Specification

GCE English Language

Edexcel Advanced Subsidiary GCE in English Language (8EN01)
First examination 2009

Edexcel Advanced GCE in English Language (9EN01)
First examination 2010

Issue 2

edexcel
advancing learning, changing lives

A PEARSON COMPANY

Edexcel GCE in English Language e-Spec

Your free e-Spec

Here is your free e-Spec, Edexcel's electronic version of the specification that will help you evaluate the content.

Everything you need

The e-Spec provides a range of useful resources including:

- A Senior Examiner explaining the changes to the new specification
- A customisable student guide to help recruit students
- A course planner to make it easy to plan delivery
- Links to sample assessment materials so you can see what is expected
- Information on the products and services provided by Edexcel to support the specification.

Easy-to-use

Just click on the walkthrough to see how easy and useful the e-Spec is and get more out of this specification today.

About this specification

Edexcel GCE in English Language is designed for use in school and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

Examinations to support engagement and achievement

Students will study a wide range of spoken, written and multimodal texts viewed as part of a continuum of ways of constructing meanings through language. As observers, readers and writers, students will be inspired by learning about spoken and written language from real and imagined worlds and they will engage with the craft of writing to create their own texts.

At AS the focus on language today will provide a familiar and engaging area for study and enable the introduction of the main constituents of language in contexts that can be readily understood. There is also a practical emphasis placed upon finding out about language and using it effectively. Short-answer questions in response to data are required at AS, and at A2 data response questions are also a feature. Across the whole qualification there is clear progression from AS to A2.

At Advanced level, students will study areas of development, diversity and change and choose for themselves the subject of their investigation.

Coursework freedom of choice, to ensure engagement and achievement

The new requirement for compulsory coursework has been addressed to provide maximum freedom of choice for teachers and the maximum gain for students, recognising the time and care that coursework takes and acknowledging the merits of allowing independent study and creative response.

Why choose this specification?

Reinvigorating the teaching and study of English Language

Edexcel's English Language specification is designed to embrace the key lessons of the Qualifications and Curriculum Authority national debate on 'Taking English Forward', giving teachers the opportunity to reinvigorate the teaching and study of English Language whilst valuing best practice. The specification builds on the knowledge, understanding and skills established in the earlier Key Stages.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. We also endorse a wide range of materials from other publishers to give you a choice of approach.

For more information on our wide range of support and services for this GCE in English Language qualification, visit our GCE website: www.edexcel.com.gce2008.

Specification updates

This specification is Issue 2 and is valid for Advanced Subsidiary (AS) examination from 2009 and A2 examination from 2010. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com/or www.edexcel.com/gce2008.

Contents

Contents

A   Specification at a glance

AS   Unit 1: Language Today   *Unit code 6EN01

- Externally assessed
- Availability: January and June
- First assessment: January 2009

60% of the total AS marks   **30% of the total GCE marks**

Content summary:

The study of varieties of contemporary language.

Students will explore how language choices reflect the identity of the user and how language use varies in context.

Assessment:

Externally assessed examination: 2 hours 15 minutes

For assessment, students will complete questions from two sections. The data will be selected from material received as written or received as spoken or received as electronic.

AS   Unit 2: Exploring the Writing Process   *Unit code 6EN02

- Internally assessed
- Availability: June
- First assessment: June 2009

40% of the total AS marks   **20% of the total GCE marks**

Content summary:

Writing for specific genres, audiences and purposes.

Students will demonstrate their skills as writers. They will explore the techniques of a variety of genres in order to produce effective texts for specific genres, audiences and purposes.

Assessment:

Internally assessed coursework

2000-2500 words maximum

For assessment, students will submit a coursework folder comprising two pieces of their own writing: one for a reading audience and one for a listening audience, both accompanied by commentaries.

* See *Appendix 5* for description of this code and all other codes relevant to this qualification.

A2 | **Unit 3: Language Diversity and Children's Language Development** | *Unit code 6EN03

- Externally assessed
- Availability: January and June
- First assessment: January 2010

60% of the total A2 marks | **30% of the total GCE marks**

Content summary:

Studying language diversity over time and in global contexts; children's spoken and written language.

Students will learn about origin, development and variation of language. Students will look at how and why English has changed over time, the development of English as a world language and the development of children's spoken and written language.

Assessment:

Externally assessed examination: 2 hours 45 minutes

For assessment, students will complete questions from two sections.

A2 | **Unit 4: English Language Investigation and Presentation** | *Unit code 6EN04

- Internally assessed
- Availability: June
- First assessment: June 2010

40% of the total A2 marks | **20% of the total GCE marks**

Content summary:

Independently researching a language topic area.

Students will identify an aspect of language suitable for a research investigation, decide on the focus of their investigation, collect data, analyse it and draw relevant conclusions relating to the focus of the investigation.

Assessment:

Internally assessed coursework

2500-3000 words maximum

For assessment, students will present an investigation on a topic of their own choice, utilising a methodology they have selected.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Language Today	AS	■ Externally assessed examination: 2 hours 15 minutes For assessment, students will complete questions from two sections. The data will be selected from material received as written or received as spoken or received as electronic.	100 marks
Unit 2: Exploring the Writing Process	AS	■ Internally assessed coursework ■ 2000-2500 words maximum For assessment, students will submit a coursework folder comprising two pieces of their own writing: one for a reading audience and one for a listening audience, both accompanied by commentaries.	80 marks
Unit 3: Language Diversity and Children's Language Development	A2	■ Externally assessed examination: 2 hours 45 minutes For assessment, students will complete questions from two sections. Students will answer all the questions.	100 marks
Unit 4: English Language Investigation and Presentation	A2	■ Internally assessed coursework ■ 2500-3000 words maximum For assessment, students will present an investigation on a topic of their own choice, utilising a methodology they have selected.	80 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
A01	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	25%	20%	22.5%
A02	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	25%	30%	27.5%
A03	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	25%	30%	27.5%
A04	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study	25%	20%	22.5%
	TOTAL	100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective				
	AO1	**AO2**	**AO3**	**A04**	**Total for AO1, AO2, AO3 and AO4**
Unit 1	6.25%	6.25%	12.5%	—	25%
Unit 2	6.25%	6.25%	—	12.5%	25%
Unit 3	5%	10%	10%	—	25%
Unit 4	5%	5%	5%	10%	25%
Total for Advanced GCE	**22.5%**	**27.5%**	**27.5%**	**22.5%**	**100%**

Qualification summary

Subject criteria   The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE Subject criteria for English Language, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The GCE in English Language has been designed to fulfil the following aims.

Aims

The aims of the Advanced Subsidiary and Advanced GCE in English Language are to deepen students' interest and enjoyment in the use of English as they:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and use of language

- undertake independent investigative work related to language in use

- engage creatively and independently with a varied programme for the study of English from the past to the present day

- develop their skills as producers and interpreters of language.

