

# General Certificate of Education

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## English Language 2007 *Specification B*

Material accompanying this Specification

Past Papers and Mark Schemes  
Reports on the Examination

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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;
- Advanced (A2) - 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally 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:

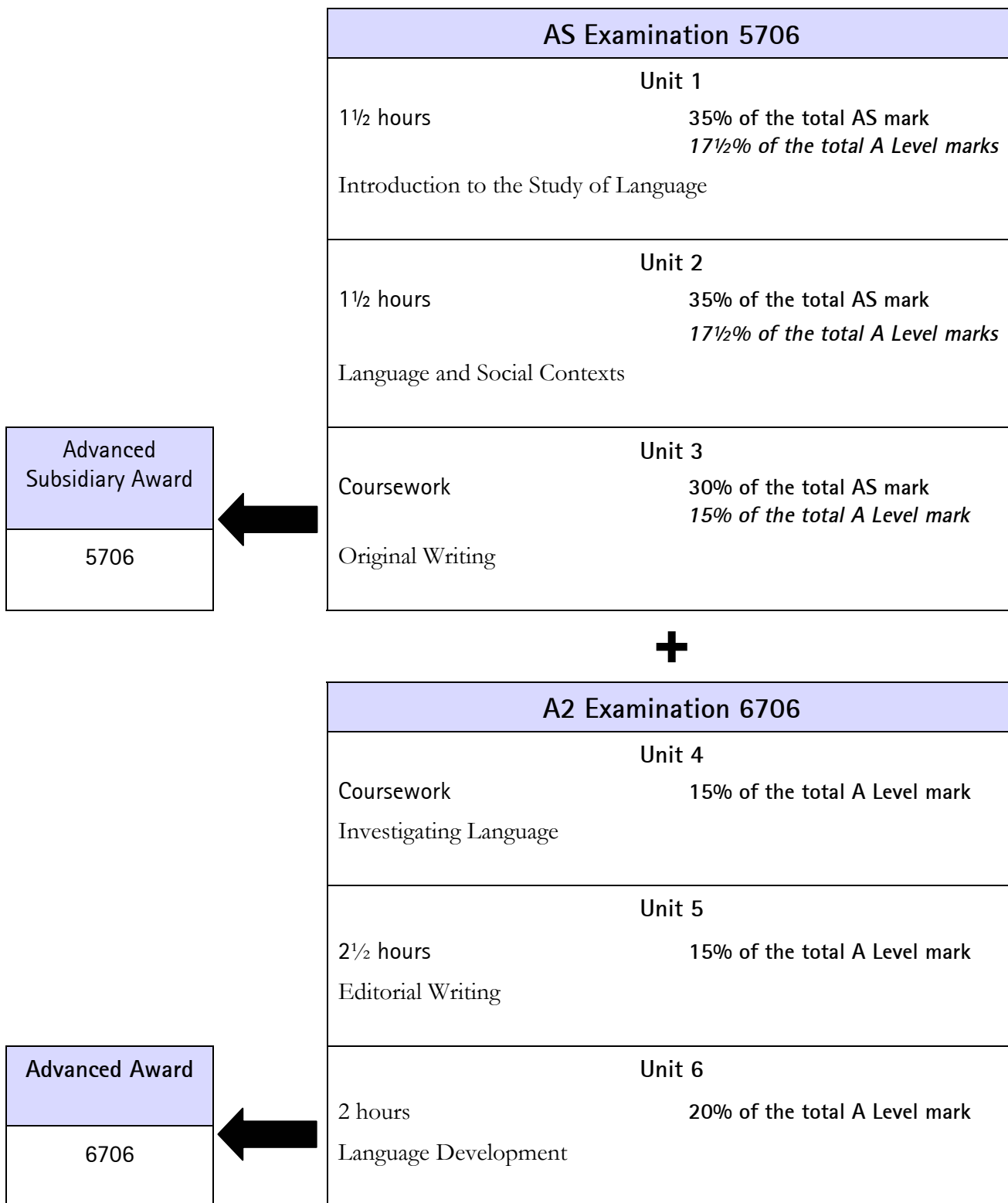
- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

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

2

# Specification at a Glance

## English Language



## 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	A Level
<b>January</b>	1, 2, 3	4, 5	✓	✓
<b>June</b>	1, 2, 3	4, 5, 6	✓	✓

### 3.2 Sequencing of Units

There is no constraint to follow the units in the order given for assessment purposes, but the introduction to each individual module indicates its position in the overall design and progression of the specification. It is expected that candidates study the units from one to three or from one to six.

### 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 - ENB1	Unit 4 - ENB4
Unit 2 - ENB2	Unit 5 - ENB5
Unit 3 - ENB3	Unit 6 - ENB6

The **Subject Entry Code** for the AS only award is 5706.

The **Subject Entry Code** for the Advanced Level award is 6706.

### 3.4 Prohibited Combinations

Candidates entered for Advanced Subsidiary or Advanced Level English Language may not enter English Language and Literature in the same examination series with the 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. Private candidates should write to the AQA for a copy of '*Supplementary Guidance for Private Candidates*'.

### 3.6 Access Arrangements and Special Consideration

AQA pays due regard to 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, 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.

## Scheme of Assessment

# 4

## Introduction

### 4.1 General

English Language encourages students to develop their interest in and enjoyment of English, through learning about its structures and its functions, its development and its variations. It also allows students to develop their ability to express themselves both in speech and writing with increasing competence and sophistication; to encounter a varied range of reading and to develop their skills of critical and attentive listening.

This specification is one of a suite, which together with English Literature and English Language and Literature, is offered by the AQA in this subject area.

Each specification is completely free-standing, though centres which choose to enter candidates for two specifications in the suite will become aware of the similarities in terms of format and philosophy.

