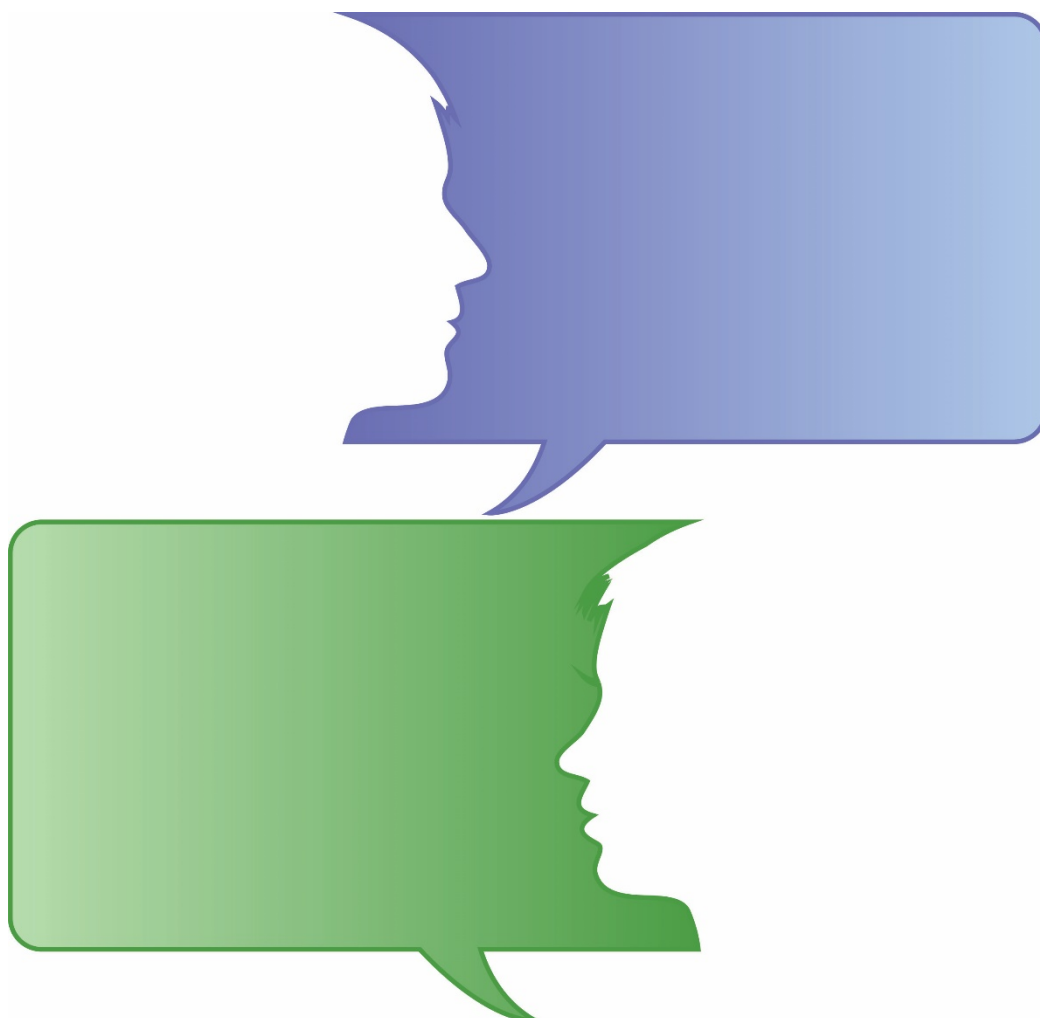


A-level ENGLISH LANGUAGE

Hub school network meeting

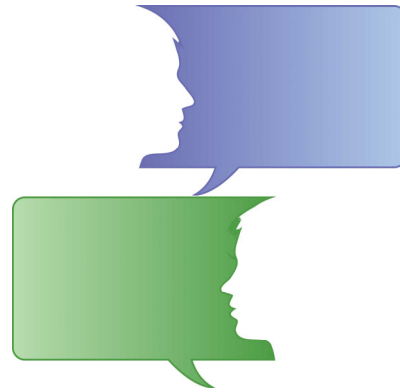
Presentation slides

Published: Spring 2020

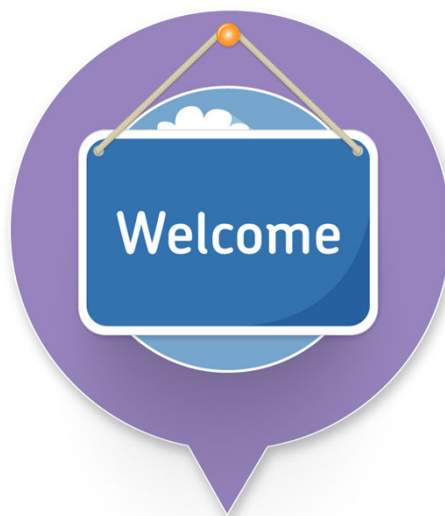


Hub school network meeting: A-level English Language

Presented by
Spring 2020



Welcome



This event will be recorded

Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for the lifetime of the specification and not shared as an accompaniment to session resources.

The recording will begin now.

Overview

Two main areas of focus

- Sentence structures (and analysis of these)
- Paper 2 Q4 (the 'opinion piece').

Please feel free to ask questions/respond to each other.
Our aim is for us all to share ideas to support your teaching.

Focus 1: Sentence structures

The way authors use sentence structures is assessed as **part of AO1** on both papers:

- Meanings and representations (Paper 1, Section A)
- Discourses (Paper 2, Section B).

Exploration of sentence structures is a Level 5 skill

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

Level/ marks	Performance characteristics	Indicative content
Level 5 9–10	Students will: <ul style="list-style-type: none">• apply linguistic methods and terminology, identifying patterns and complexities• apply different levels of language analysis in an integrated way, recognising how they are connected• apply levels of language analysis with rare errors• guide the reader.	Students are likely to describe features such as: <ul style="list-style-type: none">• semantic patterns• pragmatic features• sentence and clause types, elements and linking• cohesion and textual structure.

However...

‘Many students did not look at sentence and clause features. Of those who did, not all were able to use such descriptions to explore how the texts were conveying meanings and representations.’

Report on the exam, 2019

- What is the report’s key finding?
- What are the implications for our students?

Worksheet 1: Sentence structure analysis

Look at the extracts from two student responses to Paper 2 Q3, June 2019 on page 5 of the booklet.