AS/A2 knowledge and understanding

This Advanced Subsidiary and Advanced GCE specification requires students to show broad knowledge and understanding of some of the key constituents of language and how they contribute to meaning in written and spoken English, including:

- the characteristic speech sounds and intonation patterns (phonetics and phonology)

- the vocabulary of English, including the origins, meanings and usage of words (lexis)

- the forms and structures of words, phrases, clauses, sentences and texts in speech and writing (morphology, grammar and discourse)

- how meanings and forms in language are influenced by variations in mode (spoken and written, including multimodal and electronic forms) and context, including personal, cultural and social factors.

In addition, at A2 students are required to show deeper knowledge and understanding of:

- how some of the following frameworks can be applied to the systematic study of meaning in language: phonology and phonetics; lexis; morphology; grammar; discourse

- the influence of mode and context, including time and place, on the meanings and forms of English

- connections between different areas of study in their course as a whole.

AS/A2 skills

This Advanced Subsidiary and Advanced GCE specification requires students to:

- apply linguistic concepts and methods of analysis appropriately and systematically to the study of meanings and topical issues in language

- describe, explain and interpret variation in and between spoken and written texts, including multimodal texts

- develop their skills in using spoken and written English accurately and creatively for a variety of different audiences and purposes

- use linguistic terminology and concepts appropriately and accurately in discussions of language

- make accurate references to texts and sources.

In addition, at A2 students are required to:

- sustain informed, critical judgements about issues raised through the study of language

- undertake independent investigations of language, selecting appropriate linguistic methods and techniques

- draw on their knowledge of the forms and structures of spoken and written English to create imaginative and informative texts for different audiences and purposes

- synthesise and reflect on linguistic knowledge and understanding drawn from different areas of their studies of English language.

C English Language unit content

Course structure

- Edexcel's GCE in English Language comprises four units and contains an Advanced Subsidiary subset of two AS units.

- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.

- The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.

- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:

  - distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or

  - a linear course which is assessed in its entirety at the end.

1.1 Unit description

Language Today

In this unit students will focus on varieties of contemporary language.

Students will explore how language choices reflect the identity of the user and how language use varies in context.

They will investigate texts (spoken, written and electronic) and consider the influence of mode, tenor, field and function.

Students will acquire a toolkit of terminology to describe how key constituents of language contribute to meaning. They will also use some key concepts from semantics and pragmatics to interpret ways meanings may be constructed.

1.2 Assessment information

Section A and Section B

Examination: 2 HOURS 15 MINUTES

100 MARKS

For assessment, students will complete questions from two sections. The data will be selected from material received as written or received as spoken or received as electronic.

Questions in Section A will be short and based on small quantities of data.

In this section students:

- use key constituents to identify features from texts of a particular genre
- analyse the data by considering contextual factors relating to the mode of the texts and the identity of the speaker/writer and their relationship with the audience
- use the knowledge gained to situate a text within its context, comparing and contrasting its features with those identified in the stimulus data.

Section B will require a longer answer based on additional data.

In this section students:

- consider how the speakers/writers present themselves to their audiences
- investigate what effect this has on their real or constructed identity (the ability of most speakers and writers to project a persona).

Knowledge of key constituents and contextual factors should be included in responses in this section.

1.3 Unit content

This unit also introduces students to the key constituents of language and how they contribute to meaning in spoken and written English. The following definitions of the constituents give an outline of the systems used to describe language:

- *Discourse* — whole texts in their context and its effect on meaning
- *Grammar* — the relationships between words in sentences
- *Lexis* — the vocabulary of a language and its meaning (semantics)
- *Morphology* — the structure of words
- *Phonology* — sounds and the ways they are combined
- *Graphology* — the writing system and its presentation.

The investigation of key constituents and contextual factors should be informed by the study of issues such as:

- the differences between planned and spontaneous communication
- geographical variation and attitudes to different varieties of English

- occupation and use of subject-specific jargon

- gender and age of the writer/speaker and the audience/other participants

- social context, such as location, occasion

- cultural issues — for example, the impact of modern technology on language use; the influence of youth culture, multiculturalism, etc

- power issues — for example debates (often referred to as 'Political Correctness') about the possibility, or desirability of controlling language use to minimise social inequalities.

In this unit, students should gain an awareness of how the context of data can affect language choices by investigating the following:

- *mode* — the method of communication; spoken, written, electronic and multi-modal

- *field* — the subject matter

- *function* — the purpose

- *tenor* — the relations/social roles of participants

- *identity* — the presentation of the writer/speaker to their audience.

2.1 Unit description

Exploring the Writing Process

In this unit students will demonstrate their skills as writers. They will explore the techniques of a variety of genres in order to produce effective texts for specific genres, audiences and purposes. They will reflect upon their work in accompanying commentaries which explain the techniques used to convey the desired effects. The commentaries should be of no more than 500 words for each piece.

2.2 Assessment information

The coursework folder

Coursework folder: 2000–2500 WORDS MAXIMUM, excluding commentaries

80 MARKS

For assessment, students will submit a coursework folder comprising two pieces of their own writing: one for a reading audience and one for a listening audience, both accompanied by commentaries.

Whilst the preparatory stages are not assessed and are not required for submission, students are encouraged to see their writing as work in progress and to be prepared to draft and redraft as part of the writing process.

Students must choose **one** task from **Task List 1** and **one** task from **Task List 2**.

It is expected that Task 1 will have a higher word count allocation than Task 2. For example, it would be appropriate for Task 1 to be in the range of 1000–1500 words and Task 2 to be in the range of 500–1000 words.

It is the centre's responsibility to inform students that there is no tolerance on the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher-assessors and moderators will discontinue marking once the prescribed word limit is reached.

Centres are reminded to ensure that the list of tasks is current by visiting the English pages on the Edexcel website: www.edexcel.com.

Task list 1

Text for a reading audience

EITHER

JOURNALISM INTERVIEW

For preparation, students should undertake the following stages in order to prepare for the writing task. These stages are not part of the assessment and these materials do not need to be submitted.

- Research a variety of audiences and choose one for your writing.

- Record interview with person.

- Transcribe sections of the interview word for word.

- Study the forms and effects of representation of speech eg Mick Short: *Exploring the Language of Poems, Plays and Prose* (Longman).

- Examine a range of style models from most neutral to most biased.

- Write up the interview as a record of words spoken with little interviewer intrusion.

 For assessment:

1   Write up the interview shaping the words spoken to present the interviewee in a particular way.

2   Write a commentary explaining techniques used in your second version to convey the desired effects. You should explain your choices and how they match your audience expectation.

OR

NARRATIVE WRITING

For preparation, students should undertake the following stages in order to prepare for the writing task. These stages are not part of the assessment and these materials do not need to be submitted.

- Research a variety of audiences and choose one for your writing.

- Record self or other recounting story/anecdote.

- Make note outline of sequence of events, etc.

- Compare with schema re oral narratives (Labov, Woolfson, etc).

- Study some written narratives re perspective, point of view, plot, chronology, etc.

- Produce at least two written drafts, experimenting with different narrative techniques.

