frequent errors. Conveys basic ideas. Scatter gun structure. Occasional use of linguistic terms.
<b>2</b>	Intrusive basic errors (sentence punctuation, there/their etc). Simple expression - conveys basic points. Short/incomplete work. No use of/complete misunderstanding of linguistic terms.
<b>1</b>	Major flaws in language. Communication impeded but some points are conveyed.
<b>0</b>	Total irrelevance/Incomprehensible.

## 20.3 A Level Marking Criteria for Unit 4

### Aims

When you are marking your candidates' coursework your main aims should be:

1. to recognise and identify the achievements of candidates;
2. to put into a rank order the achievements of candidates (not to grade them! - that is something that is done later using the rank order that your marking has produced);
3. to ensure comparability of assessment for all candidates, regardless of task or marker.

### Approach

It is important to be *open minded* and *positive* when marking scripts.

The specification recognises the variety of experiences and knowledge that candidates will have. It encourages them to study language in a way that is relevant to them. Coursework tasks will have been designed to give them opportunities to discuss what they have found out about language and to write in ways that challenge them and extend their abilities. It is important to assess the quality of *what the candidate offers*.

Don't mark scripts as though they were mere shadows of some Platonic ideal! (Or the answer *you* would have written!) The mark schemes have been composed to assess *quality of response* and not to identify expected items of knowledge in the manner of a shopping list.

### The Generic Marking Grid

The specification has a generic marking grid for coursework. This has been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands. It is organised according to the specification's assessment objectives which are printed above the descriptors.

Within each assessment objective there are five broad bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination, the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You are required to give different marks to bands for different assessment objectives as shown in the grid.

### Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular task. These marks will then be totalled up for that task. To identify the mark for an Assessment Objective ask:

#### **What descriptors reflect the answer you are marking?**

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you. In others you will need to decide whether a script is displaying all the characteristics firmly – top of band – or some, just – bottom of band – or a mixture – in the middle. If there is evidence of all one band's descriptors and the beginnings of the next's, give a mark in the higher band.

## Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you make accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓  
(Ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines! Ticks should engage with the detail of a candidate's thinking, writing and analysis.)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify errors
- write a summative comment at the end
- indicate the marks for each Assessment Objective being tested at the end of the answer
- add up the marks for each Assessment Objective
- put a ringed total

eg

AO1	6
AO3	7
AO4	8
AO5	7
	<hr/>
	28

## A Level Marking Grid (continued overleaf)

<b>Assessment Focuses:</b> quality of expression – selection/application/evaluation of LFA – exploring issues/concepts – analysing/evaluating language use			
<b>Mark</b>	<b>AO1</b> <b>communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>	<b>Mark</b>	<b>AO3ii</b> <b>apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken</b>
<b>9-10</b>	Controlled use of technical aspects. Precise and deft expression. Cogent, coherent and cohesive. Subtlety of effect. Linguistic flair.	<b>17-20</b>	Searching & confident linguistic analysis. Selects enlightening range or depth. Frameworks chosen to enhance & illuminate understanding. Evaluates frameworks and methodology. Perceptive methodology. Explores alternative avenues of investigation.
<b>7-8</b>	Rare errors. Clear stylistic shaping. Reader guided through structure. Effective linguistic register.	<b>13-16</b>	Illuminating range or depth of features explored. Selects and identifies a range of illuminating frameworks, showing understanding of their value and commenting on their purpose. Detailed objectives. Reflects on methodology. Clear grasp of fruitful linguistic approaches. Clear and accurate description of distinctive language features and patterns. Rare errors.
<b>6</b>	Firm control of accuracy. Controlled expression of ideas. Line of argument. Controlled linguistic register.	<b>11-12</b>	Evidence of some range or depth. Selects a range of frameworks or shows depth. Well focused aims. Explanation of methodology. Describes a range of significant language features or patterns. Largely accurate.
<b>5</b>	Infrequent technical errors. Clear communication of ideas. Simple list structure; introduction and conclusion present. Definite if inconsistent linguistic register.	<b>9-10</b>	Consistent application of linguistic frameworks. Purposeful aims. Selects and identifies frameworks. Describes significant language features or patterns. Describes methodology Basically accurate.
<b>4</b>	Occasional technical errors. Expression suitable for ideas. Structure/organisation emerge. Some control of linguistic register.	<b>7-8</b>	Applies a linguistic framework. Clarifies some aims. Selects, identifies and describes relevant language features. Outlines approach. Uncertainty of description – some errors occur.
<b>3</b>	Frequent errors. Conveys basic ideas. Scatter gun structure. Occasional use of linguistic terms.	<b>5-6</b>	Attempts to apply frameworks for description. Selects relevant language features. Adopts a linguistic approach. Occasional accuracy of description.
<b>2</b>	Intrusive basic errors (sentence punctuation, there/their etc). Simple expression - conveys basic points. Short/incomplete work. No use of/complete misunderstanding of linguistic terms.	<b>3-4</b>	Feature spotting not tied to any analysis. Simply identifying linguistic features and labelling with no sense of purpose.
<b>1</b>	Major flaws in language. Communication impeded, but some points are conveyed.	<b>2</b>	Attempts to apply frameworks but minimal accuracy achieved.
<b>0</b>	Total irrelevance/Incomprehensible.	<b>1</b>	Minimal engagement with language of the data extracts. Lack of any quotations or reference to the language of the extracts.
		<b>0</b>	No engagement with the data extracts.

