

## Syllabus 8693

## AS level English Language

**Recommended Prior Knowledge** O level or IGCSE in English Language OR English Literature

**General Resources** Syllabus, Standards booklet, past papers, books referred to in general Resource List, forthcoming CUP textbook by Toner and Whittome

### UNITS

1	Introduction; moving on from GCSE/O level; types of written text; types of spoken text; the importance of Purpose, Audience, Context and Form; identifying Language Features: the essentials of analysis of Style (AOi and ii, Paper 1), including characteristics such as vocabulary (lexis), figures of speech, structure, syntax, tone and atmosphere
2	Writing a commentary: identifying language features (Unit 1) and incorporating them into a well-structured and coherent commentary on a given passage (AOii and iii, Paper 1) Good practice guide, with examples of an advertisement, a speech and a literary extract
3	Directed Writing skills: identifying language features (Unit 1) and incorporating them imitatively and/or empathetically into a piece of writing for a particular purpose or audience. (AOii and iii, Paper 1) Good practice guide, with examples of an advertisement, a speech and a literary extract
4	Narrative Writing: essential skills (AOii and iii, Paper 2), including plot, characters, point of view, timescale, openings, endings, settings and genre; putting narrative skills into practice
5	Imaginative and Descriptive Writing: essential skills (AOii and iii, Paper 2) including sense images, figurative writing, sound effects, atmosphere and genre; putting imaginative and descriptive writing skills into practice.
6	Discursive and Argumentative Writing: essential skills (AOii and iii, Paper 2) including essay structure and logic, successful pre-planning, planning and paragraphing, effective openings and conclusions, editing and the letter form

**TEACHING ORDER** Unit 1 must be covered before Unit 2. Units 2 and 3 can be taught together or separately, though skills are best developed in a 1,2,3 sequence, with reference back to Unit 1 from both 2 and 3.

Units 4,5 and 6 can be taught in any order and can be interwoven with 2 and 3. However, candidates often find Unit 6 the most demanding and it could be taught last.

A possible order could be 1/5; 2/3; 4/6, in order to maximise the beneficial effects of students developing their own writing at the same time as bringing analytical skills to bear on others' work

## **RATIONALE**

This structure has been chosen to conform to the weighting of the syllabus and the development of appropriate skills. Theoretical and practical elements are combined in order to offer balance, variety and enjoyment in the teaching and learning. However, it remains very flexible, with the teaching order open to choice. Every Unit will suggest a wide range of teaching and learning activities so that learners are encouraged throughout the course to read, write, listen, watch, discuss, interact, present and research.