For assessment:

1   Write up the final version of the narrative.

2   Write a commentary explaining techniques used to convey desired effects. You should explain your choices and how they match your audience expectation.

Task list 2	**Text for a listening audience**

EITHER

SCRIPTED PRESENTATION ON A TOPICAL ISSUE IN LANGUAGE ALREADY INTRODUCED IN THE COURSE

Students should undertake the following stages in order to prepare for the writing task. These stages are not part of the assessment and these materials do not need to be submitted.

- Research a variety of audiences and choose one for your writing.

- Research the chosen language topic.

- Study various spoken presentations (live and recorded).

- Note and evaluate structure and techniques.

For assessment:

1   Prepare full script plus presentational aids/handouts.

2   Write a commentary explaining techniques used to convey desired effects. You should explain your choices and how they match your audience expectation and how you have drawn from your knowledge of the features of spoken language.

OR

DRAMATIC MONOLOGUE

Students should undertake the following stages in order to prepare for the writing task. These stages are not part of the assessment and these materials do not need to be submitted.

■ Research a variety of audiences and choose one for your writing.

■ Research some pragmatic theories about the ways meanings can be implied.

■ Study a range of dramatic monologues.

■ Note the ways the writers have created the voice of a particular character: gender, age, region, etc.

 For assessment:

1   Write a monologue.

2   Write a commentary explaining techniques used to convey desired effects. You should explain your choices and how they match your audience expectation and how you have drawn from your knowledge of the features of spoken language.

Edexcel will provide advice on approaches to the tasks in training and tutor support materials.

2.3 Unit content

Students will become familiar with a range of texts for a range of purposes and audiences.

They will learn how to craft their own writing to suit purpose, audience and medium.

They will develop the skills required to comment on the language choices they made in constructing their own work.

2.4 Assessment criteria

TASK 1 — AO1 5 marks + AO2 5 marks + AO4 20 marks (EITHER Journalism interview grid OR Narrative writing grid) = 30 marks

TASK 2 — AO1 5 marks + AO2 5 marks + AO4 20 marks (EITHER Scripted Presentation grid OR Dramatic monologue grid) = 30 marks

COMMENTARY (Task 1 and Task 2) — AO1 10 marks + AO2 10 marks = 20 marks

TOTAL = 80 marks

TASK 1

AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression This AO is applied to accuracy of expression in own texts
Band 1 **Marks** **0–1**	Writes with some clarity, but with noticeable technical lapses
Band 2 **Marks** **2–3**	Writes with generally clear expression and few lapses in accuracy
Band 3 **Marks** **4–5**	Writes fluently and confidently to produce coherent, controlled texts

AO2	**Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches**
Band 1 Marks 0–1	Produces text that shows awareness of one or two factors influencing meanings in spoken and written language, eg: ■ Use of direct speech to represent spoken words in written form ■ Basic narrative account of spoken version
Band 2 Marks 2–3	Produces texts that show some awareness of the ways form and language shape meanings in spoken and written language, eg: ■ Range of forms of representation of speech, inclusion of description and comment ■ Choice of chronology, some 'showing', as well as 'telling', inclusion of description and dialogue
Band 3 Marks 4–5	Produces texts that demonstrate perceptive understanding of concepts and theories relevant to the construction of meanings in spoken and written language, eg: ■ Subtle presentation of authorial viewpoint in written interviews ■ Use of perspective, chronology, etc to shape written narratives

Task 1: Journalism interview

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study This AO is applied to own creative texts, NOT commentary
Band 1 **Marks** **0–4**	Produces text of limited effectiveness, as indicated by: ■ **rudimentary knowledge and control of genre conventions**, eg written version presents some questions and responses in direct speech — with or without use of speech marks — with little shaping of spoken interview ■ **some attempt to use style and structure to suit purpose and audience**, eg some attempt to address stated audience and purpose, eg by simplifying or changing original words
Band 2 **Marks** **5–8**	Produces text of appropriate form and content, indicated by: ■ **partial knowledge and control of genre conventions**, eg uses some different forms to represent speech in writing, including indirect speech or summary ■ **lapses in control over style and structure to suit specific purpose and audience**, eg some achievement of stated purpose and audience (eg by indication of description and comment), but lapses in control over style and structure
Band 3 **Marks** **9–12**	Produces generally effective text, indicated by: ■ **some awareness of genre conventions**, eg uses a range of forms to represent spoken interview in written form ■ **some control over style and structure to suit specific purpose and audience**, eg some control over style and structure (eg by indication of interviewer's attitude), to suit stated purpose and audience
Band 4 **Marks** **13–16**	Produces effective text, indicated by: ■ **clear use of genre conventions**, eg uses a coherent variety of forms to represent spoken interview as article ■ **control over style and structure to suit different purposes and audiences**, eg controls style and structure to present interviewer's perspective on interviewee for stated purpose and audience
Band 5 **Marks** **17–20**	Produces highly effective text, indicated by: ■ **perceptive use of genre conventions**, eg controlled use of a variety of forms to shape spoken interview into effective journalism ■ **informed choice of style and structure to suit clearly differentiated purposes and audiences**, eg perceptive choice of style and structure achieves complex purposes (including persuasion and entertainment) for stated audience

Task 1: Narrative writing

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study **This AO is applied to own creative texts, NOT commentary**
Band 1 **Marks** **0–4**	Produces text of limited effectiveness, as indicated by: ■ **rudimentary knowledge and control of genre conventions**, eg produces basic written narrative, with little shaping of original spoken version ■ **some attempt to use style and structure to suit purpose and audience**, eg some attempt to entertain stated audience, eg by emphasis on dramatic elements
Band 2 **Marks** **5–8**	Produces text of appropriate form and content, indicated by: ■ **partial knowledge and control of genre conventions**, eg uses some narrative techniques to change spoken story into written version ■ **lapses in control over style and structure to suit specific purpose and audience**, eg some achievement of entertainment for stated audience, but lapses in control over style and structure
Band 3 **Marks** **9–12**	Produces generally effective text, indicated by: ■ **some awareness of genre conventions**, eg uses a range of narrative techniques to change spoken story into written version ■ **some control over style and structure to suit specific purpose and audience**, eg some control over style and structure, to entertain stated audience
Band 4 **Marks** **13–16**	Produces effective text, indicated by: ■ **clear use of genre conventions**, eg uses a coherent variety of narrative techniques to change spoken story into written version ■ **control over style and structure to suit different purposes and audiences**, eg controls style and structure to achieve stated purpose and audience
Band 5 **Marks** **17–20**	Produces highly effective text, indicated by: ■ **perceptive use of genre conventions**, eg original use of a variety of narrative techniques to transform original spoken version ■ **informed choice of style and structure to suit clearly differentiated purposes and audiences**, eg thoughtful choice of style and structure to achieve ambitious purposes and audience

TASK 2

AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression **This AO is applied to accuracy of expression in own texts**
Band 1 Marks 0–1	Writes with some clarity, but with noticeable technical lapses
Band 2 Marks 2–3	Writes with generally clear expression and few lapses in accuracy
Band 3 Marks 4–5	Writes fluently and confidently to produce coherent, controlled texts