Courses based upon these specifications can follow a linear or a modular progression, or a combination of both. A six module format has been adopted in the belief that this is most conducive to effective learning in a subject where candidates demonstrate progression by gaining knowledge and skills cumulatively, rather than simply through the absorption of content alone. Coursework is a requirement at both AS and A2. The AQA believes that coursework is the most effective form of assessment in ensuring that certain Assessment Objectives are met in the subject criteria. Each specification begins AS study with an introductory module, and ends A2 with a module which embraces synoptic assessment.

#### 4.2 Underlying Principles

The introduction to each of the individual modules in the body of the specification indicates how the module builds on those which precede it and extends the range of assessment objectives which are at the heart of the assessment.

The first AS module is intended to provide an introduction to the study of language. This initial study is then focused on to particular areas of study. Coursework at AS, in its concentration on Original Writing, builds on GCSE experience. A Level modules will refine and sharpen the skills and experience gained at AS, culminating in the terminal module. By using a range of pre-released material, the assessment unit for Module 5 facilitates penetrating and non-formulaic questioning.

In its amplification of the Assessment Objectives, the specification seeks to give candidates insights into the way meanings are made and how they are received in relation to personal and public ideologies, social contexts and individual experience.

#### 4.3 Prior level of attainment

This specification assumes no prior knowledge or attainment but, clearly, candidates who have followed a course leading to GCSE English will have attained valuable skills which can be further developed.

This qualification will provide candidates with the necessary skills to continue their studies in this subject at a more advanced level.

## 5

### Aims

- a. AS and A Level specifications in English Language should encourage candidates to develop their interest and enjoyment in the use of English, through learning more about its structures and functions, drawing on their experience and knowledge of language change and variation. Students should learn to express themselves in speech and writing with increasing competence and sophistication, undertake a varied programme of reading, and develop skills of listening critically and attentively to spoken English.
- b. AS courses should introduce candidates to an understanding of concepts and frameworks for the study of language, and enable them to apply these to investigate their own and others' use of speech and writing. AS courses should develop candidates' skills in speaking and writing for different purposes and audiences, as well as their ability to

respond perceptively to the different varieties of English they hear and read.

c. A Level courses in English Language should develop further candidates' knowledge of and ability to apply a range of linguistic frameworks to a wide variety of texts from both the past and the present. A Level candidates should be increasingly able to select and use the frameworks most appropriate for their investigation and research, and express themselves with fluency and competence in speech and writing.

d. AS and A Level specifications in English Language should provide opportunities for producing evidence for assessing the Key Skills. Section 16 of the specification provides further details on teaching, developing and providing opportunities for producing evidence for Key Skills.

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## 6

## Assessment Objectives

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6.1 The differences between AS and A Level Assessment Objectives reflect the differences in the depth and breadth of the requirements of the specification.

6.2 The specification requires that the following Assessment Objectives are tested:  
Assessment Objectives 1, 2 and 4 apply to both AS and A Level.  
Assessment Objectives 3i and 5i apply only at AS.  
Assessment Objectives 3ii and 5ii apply only at A Level.

6.3 The examination will assess the candidate's ability to:

*At AS*

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
- A02 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
- A03i use key features of frameworks for the systematic study of spoken and written English
- A04 understand, discuss and explore concepts and issues relating to language in use
- A05i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context.

*At A Level*

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression
- A02 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

- A03ii apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken
- A04 understand, discuss and explore concepts and issues relating to language in use
- A05ii analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context.

#### 6.4 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 AO1.

## 7

# Scheme of Assessment - Advanced Subsidiary (AS)

The Scheme of Assessment permits either staged assessment or assessment at the end of the course. The Advanced Subsidiary (AS) award comprises three compulsory assessment units.

### 7.1 Assessment Units

Unit 1 <i>35% of the total AS marks</i>	Written Paper	1½ hours
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Introduction to the Study of Language

Unit 2 <i>35% of the total AS marks</i>	Written Paper	1½ hours
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Language and Social Contexts

Unit 3 <i>30% of the total AS marks</i>	Coursework
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Original Writing

## 7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives and the overall Scheme of Assessment is shown in the following table:

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

† Centre assessed

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 permits either staged assessment or assessment at the end of the course. 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  
Written Paper  
1½ hours  
*35% of the total AS marks*

Unit 2  
Written Paper  
1½ hours  
*35% of the total AS marks*

Unit 3  
Coursework  
*30% of the total AS marks*

### 8.2 A2 Assessment Units

Unit 4  
Coursework  
*15% of the total A Level marks*

Investigating Language

Unit 5  
Written Paper  
2½ hours  
*15% of the total A Level marks*

Editorial Writing

**Unit 6**  
20% of the total A Level marks

Written Paper

2 hours

Language Development

### 8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment. This specification allocates 20% of the total marks to synoptic assessment, in Unit 6.

### 8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives 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	5	2½	2½	2½	5	2½	20
AO2	-	-	10	2½	7½	-	20
AO3i	5	5	-	-	-	-	10
AO3ii	-	-	-	5	-	5	10
AO4	2½	5	2½	2½	2½	5	20
AO5i	5	5	-	-	-	-	10
AO5ii	-	-	-	2½	-	7½	10
<b>Overall Weighting of Units (%)</b>	17½	17½	15	15	15	20	100

† Centre assessed

In order to achieve the weightings for the specification as a whole, Units will be scaled as shown below:

Unit	Total Raw Mark	Scaled Mark	Overall %
1	70	35	17½%
2	70	35	17½%
3	90	30	15%
4	60	30	15%
5	70	30	15%
6	70	40	20%
		200	

Mark allocations for the Assessment Units have been determined to make subject aggregation straightforward.

# Subject Content

## 9 Summary of Subject Content

### 9.1 AS Modules

#### MODULE 1 – Introduction to the Study of Language

This module is intended as a general introduction to the study of language and uses a variety of texts as the basis for study.