## A Level Marking Grid (continued)

Mark	AO4 understand, discuss and explore concepts and issues relating to language in use	Mark	AO5ii analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context
9-10	Conceptualised overview of theories and research. Analyses and evaluates alternative views. Identifies and challenges standpoints. Exploratory and original investigative approach. Evaluative comments.	17-20	Analytical grasp of how language works across different levels. Ability to place analysis in wider contexts. Evaluates appropriateness/success. Perceptive/conceptualised/illuminating/ open-minded. Interesting and judicious use of examples. Awareness of the effect of different audiences and readers on meaning. Strongly evaluative. Explores issues about form and value.
7-8	Good knowledge about the nature of linguistic concepts, theories and research. Identifies different views and interpretations. Comments on others' ideas. Clear rationale for data collection. Formulates some overviews of issues raised by data.	13-16	Confident analysis of language features, their explanatory context and their communicative impact. Close detailed points. A subtle reading, integrating various levels of description. Well integrated use of examples and quotations. Exploration of texts' meaning, purpose and effects. Evaluative comments are well supported. Thorough and precise exploration of the arguments and information. Explores the effectiveness.
6	Depth or range of knowledge of linguistic ideas, concepts and research. Develops views on linguistic issues. Well focused aims for language study leading to good data collection. Precise formulation of aims. Processes and categorises data well. Making points about the significance of the data.	9-12	Analyses meanings constructed by a range of significant language features. Clear and detailed understanding of context's influence. Engagement with texts' communicative intent. Fully supported. Some evaluative comment tied to textual detail. Sustained analysis of texts' meanings. Detailed analysis of effects of individual expressions. Articulates responses to effects of details.
5	Detailed knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues. Selects data for linguistic analysis purposefully. Key concepts inform aims.		
4	Familiarity with linguistic ideas, concepts and research. Makes sustained explanations. Adopts a linguistic approach to the collection and study of data. Some identification of key issues eg purpose/field/audience/representation/text types.	7-8	Begins to analyse what texts are trying to communicate. Illustrated points. Broadly evaluative comments. Begins to analyse how language conveys meanings. Response to tone and attitudes.
3	Awareness of linguistic ideas, concepts and research. Awareness of linguistic approaches. Generates some purposeful discussion. Some notions about how audience/purpose/mode/etc work.	5-6	Some use of content: specific references/examples/quotation. Broad analysis of how context has influenced language use. Analyses impact of writer/speaker/audience/mode/purpose/field. Broad statements of purpose and effect.
2	Anecdotal/descriptive with implicit relevance. Uncertain about how to carry out linguistic study. Engages with content only or other non-language issues.	3-4	Simple/generalised/descriptive accounts of the content of texts and data. Paraphrase. Excessive quotation. Superficial reactions to texts. Summarises content. Identifies some features of language variation.
1	Little focus on linguistic issues.	1-2	Limited understanding/Major misunderstanding of audience/purpose/context/content/meaning.
0	No understanding of anything concerned with the study of language.	0	Text or data has no influence on the work.

**20.4 Evidence to Support the Award of Marks**

Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course. When the assessments are complete, the final marks awarded must be entered on the Candidate Record Form, with supporting information given in the space provided. Specimen Candidate Record Forms appear as Appendix B.

The Candidate Record Form must be attached to the candidate's work.

**21****Supervision and Authentication****21.1 Supervision of Candidates' Work**

Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate each candidate's whole work with confidence.

**21.2 Guidance by the Teacher**

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

**21.3 Unfair Practice**

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

**21.4 Authentication of Candidates' Work**

Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions, and records details of any additional assistance.

## 22.1 Standardising Meetings

The coursework adviser will hold one standardising meeting in the autumn term for those centres with coursework entries in the following January, and will hold one standardising meeting in the spring term for those centres with coursework entries in the following June.