AO2	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
Band 1 Marks 0–1	Produces text that shows awareness of one or two factors influencing meanings in spoken and written language, eg: ■ Representation of some features of spoken voice in writing (eg pronunciation and slang) ■ Use of some features of language effective for listeners (eg accessible vocabulary, visual aids)
Band 2 Marks 2–3	Produces texts that show some awareness of the ways form and language shape meanings in spoken and written language, eg ■ Ways features of spoken voice can be represented in writing (including grammar) ■ Techniques effective for spoken presentations (eg overall structure, use of multi-media aids)
Band 3 Marks 4–5	Produces texts that show awareness of the ways form and language shape meanings in spoken and written language, eg ■ Use of idiolect to create a particular character for dramatic purposes ■ Techniques and structures for building rapport and conveying information to particular audience in spoken presentations

Task 2: Scripted presentation

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study **This AO is applied to own creative texts, NOT commentary**
Band 1 Marks 0–4	Produces text of limited effectiveness, as indicated by: ■ **rudimentary knowledge and control of genre conventions**, eg produces basic written text, with little awareness of spoken mode or language topic ■ **some attempt to use style and structure to suit purpose and audience**, eg some attempt to achieve stated purpose and audience, eg by choice of topic, but may lack clarity
Band 2 Marks 5–8	Produces text of appropriate form and content, indicated by: ■ **partial knowledge and control of genre conventions**, eg produces written script on language topic with some suitability for spoken presentation ■ **lapses in control over style and structure to suit specific purpose and audience**, eg some achievement of informative purpose for stated audience, but lapses in control over style and structure (eg emphasises entertainment)
Band 3 Marks 9–12	Produces generally effective text, indicated by: ■ **some awareness of genre conventions**, eg uses a range of techniques (including some visuals) for spoken presentation of language topic ■ **some control over style and structure to suit specific purpose and audience**, eg some ability to select and organise subject matter to achieve purpose (informative/instructive) for stated audience
Band 4 Marks 13–16	Produces effective text, indicated by: ■ **clear use of genre conventions**, eg uses a variety of techniques for spoken presentation of appropriate language topic ■ **control over style and structure to suit different purposes and audiences**, eg select and organises subject matter to achieve informative/instructive purpose for stated audience
Band 5 Marks 17–20	Produces highly effective text, indicated by: ■ **perceptive use of genre conventions**, eg effective use of a variety of techniques for spoken presentation of *ambitious* language topic ■ **informed choice of style and structure to suit clearly differentiated purposes and audiences**, eg researches, selects and organises subject matter to achieve stated purposes and audience

Task 2: Dramatic monologue

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study **This AO is applied to own creative texts, NOT commentary**
Band 1 Marks 0–4	Produces text of limited effectiveness, as indicated by: ■ **rudimentary knowledge and control of genre conventions**, eg produces basic written text, with little effective presentation of spoken voice in writing ■ **some attempt to use style and structure to suit purpose and audience**, eg some attempt to entertain stated audience, eg by choice of subject matter
Band 2 Marks 5–8	Produces text of appropriate form and content, indicated by: ■ **partial knowledge and control of genre conventions**, eg represents some features of a spoken voice in written monologue ■ **lapses in control over style and structure to suit specific purpose and audience**, eg some achievement of entertainment for stated audience, but lapses in control over style and structure
Band 3 Marks 9–12	Produces generally effective text, indicated by: ■ **some awareness of genre conventions**, eg represents a range of features of a recognisable spoken voice in dramatic monologue ■ **some control over style and structure to suit specific purpose and audience**, eg some control over style and structure, to entertain stated (*narrow*?) audience
Band 4 Marks 13–16	Produces effective text, indicated by: ■ **clear use of genre conventions**, eg uses a variety of features of spoken voice to create a character in dramatic monologue ■ **control over style and structure to suit different purposes and audiences**, eg controls style and structure to achieve stated purpose and audience
Band 5 Marks 17–20	Produces highly effective text, indicated by: ■ **perceptive use of genre conventions**, eg original use of a variety of dramatic techniques to create character and situation in monologue ■ **informed choice of style and structure to suit clearly differentiated purposes and audiences**, eg thoughtful choice of style and structure achieves ambitious purposes and audience

Commentary

These Assessment Objectives should be applied to the two commentaries overall.

If there is significantly different performance, each commentary can be marked individually (dividing the mark in half).

AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression This AO is applied to use of appropriate terminology in commentary
Band 1 Marks 0−3	Uses a limited range of technical terms to describe own language use
Band 2 Marks 4−6	Uses linguistic terminology to explain some aspects of own language use (mainly at level of lexical choice, with occasional grammatical observations)
Band 3 Marks 7−10	Chooses a range of appropriate terminology to discuss own language use (including grammar, discourse or pragmatics)

AO2	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
Band 1 Marks 0−3	Makes some general comments on how and why language is used in stimulus texts and/or own writing
Band 2 Marks 4−6	Identifies linguistic choices in both stimulus texts and own writing, with some attempt to explain effects
Band 3 Marks 7−10	Explains and evaluates the impact of a range of linguistic choices in both stimulus texts and own writing

TOTAL MARKS FOR UNIT 2: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel AS and GCE in English Language: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website, www.edexcel.com.

2.5 Administration of internal assessment

1	**Internal standardisation**	Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.
2	**Authentication**	All candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sample work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.
3	**Further information**	For more information on annotation, authentication, mark submission and moderation procedures, please refer to the Edexcel AS and GCE in English Language: instructions and administrative documentation for internally assessed units document, which is available on the Edexcel website.
		For up-to-date advice on teacher involvement, please refer to the Joint Council for Qualifications (JCQ) Instruction for conducting coursework/portfolio document on the JCQ website (www.jcq.org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualification (JCQ) Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio documents on the JCQ website (www.jcq.org.uk).

3.1 Unit description

Language Diversity and Children's Language Development

In this unit students will learn about origin, development and variation of language. Students will look at how and why English has changed over time, the development of English as a world language and the development of children's spoken and written language. The unit is synoptic, drawing from the skills, knowledge and understanding the students have developed in Units 1 and 2.

3.2 Assessment information

Examination: 2 HOURS 45 MINUTES

100 MARKS

The paper will be divided into two sections. Students will answer one question from Section A and one question from Section B.

Section A

Language diversity over time and in global contexts.

Section B

The development of children's spoken and written language.

Each question may focus on spoken language, written language or both.

The questions will present the students with data relating to the language issues they have studied. Students will respond to short data-response questions, focusing them on specific aspects of the data. Students will then analyse and comment further on their initial observations in a longer response.

3.3 Unit content

This unit covers two areas:

- language diversity
- children's language development.

Language diversity

Language diversity looks at the way the English language has changed over time and continues to change, and the development of English as a world language.