#### MODULE 2 – Language and Social Contexts

This module focuses candidates' attention on the linguistic aspects of two specific social contexts.

#### MODULE 3 – Original Writing

In this module candidates' control of their own writing for different purposes and audiences is developed.

### 9.2 A2 Modules

#### MODULE 4 – Investigating Language

In this module candidates apply their knowledge of conceptual frameworks gained in Modules 1 and 2 to a small research project of their choice.

#### MODULE 5 – Editorial Writing

The emphasis in this module is on candidates' ability to construct a new text from a variety of sources. It will build on skills acquired in Module 3.

#### MODULE 6 – Language Development

In this synoptic module candidates are focused in a more rigorous manner than in Module 2, on two specific areas of language study: language change and language acquisition.

### 9.3 General Introduction

The specification for English Language at AS/A Level is designed to engage candidates in a study of the nature and functions of the English language in a stepped and coherent way. A balance has been maintained at both AS and A Level between (i) theoretical knowledge about language and practical investigation and (ii) the further development of personal expertise in reading, writing, speaking and listening. Of the six modules provided, the three AS modules are the foundation for language study; these are developed in the three A Level modules.

AS consists of

- an introduction to the functions and structures of language
- an introduction to language use in different social contexts
- the development of candidates' own language for specified purposes and audiences.

A2 consists of

- a detailed investigation of a variety of language data
- an exercise in editorial writing for different audiences and purposes
- a study of the acquisition of and changes in the English language.

Whilst it is recognised that there are important interconnections between the Assessment Objectives throughout AS and A Level, certain objectives will be tested in specific assessment units. Synoptic assessment of a candidate's comprehensive understanding of language study as specified for A Level will be achieved through Unit 6.

Assessment Objectives 1, 2 and 4 are tested at both AS and A Level. Assessment Objectives 3i and 5i are tested only at AS Level, and Assessment Objectives 3ii and 5ii are tested only at A Level.

**A01** Differentiation between knowledge, understanding and insight between AS and A Level is exemplified below:

At AS Level candidates should be introduced to the interacting systems of the English language (its phonology, lexis and grammar), and understand how these construct and communicate meanings (semantics, pragmatics and discourse). Concepts and terminology should encompass language functions as well as structures.

At A Level candidates should be able to apply the framework of knowledge and terminology appropriate to varieties of text and data.

They should also learn more developed concepts of text, discourse, genre and stylistic analysis.

**A02** At AS Level candidates are required to produce original texts together with commentaries informed by knowledge gained under AO1. Critical evaluation of their own language use should show awareness of aspects of language variation in register, style and genre.

At A Level candidates should develop a more mature understanding of writers, texts and readers and of the strategies available for effective communication.

- A03i Knowledge and understanding of the difference and relationship between speech and writing are central to an AS Level introduction to language study. This should encompass
- the ways in which contextual and functional factors influence lexico-grammatical choices and overall stylistic effects in discourse
  - knowledge of the essential features of English phonology (speech sounds, pauses, stress, intonation patterns)
  - knowledge of conversation (e.g. turn taking, interruption, interaction, simultaneous speech).

Additionally the principal features of written texts will be studied.

- A03ii This objective requires a development from A03i in that candidates are expected to reflect upon the method being used for systematic study, for example, off-setting what can be learned about a conversation through the mean length of its utterances with what can be learned from the different functions of the utterances.

- A04 At AS Level candidates will be introduced to a variety of concepts and issues related to language in use such as audience, register and purpose.

At A Level they will explore in detail specific aspects of language in use, for example, the acquisition and development of language.

- A05i At AS Level candidates will be introduced to ways of describing the influence of contextual factors on the forms and meanings of spoken and written texts.

At A Level candidates will explore and analyse in detail ways in which attitudes are encoded in texts. They will also consider and evaluate the effects of social and historical change on the forms and meanings of language.

- A05ii The major distinction between levels of study is that at AS candidates will be expected to acknowledge and explore the frameworks surrounding texts. At A Level the exploration will be more rigorous.

# AS Module 1

## *Introduction to the Study of Language*

### 10.1 Introduction

The aim of this module is to introduce candidates to ways of investigating and understanding better the diversity of uses and contexts for spoken and written English in the modern world and in their own lives. Candidates' proficiency in responding to uses of language in this module will be tested through their understanding of the essential roles of purposes and contexts in language use; the importance of audiences; the diversity of choices available in structure and style, and the significance of these factors in constructing meanings. This investigation of language requires the systematic application of the following descriptive frameworks to texts: lexical, grammatical (word, sentence and text level), phonological, semantic and pragmatic. These concepts and descriptive approaches together provide systematic frameworks in which candidates may learn about the nature and functions of language.

### 10.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (10% AS, 5% AL)
- A03i use key features of frameworks for the systematic study of spoken and written English (10% AS, 5% AL)
- A04 understand, discuss and explore concepts and issues relating to language in use (5% AS, 2½% AL)
- A05i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (10% AS, 5% AL).

### 10.3 Content

This module will introduce students to the central concepts described below, and to the elements of language study necessary for them to be able to identify, describe and discuss language in use (both spoken and written) on a systematic basis. This encompasses the variation of language in relation to variation in audiences, purposes and contexts.

Five related concepts form the basis of study for this module.

- *register* situational variation and register: how language varies in relation to audiences, purposes and contexts
- *mode* how language may vary as a consequence of the channel of communication (speech, writing and mixed modes)

- *idiolect* the language style acquired by individuals as a result of their personal characteristics, systems of belief (ideologies) and social experience
- *dialect* the variations in language produced as a result of local community and regional diversity
- *sociolect* language variations produced by the effects of education, socio-economic class, systems of belief (ideologies), occupation and membership of any other social groups.

The following descriptions of language will enable students to identify and discuss both the language system and its diverse uses and expressions.