The focus of the standardising meetings will be the booklet of standardisation material issued prior to that meeting by AQA.

Centres entering candidates for the first time must send a representative to the relevant (autumn or spring) meeting.

Attendance is also mandatory in the following cases:

- where there has been a serious misrepresentation of the specification requirements
- where the nature of coursework tasks set by a centre has been inappropriate
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

Otherwise attendance is at the discretion of centres. At these meetings support will be provided for centres in the development of appropriate coursework tasks and assessment procedures.

## 22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the Centre Declaration Sheet, duly signed, to confirm that the marking of coursework at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

## 23

## Administrative Procedures

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- 23.1 Recording Assessments** The candidate’s work must be marked according to the assessment criteria set out in Sections 20.2 and 20.3. The marks and supporting information must be recorded in accordance with the instructions in Section 20.4. The completed Candidate Record Form for each candidate must be attached to the work and made available to AQA on request.
- 
- 23.2 Submitting Marks and Sample Work for Moderation** The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates’ work is required in the samples to be submitted to the moderator.
- 
- 23.3 Factors Affecting Individual Candidates** Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
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- 23.4 Retaining Evidence and Re-Using Marks** The centre must retain the work of all candidates, with Candidate Record Forms attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon result. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
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## Moderation

### 24.1 Moderation Procedures

Centres are offered a choice of moderation method. They can opt for:

**EITHER** Postal Moderation The selected sample of coursework is posted to the moderator at home. The sample is then re-marked by the moderator.

**OR** Area Moderation Area moderation meetings replace postal moderation for those centres which prefer this method. Teachers from a consortium attend an area moderation meeting, supervised by a moderator, in order to re-mark samples of work from their centres. The sample of work is taken to the area moderation meeting by the centre.

Area moderation meetings will be available for both the June and January series.

Please note that the moderator will normally be the same person as the coursework adviser.

The centre marks must be submitted to AQA and the sample of work must reach the moderator by a specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and Candidate Record Form of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, AQA reserves the right to alter the order of merit.

### 24.2 Post-Moderation Procedures

On publication of the GCE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination. The centre receives a report from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

# Awarding and Reporting

## 25

## Grading, Shelf-Life and Re-Sits

### 25.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in English Language (A)

AQA Advanced GCE in English Language (A).

### 25.2 Grading System

Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

Individual assessment unit results will be certificated.

### 25.3 Shelf-Life of Unit Results

The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

### 25.4 Assessment Unit Re-Sits

Each assessment unit may be re-taken an unlimited number of times within the shelf life of the specification. The best result will count towards the final award.

Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.

### 25.5 Minimum Requirements

Candidates will be graded on the basis of work submitted for the award of the qualification.

### 25.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, VCE, GNVQ and AEA Code of Practice 2007/8 and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** In response to the tasks set, candidates demonstrate a comprehensive theoretical knowledge of the way language works as a multi-layered system, through their analysis and evaluation of a range of material from the past to the present. They select and apply analytical frameworks appropriately and systematically in their own investigation and research, evaluating the usefulness of the approaches taken to the description of spoken and written English. Candidates explore perceptively and critically concepts and viewpoints relating to language in use, supporting coherent, well-argued discussion with relevant examples, using appropriate terminology. Their writing is fluent, well structured, accurate and precise, demonstrating awareness of a wide range of different audiences and purposes.
- Grade C** In response to the tasks set, candidates demonstrate secure knowledge and understanding of linguistic ideas and concepts in their use of analytical frameworks to identify and discuss significant features of spoken and written language. They distinguish important elements of language variation in past and present usage, explaining these by reference to context and using examples to support their interpretations. They show awareness of different approaches to language study and different attitudes to language use, informed by their own investigative studies of speech or writing. Their writing in a range of tasks is accurate and clear, showing an ability to use technical language appropriately, and some adaptation to audience and purpose.
- Grade E** In response to the tasks set, candidates demonstrate some knowledge and understanding of the way different linguistic frameworks may be used and applied in the study of language. They comment descriptively on some of the ways in which spoken or written English varies according to the context of use, without necessarily distinguishing the impact of different factors. Candidates show an appreciation of topical issues surrounding the use of English which may be informed by some investigation of samples of speech and writing. Their writing conveys basic ideas and is generally accurate if non-technical in expression, showing some awareness of the needs of different audiences and purposes.

**B**

## Coursework Record Forms

Candidate Record Forms are available on the AQA website in the Administration area. They can be accessed via the following link  
[http://www.aqa.org.uk/admin/p\\_course.php](http://www.aqa.org.uk/admin/p_course.php)

C

## Overlaps with other Qualifications

There are no overlaps with other qualifications at Level 3 of the qualifications framework.