English over time

- The English language in the 21st century
- The origins of English — the roots of English and its development as a national language
- The cultural, social, political and technological influences that have changed English over time

Diversity in English

- The role of English in the world today
- The development of English as an international language
- English as a second language

Children's language development

Children's language development looks at the development of speech and writing in children.

Spoken language

- The beginnings of speech — the earliest vocabularies
- Words and meaning — how children understand the meanings of words
- Word formation — how children understand the structure of words and extend their vocabulary
- Sounds — the acquisition of the sound system

- The beginnings of syntax — how children start to form larger structures

- Conversation — the way children talk to adults and the way adults talk to children; the development of interactive and pragmatic skills: the needs of the listener, interpreting the meaning of others

Written language

- Early forms — 'emergent' writing: drawing, scribbling, letter-like forms, random letters

- From speech to writing — the use of drawing, gesture and writing to create meaning

- Sound and symbol — the link between letters, sounds and early spelling

- Early writing — words and sentences

- Further skills — the development of narrative and descriptive skills

Edexcel GCE in English Language

4.1 Unit description

Investigation and Presentation

In this unit students will demonstrate their skills as independent researchers and writers.

Students will identify an aspect of language suitable for a research investigation and firstly will demonstrate that they can explain the concepts that underlie their investigation to an informed but non-specialist audience.

Secondly, students will decide on the focus of their investigation, collect data, analyse it and draw relevant conclusions relating to the focus of the investigation.

In their completed investigation students will demonstrate that they know how to present data analysis and write a report. They should make reference to sources.

As with Unit 3 this unit is synoptic, drawing from the skills, knowledge and understanding the students have developed during the course.

4.2   Assessment information

The coursework folder

Coursework folder: 2500-3000 WORDS MAXIMUM

TASK 1: 600–750 words
24 MARKS

TASK 2: 2000–2250 words
56 MARKS

TOTAL: 80 MARKS

TASK 1

Students will write a short article, talk or presentation about their area of study for the investigation, produced for an informed, but non-specialist audience. This will form part of the preparation for the investigation and will be written after the student has selected a topic area but before he or she has embarked on any serious research.

In this task, students will demonstrate their ability to select and use a form and style of writing appropriate to purpose and to complex subject matter.

TASK 2

Students will present an investigation on a topic of their own choice, utilising a methodology they have selected.

Students should:

- devise a methodology to carry it out

- collect appropriate data

- apply their knowledge of the key constituents of language to their data

- analyse it using suitable tools (including corpora)

- apply and test appropriate theory

- make, sustain and support informed critical judgements about their area of study based on their own research findings

- present their findings in a written report.

It is the centre's responsibility to inform students that there is no tolerance on the prescribed word limit. Students are required to include a cumulative word count at the bottom of each page. Teacher-assessors and moderators will discontinue marking once the prescribed word limit is reached.

Edexcel will provide advice on task setting through training and tutor support materials.

Choosing a topic for investigation

Identifying an area of study

This may arise from the unit that the student is currently working on, previous units, and/or knowledge and observations beyond the scope of the course informed by the language study undertaken by the student.

Defining a topic

Topics need to be clearly focused. Topics such as *Child Language Acquisition*, *Dialect*, *The language of Shakespeare* are too large and vague. They need to be cut down and more clearly defined.

Students should be encouraged to ask themselves:

- What do I want to find out?
- What data will I need to find this out?
- How can I collect it?
- How should I analyse it?

The study of language is not a science (though there are scientific studies of language). Students can explore aspects of language that interest them in a range of different ways. A hypothesis will always give an investigation a structure, and will direct the student towards a methodology. However, students may pursue a question about language that interests them, or describe an area of language where the available descriptions are inadequate or unavailable. Discuss with the students the different kinds of investigation topics they can choose from:

Different kinds of topics

Investigation topics can be of three kinds:

- Hypothesis based topics
- Question based topics
- Descriptive topics

Hypothesis based topics

A hypothesis is a tentative statement that proposes a possible explanation to some phenomenon or event. A useful hypothesis is a **testable** statement which may include a prediction. If a student has formed a hypothesis about language, the investigation should be designed to test it.

Example

A child's regional accent may affect the way the child spells certain words in the early or even later stages of writing.

This is a tentative hypothesis as it contains the word 'may'. It isn't particularly helpful because it doesn't suggest how the hypothesis might be tested. A testable hypothesis should always be written using the words 'if' and 'then' and suggest a relationship between the two parts.

Example

If a child's regional accent affects the way the child spells certain words, then similar spelling errors will appear in the work of children with similar accents but not in the work of children with other, different accents.

Question based topics

Students may have observed a way that language functions in the world, and may wish to explore this in more detail.

Example

How does a newspaper create bias or try to influence the opinions of readers?

This question makes the assumption that this is what newspapers do, and the student will need to support this idea from other sources. If the question is valid, that is, a meaningful question that can be answered, then a method of finding a useful answer must be identified.

It may be helpful for students to consider whether a hypothesis can be formed from a question. If so, then the hypothesis should be used.

Descriptive topics

Language changes all the time. New varieties appear, existing varieties develop and change. Students may want to develop an existing description of a variety that they feel is inadequate or out of date, describe a variety that has not yet been described, or describe a change in a variety that has taken place over time.

Example

The language of my peer group is very different from the language of our parents.

This observation suggests that a new variety is developing that may not have been described. Describing the distinctive features of this language could be a valid investigation.

What to avoid

- Forced hypotheses or hypotheses that relate to phenomena that have already been explained.

- Questions that are too large or too vague to form the basis of a meaningful investigation.

- Describing varieties of language that have already been fully described.

Further guidance is provided in the Tutor Support Material, *Choosing a topic for investigation*.

4.3 Unit content

This unit allows students to acquire an in-depth understanding of their chosen area. They will:

- learn how to define an area for research investigation

- identify and collect data that is appropriate for the topic under investigation

- identify and collect comparable data

- devise interview techniques appropriate to their informants and their aims

- apply basic use of number — % and averages and simple statistics — where the topic requires it

- design a questionnaire — if questionnaire collection of data is deemed appropriate

- know how to apply a range of research and analytical techniques

- reference all sources.