- *lexis* vocabulary choices available to users of English
- *grammar* the fundamental structures and functions of English: the written word, spoken utterances, sentences and texts
- *phonology/phonetics* the contribution made by the voice to the communication of meaning, including intonation, rhythm, pace, volume, word stress and pauses in spoken English
- *semantics* the ways in which meanings, implicit and explicit, are constructed and understood in English both spoken and written
- *pragmatics* the ways in which social conventions and implied meanings are encoded in spoken and written language.
- *discourse* (i) stretches of speech or conversation  
(ii) the ways language is used to express the interests of a particular group or institution e.g. the discourse of medicine, the law, politics, the media
- *graphology* the contribution made to the meaning of a text by writing, printing and images as a system of signs.

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#### 10.4 Mode of Assessment

Assessment will be by one written paper of 1½ hours' duration. Candidates will be required to answer questions based on unseen data. All questions are compulsory.

## AS Module 2

### *Language and Social Contexts*

#### 11.1 Introduction

The aim of this module is to provide an introduction to the inter-connection between specific features of language in use and different social contexts, by building on the knowledge and experience gained in Module 1. Key concepts for this module are: discourse and the factors which create different styles and generic variation; register and the specific linguistic features that create it; implicit meanings and the ways in which these are encoded in texts; literal and metaphorical usage of language in different contexts.

#### 11.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (5% AS, 2½% AL)
- A03i use key features of frameworks for the systematic study of spoken and written English (10% AS, 5% AL)
- A04 understand, discuss and explore concepts and issues relating to language in use (10% AS, 5% AL)
- A05i distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context (10% AS, 5% AL).

#### 11.3 Subject Content

There will be three prescribed topic areas. One topic will be replaced every year. The new topic will always be assessed for the first time in the January examination.

For the January and June 2007 examinations the topic areas for assessment will be:

- Language and Technology (This topic will be examined for the last time in June 2007 and replaced in January 2008. However, there will be a re-sit opportunity in January 2008 for candidates wishing to answer a question on Language and Technology. This question will **only** be available for re-sit candidates.)
- Language and Occupational Groups
- Language and Gender

### Language and Technology

In preparing this topic area candidates should study: the variety of language forms insofar as they are affected by the technological medium used for communication (e.g. telephone, radio, television, computer); the social functions that such media perform in both interpersonal and mass communication; historical and contemporary changes, where appropriate. In particular, they should examine

- everyday functions and activities in context
- discourse features.

### Language and Occupational Groups

In preparing this topic area candidates should study: the forms and functions of talk; registers and styles of writing; historical and contemporary changes, where appropriate. In particular, they should examine

- everyday functions and activities (e.g. the role of interpersonal language)
- discourse features.

### Language and Gender

In preparing this topic area candidates should study: the forms and functions of talk; gender themes in writing; historical and contemporary changes. In particular, they should examine

- conversational styles
- representations in writing.

Candidates will be expected to have studied in detail texts and data exemplifying language use and issues, and to have studied the relevant theory and research.

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## 11.4 Mode of Assessment

Assessment will be by one written paper of 1½ hours' duration. Candidates will be required to answer **two** questions, **each** from a different topic area. One question will be offered on each topic. The questions will be based on unseen data/texts.

## AS Module 3

### *Original Writing*

#### 12.1 Introduction

The aim of this coursework module is to develop candidates' own expertise as writers, by requiring them to write for different audiences and purposes. Although the specification avoids prescribing any single model or definition, the following are examples of the types of original writing which candidates might choose to submit

Writing to entertain	<ul style="list-style-type: none"> <li>- a short story</li> <li>- a stand-up comedy routine</li> <li>- a radio script</li> </ul>
Writing to persuade	<ul style="list-style-type: none"> <li>- a piece of journalism</li> <li>- a moral fable</li> <li>- texts for an advertising campaign</li> </ul>
Writing to inform	<ul style="list-style-type: none"> <li>- an account of an event</li> <li>- an explanation of a process</li> <li>- an article about an area of special interest</li> </ul>
Writing to advise/instruct	<ul style="list-style-type: none"> <li>- planning for an event or occasion</li> <li>- making better use of computer software</li> <li>- advice on managing money.</li> </ul>

Candidates are advised to choose tasks that reflect their own interests and for which they perceive a realistic audience. The tasks chosen should allow candidates to demonstrate achievement in AO1 and AO2. The accompanying commentaries should be sufficiently detailed to demonstrate achievement in AO4.

#### 12.2 Assessment Objectives

This module requires candidates to

- |     |   |
|-----|---|
| A01 | communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (5% AS, 2½% AL)       |
| A02 | 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 (20% AS, 10% AL) |
| A04 | understand, discuss and explore concepts and issues relating to language in use (5% AS, 2½% AL).  |

### 12.3 Content

Candidates will choose their own programme of coursework in consultation with their teachers. In support of that programme and in order to develop their own styles of writing, they will study

- the use of appropriate register and style
- characteristics of genres and sub-genres
- the purposes and skills of drafting and re-drafting
- appropriate choice of lexis, syntax and discourse strategies
- the skills involved in analysing and reviewing the production of their own texts
- the skills involved in analysing and reviewing the reception of their own texts.

Candidates will be required to submit a commentary with their writing for which they should adopt a form which will permit them to analyse and review

- their choice of vocabulary and syntactic structures
- their style of writing
- the overall structure and organisation of their text
- any changes made during drafting and re-drafting.

### 12.4 Mode of Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the candidate's teacher and these assessments will be moderated by the Board. The coursework folder will contain **two** pieces of work and the associated commentary (or commentaries if candidates submit two shorter individual commentaries) will exhibit the following features:

- the total length of the **two** pieces together should be between 1500 and 3000 words
- the total length of the commentary (or commentaries) should be 1000-1500 words
- each piece of work should be differentiated in terms of primary purpose, audience and form
- the adoption of any form or genre.