- How effectively does each student ‘use such descriptions to explore how the texts were conveying meanings and representations’?
- What advice could you give to each student to improve?

Worksheets 2 and 3: Teaching strategies

Consider **either** Worksheet 2 ('Changing structures') **or** Worksheet 3 ('Playing with punctuation').

- What is the purpose of the task?
- At what stage in your teaching of a 'Discourses' or 'Meanings and Representations' text would it best fit?
- How useful do you think this resource could be in your classroom? Remember to consider drawbacks, as well as advantages.

Worksheets 2 and 3: Feedback

Feedback opportunity

- What is the purpose of the task?
- At which stage in your teaching of a 'Discourses' or 'Meanings and representations' text would it best fit?
- How useful do you think this resource could be in your classroom? Remember to consider drawbacks, as well as advantages.

Remember

- These strategies are a teaching aid.
- It is essential that students refer to the original author's choices when producing responses.

Focus 2: Linking AO2 in Question 4

'The mean mark for AO2 rose but was still below the AO2 marks in Section A. More students recognised the need to integrate explicit linguistic knowledge into a text for a non-specialist audience. Many struggled to select and deploy knowledge effectively however.'

Report on the exam, 2019

- What are the implications for this within our own classrooms?
- How do we help students **integrate** new AO2 into Q4?

Worksheet 4: Linking AO2

This is a simple strategy where students identify which areas of their **learned knowledge** the quotation references.

- How could we make it more engaging and/or accessible for students who are less able?
- How can we help students spot these AO2 'hotspots' themselves?

Worksheet 4: Linking AO2

Before reading:

Students identify the article focus (in this case, dialect and attitudes) and brainstorm all relevant AO2.

During reading:

Highlight any 'hotspots' that link to prior learning (this takes practice).