4.4 Assessment criteria

Task 1

AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
Band 1 **Marks** **0−2**	■ Writes with clarity but with some lapses in accuracy ■ Is indiscriminate in the selection of material for the chosen task and format
Band 2 **Marks** **3−4**	■ Writes clearly and accurately with control of expression ■ Selects material that is appropriate to the topic, format and audience
Band 3 **Marks** **5−6**	■ Writes fluently and confidently to produce a coherent, controlled text ■ Selects material that shows full awareness of audience, format and topic requirements

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study
Band 1 **Marks** **0−4**	■ Shows basic awareness of the requirements of the chosen format ■ Style is inconsistent ■ Writes in a way that is only sometimes appropriate to an informed, non-expert audience
Band 2 **Marks** **5−9**	■ Shows a sound awareness of the requirements of the chosen format ■ Sustains a consistent and appropriate style but with some lapses ■ Writes in a way that is generally appropriate to an informed, non-specialist audience but with some lapses
Band 3 **Marks** **10−14**	■ Shows secure awareness of the requirements of the chosen format ■ Sustains a consistent and appropriate style ■ Writes in a way that is that is generally appropriate for the audience and format
Band 4 **Marks** **15−18**	■ Shows original and confident use of the chosen format ■ Sustains a consistent and appropriate style fully and confidently ■ Writes confidently and authoritatively for the audience and format

TASK 2

AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
Band 1 Marks 0–2	■ Provides limited evidence of a linguistic research methodology that will achieve some of the aims of the selected task ■ Selects and applies the linguistic methodology with limited effectiveness and with errors ■ Supports the research findings with limited exemplification from the data ■ Uses limited terminology with some accuracy, but with some errors ■ Makes some attempt to present research in a report format that may have some technical lapses and some lapses of clarity ■ Attempts to clarify the report by the limited deployment of some research data ■ Shows little awareness of strengths and weaknesses of the investigation and is not able to offer any evaluation of the investigation process undertaken ■ Shows no awareness of the scope for further research ■ Writes with some clarity but with lapses in accuracy ■ Is indiscriminate in the selection of material for the chosen task and format
Band 2 Marks 3–5	■ Selects a linguistic research methodology that will achieve some of the aims of the selected task ■ Selects and applies the linguistic methodology with some effectiveness and accuracy ■ Supports the research findings with some exemplification from the data ■ Is mostly accurate in the use of terminology ■ Writes up the findings mostly accurately and clearly in a report format ■ Deploys the research data in the report in an accessible way ■ Shows some awareness of strengths and weaknesses demonstrated by the outcomes of the investigation and may offer the start of an evaluation of the investigation process undertaken ■ Shows little awareness of the scope for further research ■ Writes with clarity but with some lapeses in accuracy ■ Is indiscriminate in the selection of some of the material for the chosen task and format
Band 3 Marks 6–8	■ Devises a linguistic research methodology or adapts an existing one that will mostly achieve the aims of the selected task ■ Selects and applies the linguistic methodology in a way that is mostly rigorous, effective and accurate ■ Supports the research findings with appropriate exemplification from the data ■ Uses terminology accurately ■ Writes up the findings effectively, accurately and clearly in a report format ■ Deploys the research data in the report in an accessible and appropriate way ■ Offers evaluation of the effectiveness of the investigation in the light of the outcomes though this is not consistent, showing some awareness of major strengths and weaknesses ■ Identifies some routes for further research if appropriate ■ Writes clearly and accurately with control of expression ■ Selects material that is appropriate to the topic, format and audience

Band 4 Marks 9–10	■ Devises a linguistic research methodology or adapts an existing one that will fully achieve the aims of the selected task
	■ Selects and applies the linguistic methodology rigorously, effectively and accurately
	■ Supports the findings of the research with extensive and appropriate exemplification from the data
	■ Uses terminology appropriately and accurately
	■ Writes up the findings fluently, coherently and confidently in a report format
	■ Deploys the research data in the report in a fully accessible and appropriate way
	■ Evaluates the effectiveness of the investigation in the light of the outcomes, identifying strengths and weaknesses
	■ Identifies routes for further research if appropriate
	■ Writes fluently and confidently to produce a coherent, controlled text
	■ Selects material that shows full awareness of audience, format and topic requirements

AO2	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
Band 1 Marks 0–3	■ Defines, with some limited support from theory, an area within the selected topic suitable for an investigation
	■ Demonstrates limited awareness of the significance of the research results
	■ Shows limited knowledge of linguistic approaches
	■ Demonstrates limited understanding of current linguistic theory and its relevance to the investigation
Band 2 Marks 4–7	■ Defines, with some support from theory, an appropriate area within the selected topic suitable for an investigation
	■ Demonstrates some awareness of the significance of the research results
	■ Uses knowledge of linguistic approaches with some effectiveness and accuracy
	■ Demonstrates some understanding of current linguistic theory and its relevance to the investigation
Band 3 Marks 8–11	■ Defines clearly and supports from theory an appropriate area within the selected topic suitable for an investigation
	■ Demonstrates a clear awareness of the significance of the research results
	■ Uses knowledge of linguistic approaches mostly rigorously, effectively and accurately
	■ Demonstrates a critical and generally open-minded understanding of current linguistic theory and its relevance to the investigation
Band 4 Marks 12–16	■ Defines clearly and supports from theory with relevant and knowledgeable discussion an appropriate area within the selected topic suitable for an investigation
	■ Demonstrates fully awareness of the significance of the research results
	■ Uses knowledge of linguistic approaches rigorously, effectively and accurately
	■ Demonstrates fully a critical and open-minded understanding of current linguistic theory and its relevance to the investigation

AO3	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
Band 1 Marks 0–3	■ Shows a basic awareness of the context in which the language under investigation is used ■ Attempts to identify and use some appropriate key constituents of language but with errors ■ Shows little awareness of any bias caused by collection methods
Band 2 Marks 4–7	■ Demonstrates an awareness of the context in which the language under investigation is used ■ Identifies and uses the appropriate key constituents of language in the analysis with some accuracy ■ Shows some awareness of any bias caused by collection methods
Band 3 Marks 8–11	■ Demonstrates a clear understanding of the context in which the language under investigation is used ■ Identifies and uses rigorously and with a high degree of accuracy the appropriate key constituents of language in the analysis ■ Identifies and takes account of any bias caused by collection methods
Band 4 Marks 12–16	■ Demonstrates fully an understanding of the context in which the language under investigation is used ■ Identifies and uses rigorously and accurately the appropriate key constituents of language in the analysis ■ Identifies and takes full account of any bias caused by collection methods

AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study
Band 1 Marks 0–3	■ Shows basic awareness of choices made ■ Constructs an investigation that lacks coherence and clarity ■ Uses linguistic approaches and analyses indiscriminately and uncritically
Band 2 Marks 4–7	■ Shows an ability to explain and support choices made ■ Uses language in a way that constructs an accessible and appropriate investigation ■ Uses some appropriate linguistic approaches and analyses
Band 3 Marks 8–11	■ Shows evidence of independent thought and an ability to take an open-minded approach ■ Uses language creatively and appropriately in constructing the investigation ■ Demonstrates confidence in the selection and use of appropriate linguistic approaches and analyses
Band 4 Marks 12–14	■ Shows evidence of independent decision making and open-mindedness ■ Shows a skilful and creative approach in the use of language in constructing an investigation that is appropriate to the topic, audience and format ■ Demonstrates expertise in the use of linguistic approaches and analyses

TOTAL MARKS FOR UNIT 4: 80

Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. For more information, please refer to the *Edexcel AS and GCE in English Language: Instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website.