Candidates should submit an unannotated final draft, but include at least one earlier draft.

The weighting of Assessment Objectives is given in the following table.

	Writing	Commentary
AO1	5	
AO2	15	5
AO4		5

The final mark (out of 90) will be scaled to achieve the correct weighting for the module (see para. 8.4).

A mark (out of 60) should be awarded to the two pieces as a whole, making allowance for balancing strengths and weaknesses within each piece. A mark (out of 30) should be awarded for the commentary.

It is expected that candidates following a two year course would spend approximately 30 hours of study time on this module. 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.

Assessment criteria may be found in Section 20.2 of this specification.

## A2 Module 4

### *Investigating Language*

#### 13.1 Introduction

The aim of this module is to encourage candidates to apply their knowledge of conceptual frameworks gained in Module 1 and Module 2 to a small research project in a chosen aspect of spoken or written English in use.

#### 13.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (2½%)
- A02 demonstrate expertise and accuracy in writing for specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made (2½%)
- A03ii apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken (5%)
- A04 understand, discuss and explore concepts and issues relating to language in use (2½%)
- A05ii analyse and evaluate variation in the meanings and forms of spoken and/or written language from different times according to context (2½%).

#### 13.3 Content

Candidates' own choices of topics and data are recognised as valuable aspects of learning, but their choices must be manageable and assessable. The following are examples of the types of investigation which candidates might choose to submit.

- a. An analytical study of some differences between spoken and written English.
- b. A study of transcribed examples of a regional variety of spoken English.
- c. A study of examples of the English spelling system.
- d. Observations of the speech (or writing) of individuals in the process of language development.
- e. A study of norms and variations in everyday uses of English.
- f. A transcription (with commentary) of a stretch of everyday discourse.
- g. A description of some characteristics of the written and/or spoken English of a distinct occupational, professional or other social group.
- h. An exploration of stylistic features of popular media.

- i. An analysis and comparison of contrasted texts.
- j. A study of language choices made by bi-lingual or multi-lingual individuals in the community.
- k. An exploration of some features of a particular language in use in the community, compared with English.
- l. An analysis of a particular area of semantics in English.

Candidates will choose their own topic for investigation in consultation with their teachers. In preparation for this module, they will have studied how to

- establish an appropriate context for investigation
- collect data or select texts for investigation, in a principled and sensitive way
- identify significant linguistic features in data or texts
- record observations and describe data accurately
- transcribe and annotate spoken English, as appropriate
- apply a knowledge of systematic frameworks to data/texts in a sustained, reflective and practical way
- apply and evaluate different approaches and methodologies for the study of language
- draw conclusions to show an awareness of both the limitations and value of investigations into data
- organise material coherently and use an appropriate style of writing
- present findings in an accessible format, ensuring accuracy and relevance
- use standard conventions of spelling, punctuation and grammar.

More specific guidance on appropriate opportunities to apply, explore and evaluate frameworks is provided in the 'Teachers' Guide.

### 13.4 Mode of Assessment

Assessment will be by the production of a written investigation. The work will be assessed by the candidate's teacher and these assessments will be moderated by the Board. The length of the investigation should be between 2000 and 4000 words, excluding data and appendices.

It is expected that candidates following a two year course would spend approximately 30 hours of study time on this module. 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.

Assessment criteria may be found in Section 20.2 of this specification.

## A2 Module 5

### *Editorial Writing*

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#### 14.1 Introduction

The aim of this module is to enable candidates to produce a new text based on pre-released source material.

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#### 14.2 Assessment Objectives

This module requires candidates to

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (5%)
  - A02 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 (7½%)
  - A04 understand, discuss and explore concepts and issues relating to language in use (2½%).
- 

#### 14.3 Subject Content

By definition, no particular content is prescribed in the specification. However, in preparation for this module candidates will have

- studied the influence of social context, form and language structure on the creation and interpretation of meaning
- studied, employed and evaluated a variety of genres, forms, modes and registers of writing
- edited, transformed and re-presented a variety of source material for new audiences and purposes.

The compositional and editorial process will require candidates to appreciate

- the nature of the reading process, including the ways in which readers respond to different purposes and contexts
- the structure and convention of different genres, including an understanding of the formal features of texts
- the nature of the writing process, including compositional skills such as the ability to respond to the needs of different audiences
- the repertoire of editorial skills, including paraphrase and summary, control of register and personal style, including tone and voice
- the different approaches and methodologies used in the study of language.

#### 14.4 Mode of Assessment

Assessment will be by one written paper of 2½ hours' duration. It will be based upon **two** sets of pre-released source material distributed one week before the examination.

A choice of **two** tasks will be offered on each of the sets of material and candidates will be required to complete **one** of these tasks.

The task will require candidates to re-present selections from the source material to fulfil a stated purpose and satisfy the needs and interests of a specified audience.

They will be expected to construct a new text which is coherent and cohesive, which does justice to the source material, and which is expressed in an appropriate register and style. In addition candidates will be required to write a commentary of approximately 150-200 words in which they discuss some of the choices made in the construction of their new text.

The pre-release material taken into the examination may contain brief annotation. Such annotation may include cross references and/or the glossing of words or phrases. Highlighting and underlining is allowed. Tables of contents, indexes and provisional groupings are permitted. Insertion of pages, loose sheets, 'post-its' or any other form of notes or additional material is **not** permitted.

Discussion of the pre-release material with teachers is forbidden.

## A2 Module 6

### *Language Development*

#### 15.1 Introduction

The aim of this module is to engage candidates in a detailed examination of the concepts and theories of language change and language acquisition. This will be examined in two areas

- the acquisition of English by children
- the growth of and changes in English over time.