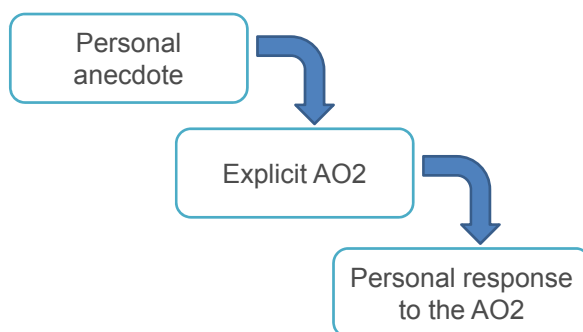
Give students pre-populated Post-its with relevant ideas on, to practise connections.

Worksheet 4: Linking AO2

After reading:

- Give more able students a blank copy of the table; less able students have a part-filled or cloze text version.
- Provide students with a range of potential ideas (eg from an initial brainstorm task) and ask them to justify the ideas they'd include.
- Stretch more able students by not pre-populating the quotation banks.

Worksheet 5: Presenting new ideas



How does this approach allow students to target AO5 Level 4, as well as AO2 Level 5?

Worksheet 6: Signposting AO2

1. Relative or embedded clause post- (or pre-) modifying researcher's name.
 - Which do your students use most commonly?
 - Which do you think is the most effective in 'transforming issues for a non-specialist audience'?
2. Glossing features and/or providing examples.
3. Using a discourse marker.
 - What other strategies do your students use?

See page 12 in the booklet.

Worksheet 7: Getting the balance right

'The mean mark for AO2 rose but was still below the AO2 marks in Section A. More students recognised the need to integrate explicit linguistic knowledge into a text for a non-specialist audience. Many struggled to select and deploy knowledge effectively however.'

Report on the exam, 2019

- Using the extract from the student response (pages 13–16 in the booklet), colour code where the student has addressed AO2 and AO5.
- What advice would you give the student, in light of the examiners' feedback?

Overall scores for this response

AO2: 13

- Some L3 knowledge of research (Labov and Milroy).
- Exemplifies some attitudes to standard and non-standard language and begins to acknowledge alternative ways of judging accents.
- Not substantial in its L3 knowledge but is beginning to do two BPs in L4 so 13 on balance.

AO5: 7

- Uses form competently and sustains register for the most part.
- Struggles to transform linguistic ideas and inform clearly about those ideas.
- Works hard to be engaging, entertaining and accessible, with some good shaping at beginning and end.

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Resources

Take advantage of our extra resources in the 'Plan', 'Teach' and 'Assess' sections at [aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702](https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702)

Teaching resources

Plan

7

Prepare for your teaching year. Information, support and services to help you deliver the specification.

[All planning resources >](#)

Teach

17

Teaching resources that you can use to plan your lessons and support your students' learning.

[All teaching resources >](#)

Assess

79

Prepare your students for assessment. Past papers, mark schemes and example answers.

[All assessment resources >](#)

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Resources

- Spring 2017 and spring 2019 hub school network meeting materials ([aqa.org.uk/subjects/english/hub-schools-network](https://www.aqa.org.uk/subjects/english/hub-schools-network))
- Guide to writing realistic practice papers (in the 'Assess' area of [aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702](https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702))
- Reports on the exams/NEA (e-AQA)
- Course materials (e-AQA)
 - Feedback on the 2019 exams/NEA
 - English Language for Literature specialists
 - Getting started

Any questions?



Event materials

The electronic materials from this event will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance email. When you receive the email, please log in to your account and the materials will be available on the 'my resources' tab on the welcome screen.

How did we do?

Please take a moment to complete a brief evaluation form for today's event. Your feedback is very important to us as it helps us improve and plan future training.

You should have been emailed the evaluation form. Please check your inbox (possibly your junk mail folder). If you haven't received it please give your trainer your name, centre name/number and email address so that we can look into it for you.

Thank you.

Get in touch

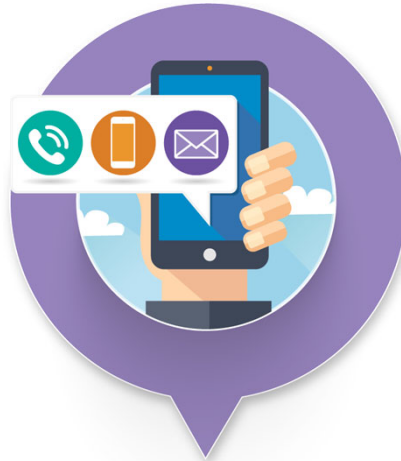
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Email: english-gce@aqa.org.uk

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Thank you

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