4.5 Administration of internal assessment

1	Internal standardisation	Teachers must show clearly how the marks have been awarded in relation to the assessment criteria. If more than one teacher in a centre is marking students' work, there must be a process of internal standardisation to ensure that there is consistent application of the assessment criteria.
2	Authentication	All candidates must sign an authentication statement. Statements relating to work not sampled should be held securely in your centre. Those which relate to sampled candidates must be attached to the work and sent to the moderator. In accordance with a revision to the current Code of Practice, any student unable to provide an authentication statement will receive zero credit for the component. Where credit has been awarded by a centre-assessor to sample work without an accompanying authentication statement, the moderator will inform Edexcel and the mark will be adjusted to zero.
3	Further information	For more information on annotation, authentication, mark submission and moderation procedures, please refer to the *Edexcel AS and GCE in English Language: instructions and administrative documentation for internally assessed units* document, which is available on the Edexcel website. For up-to-date advice on teacher involvement, please refer to the *Joint Council for Qualifications (JCQ) Instruction for conducting coursework/portfolio* document on the JCQ website (www.jcq. org.uk). For up-to-date advice on malpractice and plagiarism, please refer to the *Joint Council for Qualification (JCQ) Suspected Malpractice in Examinations: Policies and Procedures and Instructions for conducting coursework/portfolio* documents on the JCQ website: www.jcq.org.uk.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see *Section B, Specification overview.*
Entering candidates for this qualification	Details of how to enter candidates for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com.
Resitting of units	There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.
	After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.
	Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification
Awarding and reporting	The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2008, which is published by the Qualifications and Curriculum Authority. The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.
	A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.
Performance descriptions	Performance descriptions give the minimum acceptable level for a grade. See *Appendix 1* for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–47.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–31.

Unit 3

Unit grade	A	B	C	D	E
Maximum uniform mark = 120	96	84	72	60	48

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–47.

Unit 4

Unit grade	A	B	C	D	E
Maximum uniform mark = 80	64	56	48	40	32

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–31.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8EN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	**160**	**140**	**120**	**100**	**80**

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Advanced GCE Cash-in code 9EN01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 400	**320**	**280**	**240**	**200**	**160**

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–159.

Language of assessment

Assessment of this specification will be available in English only. Assessment materials will be published in English only and all work submitted for examination and moderation must be produced in English.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

Students will be given the opportunity to demonstrate quality of written communication across the units via AO1.

D Assessment and additional information

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO1	Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	25%	20%	22.5%
AO2	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	25%	30%	27.5%
AO3	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	25%	30%	27.5%
AO4	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study	25%	20%	22.5%
	TOTAL	100%	100%	100%

Synoptic assessment	In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of English Language requires students to demonstrate that they can apply the key constituents of language independently; they understand and apply theory and can research independently and present their findings appropriately.

Stretch and challenge

Students can be stretched and challenged in A2 units through the use of different assessment strategies, for example:

- using a variety of stems in questions, such as analyse, evaluate, discuss, compare

- ensuring connectivity between sections of questions

- a requirement for extended writing

- use of a wider range of question types to address different skills, such as open-ended questions

- improvement of synoptic assessment.

Additional information

Malpractice and plagiarism	For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications — Suspected Malpractice in Examinations: Policies and Procedures document on the JCQ website www.jcq.org.uk.
Access arrangements and special requirements	Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please see the Edexcel website (www.edexcel.com) for: ■ the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations. ■ the forms to submit for requests for access arrangements and special considerations ■ dates for submission of the forms. Requests for access arrangements and special considerations must be addressed to: Special Requirements Edexcel One90 High Holborn London WC1V 7BH
Disability Discrimination Act	Please see *Appendix 8* for the Advanced GCE in English Language Disability Discrimination Act information.
Prior learning and progression	**Prior learning** Students who would benefit most from studying a GCE in English Language are likely to have a Level 2 qualification such as a GCSE in English at grades A*–C. **Progression** This qualification supports progression into further education, training or employment, such as degree level study in English, law, journalism and the media, speech therapy, teaching, public and voluntary sector employment.

Combinations of entry

Forbidden combinations are:

- any other Advanced Subsidiary GCE or Advanced GCE qualification with the title 'English Language' at the same examination sitting.

- Edexcel Advanced Subsidiary GCE or Advanced GCE Language and Literature at the same examination sitting.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all students.

Key skills

This qualification provides opportunities for developing and generating evidence for assessing the key skills listed below:

- communication

- information and communication technology

- improving own learning and performance

- working with others.

Further details are available in *Appendices 2* and *3*.

This qualification will be mapped to functional skills once they are finalised. Information will be available on our website (www.edexcel.com/gce2008) at a later date.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of environmental issues, health and safety considerations, citizenship, and European developments consistent with relevant international agreements appropriate as applied to English Language. *Appendix 4: Wider curriculum* maps the opportunities available.

E Resources, support and training

Resources to support the specification

In addition to the resources available in the e-Spec and in the Getting Started and Internal Assessment Guide books, Edexcel produces a wide range of resources to support this specification.

Edexcel's own published resources

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts. These resources include:

- AS Students' Book

- A2 Students' Book

- AS and A2 Teacher's CD ROM.

These materials are written by Senior Examiners and highly respected authors of GCE English Language materials.

For more information on our complete range of products and services for GCE in English Language, visit www.edexcel.com/gce2008.

Edexcel publications

You can order further copies of the specification and SAMs documents from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linney.com
Website: www.edexcel.com

Additional resources endorsed by Edexcel

Edexcel also endorses additional materials written to support this qualification.

Any resources bearing the 'Endorsed by Edexcel' logo have been through a rigorous quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

The resources listed are intended to be a guide for teachers and not a comprehensive list. Further suggestions can be found in *Appendix 7.*

Please see www.edexcel.com/gce2008 for up-to-date information.

Support

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus — ResultsPlus is a new application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert — Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel — Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at www.edexcel.com

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone:	0844 576 0025
Fax:	0845 359 1909
Email:	trainingbookings@edexcel.com
Website:	www.edexcel.com

F   Appendices

Appendix 1 Performance descriptions

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for English Language

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.
A/B boundary performance descriptions	Candidates characteristically: a communicate relevant knowledge and understanding of the methods of language study b consistently use appropriate terminology to support interpretations when applying this understanding c structure and organise their writing well d communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a communicate relevant understanding of linguistic approaches, concepts and issues b explore the significant features of linguistic variation that create meaning in spoken and written language c generally use specific references to support their responses.	Candidates characteristically: a explore the relationships between spoken and written language and the contexts in which both are used b communicate a practical understanding of issues relating to language in use.	Candidates characteristically: a write effectively in a form and style matched to audience, purpose and genre b select and order relevant content c identify where, and suggest how, key linguistic features are used in their writing to create specific effects.
E/U boundary performance descriptions	Candidates characteristically: a communicate some understanding of the methods of language study b apply this understanding to support interpretations c communicate content and meaning in writing using straightforward language.	Candidates characteristically: a communicate some understanding of linguistic approaches, concepts or issues b identify features of linguistic variation that create meaning in spoken and written language c make some related references to texts to support their responses.	Candidates characteristically: a note some relationships between spoken and written language and the contexts in which both are used b communicate some understanding of issues relating to language in use.	Candidates characteristically: a demonstrate some ability to write in a form or style matched to audience, purpose or genre b select and order content c identify where some linguistic features are used in their writing to create effects.