In these two areas of study some attention will be paid both to theories about human language development and change in general, and to the applied study of language acquisition and change in English.

This module is synoptic and will enable candidates to develop a broader and deeper understanding of the subject as a whole and to be able to produce a range of writing. Synopticity 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 enable candidates to show evidence that their critical understanding of meaning and variation in language is informed by the use of linguistic analyses and to demonstrate their skills of interpretation and expression in accurate, well-argued responses.

This synoptic assessment will draw upon all of the assessment objectives and assess specifically those listed below.

#### 15.2 Assessment Objectives

This module requires candidates to

- |       |   |
|-------|---|
| A01   | communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (2½%) |
| A03ii | apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken (5%)                                    |
| A04   | understand, discuss and explore concepts and issues relating to language in use (5%)  |
| A05ii | analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context (7½%).  |

#### 15.3 Subject Content

##### Language Acquisition

This area of study is designed to teach candidates about the nature and functions of language in the individual and social development of humans. It will focus on some of the distinctive features of speech and literacy development in children from 0 to 11 years who are native users of English. These include

- the primacy of speech and the learning of the sound system
- the links between the child's desire to communicate needs and the acquisition of phonology, lexis and grammar in order to achieve purposes (pragmatics)
- the significance of social interaction in language acquisition and the development of innate structures to achieve, continue and extend interpersonal communication (turn-taking, politeness rules, implied meanings, specific contexts, social awareness and other discourse patterns)
- the connections between developments in children's language and their general conceptual development
- the beginnings of reading and writing.

## Language Change

This area of study is designed to engage candidates in explorations of historical and contemporary changes in the English language together with consideration of explanations of their causes and effects. Candidates will need to draw on their knowledge of systematic frameworks, so that they can see how change affects semantics as well as grammar, lexis and phonology. This module will focus on the following areas for study

- change as an inherent feature of living language
- a brief overview of the historical development of English to identify different ways in which language changes over time and continues to change in contemporary experience
- the ways in which style has changed in spoken and written English
- the socio-cultural causes and consequences of language change in English over time
- the relationship between dialectical variation and temporal change.

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### 15.4 Mode of Assessment

Assessment will be by one written paper of 2 hours' duration. Candidates will be required to answer **two** data-based questions, **one** on Language Acquisition and **one** on Language Change.

There will be a choice of two questions on each of Language Acquisition and Language Change.

## 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*. These are the ‘main’ Key Skills.

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 produce evidence of attainment in aspects of all six of the Key Skills. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to produce evidence for Part B of the units, are indicated below. More specific guidance on integrating the provision of Key Skills in courses based upon this specification is given in the Teacher’s Guide.

## 16.2 Key Skills Opportunities in English Language

The extent to which the English Language course will provide evidence of the application of Key Skills will depend to a degree on the way in which the course is organised. All courses in English Language will involve a great deal of discussion and many opportunities can be created for candidates to give presentations, but teachers must make sure that the required evidence is recorded. In order to fulfil the Key Skills requirements for writing, candidates need to include an image in one of their pieces of writing. Research via the Internet and computer generated assignments will provide candidates with the necessary evidence for Information Technology.

## Communication

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

## Application of Number

What you must do:	Opportunities for Producing Evidence in Modules					
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
N3.1a Plan and interpret information from different sources				✓		
N3.1b Carry out multi-stage calculations						
N3.3 Present findings, explain results and justify choice of methods				✓		

## Information Technology

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

## Problem Solving

What you must do:	Opportunities for Producing Evidence in Modules					
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
PS3.1 Recognise, explain and describe the problem	✓	✓		✓	✓	
PS3.2 Generate and compare different ways of solving problems	✓			✓	✓	
PS3.3 Plan and implement options			✓	✓	✓	
PS3.4 Agree and review approaches to tackling problems	✓		✓	✓		

The ticks recorded in the tables above, represent the opportunities to produce evidence of the Key Skills seen to be achievable through the specification. There may be further opportunities to produce evidence of these and other aspects of Key Skills, but these are dependent on the detailed course of study provided within centres.

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

The Reading and Writing parts of the Key Skills of Communication contribute to the assessment of English Language. This Key Skill will, therefore, be a part of the scheme of assessment of this specification and will be assessed in all units.

## 16.4 Further Guidance

More specific guidance and examples of composite tasks that can provide evidence of more than one Key Skill are given in the Teacher's Guide.

## 17

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

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

The study of this subject will allow for the treatment of spiritual, moral, ethical, social and cultural issues (as specified in the Subject Criteria requirements); this will be achieved by the testing of those assessment objectives specifically concerned with the influences on and the contexts in which texts are produced and interpreted.

These issues may be addressed in any of the modules; for example

Module 1 introduces the central role of language in social and cultural experience

Module 2 addresses how socio-cultural attitudes and values are encoded in language

Module 3 gives candidates the opportunity to engage with spiritual, moral and ethical issues of their own choice

Module 4 gives candidates the opportunity to explore linguistic aspects of an issue of their own choice (e.g. how language choices reflect and encode the moral and ethical standpoints of pro- and anti-abortion groups)

Module 5 will require candidates to give serious consideration to a wide variety of spiritual, moral, ethical, social and cultural issues (e.g. the use and control of nuclear power; caring for the sick)

Module 6 addresses the social and cultural implications of language change.

## 17.2 European Dimension

The 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

The AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for Further and Higher Education”* 1993 in preparing this specification and associated specimen papers. Where appropriate, students should be given the opportunity to develop their understanding of the environment, the European dimension in education and health education in connection with the report *Environmental Responsibility. An agenda for further and higher education* (HMSO, 1993) and the Resolutions of The Council of Ministers (EC, 1996).

## 17.4 Avoidance of Bias

The AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

## Centre-Assessed Component

18

### Nature of Centre-Assessed Component

The skills to be assessed during coursework are listed in the Assessment Objectives (para 6.3) and Scheme of Assessment (paras 7.2 and 8.4) sections of the specification. Specifically, these objectives assess candidates' ability to

- A01 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression (Module 3 and Module 4)
- A02 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 (Module 3 and Module 4)
- A03ii apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken (Module 4)
- A04 understand, discuss and explore concepts and issues relating to language in use (Module 3 and Module 4)
- A05ii analyse and evaluate variation in the meanings and forms of spoken and written language from different times according to context (Module 4).

It is intended that the work submitted should be an integral part of the scheme of work for the AS and the A2. It is, therefore, important that the types of activity be chosen carefully to provide valid evidence of the candidates' positive achievement of the assessment criteria. These activities should also make reasonable demands on candidates.

Guidance on the subject content, outlining suitable activities, is given in paras 12.3 and 13.3 above. Individual activities will depend on the scheme of work adopted by a centre. Guidance on the mode of assessment is given in paras 12.4 and 13.4 above.

## 19

## Guidance on Setting Centre-Assessed Component

Coursework Advisers will be available to assist centres with any matters relating to coursework

## 20

## Assessment Criteria

### 20.1 Introduction

Both coursework modules are marked according to criteria based on the appropriate assessment objectives. The descriptors at the various mark bands are related directly to the appropriate assessment objectives for the module. The general marking criteria have been adapted to meet the needs of the individual modules for this subject. The relevant mark band descriptors relating to the assessment objectives for Unit 3 (Original Writing) and Unit 4 (Investigating Language) are given below.

### 20.2 Criteria

#### Unit 3: Original Writing

A mark out of 60 should be awarded to the two pieces as a whole, making allowance for balancing strengths and weaknesses within each piece.

#### 0 – 10 marks

- A01 frequent lapses in accuracy of written communication
- A02 shows rudimentary control of genre requirements some attempt to suit content, structure and style, to specific audiences

#### 11 – 20 marks

- A01 lapses in accuracy of written communication
- A02 shows partial knowledge and control of genre requirements  
shows some awareness, in content, structure and style, of how to write for specific audiences

#### 21 - 30 marks

- A01 some clarity and accuracy of written communication
- A02 shows some knowledge and control of genre requirements  
shows awareness, in content, structure and style, of how to write for specific audiences

**31 – 40 marks**

- A01 generally accurate written expression
- A02 shows knowledge and control of genre requirements  
shows some judgement, in content, structure and style, of how to write for specific audiences

**41 – 50 marks**

- A01 controlled and accurate written communication
- A02 shows effective knowledge and control of genre requirements  
controlled use of content, structure and style for a variety of specific audiences

**51 – 60 marks**

- A01 exemplary control and accuracy of written communication
- A02 perceptive, sensitive and sustained control of genre  
sureness, judgement and flexibility in use of content, structure and style for a variety of specific audiences

Unit 3:    Commentary

**0 – 5 marks**

- A02 rudimentary comments on own language use
- A04 some comment on how and why language is used in a specific way

**6 – 10 marks**

- A02 comments on features of own language use
- A04 shows limited awareness of one or two factors that govern how and why language is used in specific ways

**11 –15 marks**

- A02 comments appropriately on features of own language use
- A04 shows awareness of some factors that govern how and why language is used in specific ways

**16 – 20 marks**

- A02 comments on and explains effectively features of own language use
- A04 shows understanding of some factors that govern how and why language is used in specific ways

**21 – 25 marks**

- A02 comments on and explains very effectively features of own language use
- A04 shows understanding of a number of significant factors that govern how and why language is used in specific ways

**26 – 30 marks**

- A02 comments on and explains perceptively features of own language use
- A04 shows understanding of the significance of the many factors that govern how and why language is used in specific ways.

## Unit 4:

## Investigating Language

**0 – 10 marks**

- A01 rudimentary linguistic knowledge and understanding of chosen data inadequately expressed
- A02 some attempt to suit content, structure and style to a specific audience
- A03ii very little application of any framework in investigating chosen data and makes rudimentary or no comment on approach(es) taken
- A04 shows little or no conceptual awareness of factors that govern how and why language is used in specific ways in chosen data
- A05ii likely to be no attempt at evaluating features of form and context in chosen data

**11 – 20 marks**

- A01 limited linguistic knowledge and understanding of chosen data inadequately expressed
- A02 shows some awareness, in content, structure and style, of how to write for a specific audience
- A03ii applies one or two frameworks in investigating chosen data and makes limited comments on the effectiveness of the approach(es) taken
- A04 shows some conceptual awareness of one or two factors that govern how and why language is used in specific ways in chosen data
- A05ii shows awareness of one or two contextual factors and attempts to analyse and evaluate variation in meaning and form according to context

**21 – 30 marks**

- A01 shows some appropriate linguistic knowledge and understanding of chosen data with reasonably clear expression
- A02 shows awareness, in content, structure and style, of how to write for a specific audience
- A03ii applies and explores one or two frameworks in investigating chosen data and comments on the effectiveness of the approaches taken

- A04 shows conceptual awareness of one or two of the factors that govern how and why language is used in specific ways in chosen data
- A05ii some consideration of relevant contextual factors and limited analysis and evaluation of variation in meaning and form according to context

**31 – 40 marks**

- A01 shows appropriate and accurate linguistic knowledge and understanding of chosen data, clearly expressed using appropriate vocabulary
- A02 shows some judgement in content, structure and style, of how to write for a specific audience
- A03ii applies and explores systematically two or more frameworks in investigating chosen data and attempts to evaluate the approaches taken
- A04 shows conceptual understanding of two or more of the factors that govern how and why language is used in specific ways in chosen data
- A05ii analysis of some of the relevant contextual factors and analyses and evaluates variation in meaning and form according to context with some success

**41 – 50 marks**

- A01 shows accurate and perceptive linguistic knowledge and understanding of chosen data, clearly expressed using appropriate vocabulary
- A02 controlled use of content, structure and style for a specific audience
- A03ii applies and explores systematically and to good effect two or more frameworks in investigating chosen data and evaluates successfully the approaches taken
- A04 shows to good effect conceptual understanding of two or more of the factors that govern how and why language is used in specific ways in chosen data
- A05ii analysis of a range of relevant contextual factors and sound analysis and evaluation of variation in meaning and form according to context

**51 – 60 marks**

- A01 demonstrates a good, perceptive and detailed linguistic knowledge of chosen data
- A02 sureness, judgement and flexibility in use of content, structure and style for a specific audience
- A03ii sound and systematic application and exploration of relevant frameworks in investigating chosen data and comments with pertinence and insight on the effectiveness of the approaches taken

A04	insightful, clear and succinct exploration and understanding of concepts of language in use in relation to chosen task
A05ii	perceptive and accurate analysis of a range of relevant formal and contextual factors in chosen data

### 20.3 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 spaces provided. A specimen *Candidate Record Form* appears as Appendix B; the exact design may be modified before the operational version is issued.

## 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 enable the teacher to authenticate with confidence the work of each candidate.

### 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*. If parts of a candidate's coursework are taken from other sources, all such cases must be identified clearly in the text and fully acknowledged either on the *Candidate Record Form* or in the supporting evidence. Where phrases, sentences or longer passages are quoted directly from a source, candidates must use quotation marks.

It is expected that teachers supervising candidates' work will conduct periodic reviews to ensure that the coursework is meeting the AQA's requirements.

### 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 the 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 must declare that the work was conducted under the specified conditions, and record details of any additional assistance.

## 22

## Standardisation

## 22.1 Standardisation Meetings

Annual standardisation meetings will be held, usually in the Autumn term. Centres entering candidates for the first time must send a representative to the meeting. Attendance is also mandatory in the following cases

- where there has been a serious misinterpretation 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.

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 the AQA. The centre is required to send to the moderator the *Centre Declaration Sheet* (Appendix C), duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking that person must sign this form.

## 23

## Administrative Procedures

## 23.1 Recording Assessments

The candidates' work must be marked according to the assessment criteria set out in Section 20.2. The marks and supporting information must be recorded in accordance with the instructions in Section 20.3. The completed *Candidate Record Form* for each candidate must be attached to the work and made available to the AQA on request.

## 23.2 Submitting Marks and Sample Work for Moderation

The total component mark for each candidate must be submitted to the 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 by AQA and centres should ask for a copy of *Regulations and Guidance relating to Candidates with Particular Requirements*.

If work is lost, the AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. The AQA will advise on the procedures to be followed in such cases.

Where special help which goes beyond normal learning support is given, the 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 the AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

### 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 unit. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by the AQA.

## 24

## Moderation

### 24.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by the AQA. The AQA will notify centres of the required composition of the samples.

Following the re-marking of the sample work, the moderator's marks are compared with the centre's 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, the AQA reserves the right to alter the order of merit.

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## 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(s).

The candidates' work is returned to the centre after the examination. The centre receives a report giving feedback 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 the AQA for archive purposes.

# Awarding and Reporting

## 25

## Grading, Shelf-Life and Re-Sits

### 25.1 Grading System

Both the AS and the 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.

This specification complies with the grading, awarding and certification requirements of the GCSE, GCE, VCE and GNVQ Code of Practice 2004/5 and will be revised in the light of any subsequent changes for future years.

### 25.2 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.

### 25.3 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. However, marks for individual units may be counted once only to an AS and/or A Level award. Candidates who repeat an award and who do not decline their previous grade must re-take all units.

An AS award can be converted into an A Level award by taking the A2 examination at any examination series when English Language is available.

### 25.4 Minimum Requirements

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

## Appendices

### A

## Grade Descriptors

The following grade descriptors (given by the QCA and common to all awarding bodies) indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at Grades E, C and A. 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 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.

**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 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 present to the past. 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.

The Candidate Record Form has been deleted from this specification because of changed requirements. The latest version of the form is on the [Coursework Administration](#) pages of the Website.

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Centre-assessed work  
**Centre Declaration Sheet**  
January/June 2007

Qualification [please tick]: GCE  VCE  GNVQ  Key Skills  FSMU

Specification Title: .....

Unit Code(s): ..... Centre No: 

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Centre Name: .....

**Authentication of candidates' work**

This is to certify that marks have been awarded in accordance with the requirements of the specification and that every reasonable step has been taken to ensure that the work presented is that of the candidates named. Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the specification has been recorded on the Candidate Record Form(s) and has been taken into account. The marks given reflect accurately the unaided achievement of the candidates.

*Signature(s) of teacher(s) responsible for assessment* Date: .....

Teacher 1 ..... Teacher 2 .....

Teacher 3 ..... Teacher 4 .....

Teacher 5 ..... Teacher 6 .....

*(continue overleaf if necessary)*

**Internal Standardisation of marking**

Each centre must standardise the assessments across different teacher/assessors and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teacher/assessors are involved in marking, one of them must be designated as responsible for standardising the assessments of all teacher/assessors at the centre.

The teacher/assessor responsible for ensuring standardisation must sign declaration (a).

If all the work has been marked by the same person, that person must sign declaration (b).

**I confirm that** [please tick either (a) or (b)]

(a) the procedure described in the specification has been followed at this centre to ensure that the assessments are of the same standard for all candidates; or

(b) I have marked the work of all candidates.

Signed: ..... Date: .....

Signature of Head of Centre: ..... Date: .....

*This form should be completed and sent or given to the moderator with the sample of centre-assessed work.*

D

## Links with GNVQ

Information on links with GNVQ will be made available when the final versions of the GNVQ specifications are published.