A2 performance descriptions for English Language

Assessment objectives	Assessment objective 1	Assessment objective 2	Assessment objective 3	Assessment objective 4
Assessment objectives	Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.	Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.	Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.
A/B boundary performance descriptions	Candidates characteristically: a communicate extensive knowledge and understanding of the methods of language study b create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations c structure and organise their writing using an appropriate linguistic register d communicate content and meaning through expressive and accurate writing.	Candidates characteristically: a communicate critical understanding of linguistic approaches, concepts and issues b distinguish and describe a range of significant features of linguistic variation that creates meaning in spoken and written language c consistently make reference to authorities, texts and sources to support their responses.	Candidates characteristically: a explore and comment on the significance of the relationships between spoken and written language and the contexts in which both are used b communicate an informed understanding of concepts and issues relating to language in use.	Candidates characteristically: a write effectively in a form and style matched to audience, purpose and genre b select and order complex and relevant content c identify where and explain how key linguistic features are used in their writing to create specific effects.
E/U boundary performance descriptions	Candidates characteristically: a communicate knowledge and some understanding of the methods of language study b present responses making some use of appropriate terminology to support interpretations c communicate content and meaning using straightforward language accurately.	Candidates characteristically: a communicate an understanding of linguistic approaches, concepts or issues b identify features of linguistic variation that create meaning in spoken and written language c make some reference to authorities, texts or sources to support their responses.	Candidates characteristically: a comment on the relationships between spoken and written language and the contexts in which both are used b communicate some understanding of concepts and issues relating to language in use.	Candidates characteristically: a demonstrate some ability to write in a form and style matched to audience, purpose or genre b select and order relevant content c identify where key linguistic features are used in their writing to create specific effects.

Appendix 2 Key skills mapping

Key skills (Level 3)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C3.1a	✓			✓
C3.1b	✓	✓		✓
C3.2		✓		✓
C3.3		✓		
Information and communication technology				
ICT3.1	✓		✓	
ICT3.2		✓		✓
ICT3.3		✓		✓
Improving own learning and performance				
LP3.1	✓	✓	✓	✓
Working with others				
WO3.1	✓	✓	✓	✓

Appendix 3 Key skills development

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions for opportunities for the generation of Level 3 key skill evidence are given here.

Communication — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1a	Take part in a group discussion.		Many of the topics in this specification are suitable for use as a group discussion. The discussion must be about a complex subject. This may be based on a number of ideas, some of which may be abstract, very detailed and/or sensitive. Specialist vocabulary may be used in the discussion. During the discussion students should make clear and relevant contributions, develop points and ideas whilst listening and responding sensitively to others. They should also create opportunities for others to contribute as appropriate.
		1	Take part in a formal debate or a group discussion on an issue of language today and attitudes to language.
		4	Formal debates or group discussion on complex and controversial issues such as spelling reform, racism and sexism in language.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.1b	Make a formal presentation of at least eight minutes using an image or other support material.		Following a period of research, students could be given the opportunity to present their findings to the rest of the group. For example, students could present their key findings and conclusions resulting from their coursework study.
			During the presentation students should speak clearly and use a style that is appropriate to their audience and the subject. The presentation should have a logical structure that allows the audience to follow the sequence of information and ideas. The presentation should include an appropriate range of techniques such as: the use of examples to illustrate complex points, audience experience used to involve the audience, tone of voice varied, etc.
			Where appropriate, images should be used to both illustrate points and help engage the audience. Images could include charts and diagrams, pictures or models, maps, etc. At least one image should be used to illustrate and help convey a complex point.
		2	Each member of the group gives a presentation on the chosen topic, using media images for illustration, or on the treatment of an issue in the press, using newspaper photographs.
		1, 2	Individual presentations on subjects of choice, using at least one chart, graph or diagram.
		4	Present findings accompanied by OHP transparencies, flipchart or handouts using at least one chart, graph or diagram.

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
C3.2	Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.		Students will have a number of opportunities to read and synthesise information from two extended documents. For example, as part of their preparation for the discussion and presentation of a complex subject, students will need to carry out preliminary research. Also, as students undertake research for their coursework they will need to refer to and synthesise information from a variety of sources. Extended documents may include textbooks and reports and articles of more than three pages. At least one of these documents should contain an image from which students can draw appropriate and relevant information. Students will need to select and read material that contains relevant information. From this information they will need to identify accurately and compare the lines of reasoning and main points from the text and images. Students will then need to synthesise this information into a relevant form — eg for a presentation, discussion or an essay.
		2, 4	Select and synthesise information for a specific task from several documents. Selection and synthesis is at the heart of coursework.
		2	Select and synthesise evidence of political bias in two different articles from newspapers or magazines, using media images (probably photos) from at least one of them. (There are opportunities in almost all units for the selection and synthesis of information on complex subjects, but the two units above have more opportunities for the inclusion of images.)
C3.3	Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.		Students are required to produce two different types of document. At least one of these should be an extended document, for example a report or an essay of more than three pages. The document should have a form and style of writing which is fit both for its purpose and the complex subject matter covered. At least one of the documents should include an appropriate image that contains and effectively conveys relevant information. Specialist vocabulary should be used where appropriate and the information in the document should be clearly and coherently organised, eg through the use of headings, paragraphs, etc. Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.
		2	Produce an article on a topic of local interest. The article could include charts, diagrams, tables, etc. (Unit 2 requires different formats and types of document for different audiences and different purposes. Teachers will have to ensure that students include at least one image in their response.)

Information and communication technology — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.1	Search for information, using different sources, and multiple search criteria in at least one case.		Students will need to plan, and document, how they are to use IT as part of the activity, including how they will search for and incorporate relevant information from different electronic sources. These may include the internet and CD ROM. Information selected must be relevant and of the appropriate quality.
		1	Use two different databases, such as CD ROMs, the internet, a centre-based intranet system, etc to find information on coverage of a major event (use the information for a study of the language used in the reporting, and for an article on an aspect of interest). (It should not be difficult to think of many kinds of information required for various purposes from media databases.)
		3	Use of corpora or use the OED on CD ROM to research the etymology of chosen words or groups of words and other CD ROMs for examples of these words in use — for the purpose of writing an article on neologisms, the influence of American/Australian lexis, etc.
ICT3.2	Enter and develop the information and derive new information.		Students are required to bring together, in a consistent format, their selected information and use automated routines as appropriate. For example using icons and macros to generate standard forms of lists, tables, images, etc. Students should sort and group the information generated, produce graphs and charts if appropriate, to allow them to draw conclusions. For example, students could be working towards giving a presentation based on their findings. Information could be presented in handouts and/or as part of an automated slide show. Early drafts could be emailed to their tutor for feedback, or could be stored on a shared drive for access by others.
		2	Work in pairs or small groups, and investigate a chosen area of media coverage (eg newspaper reporting). This will involve students in explaining their findings, exchanging information with others, and producing multi-page documents which combine different types of information for specific purposes.
		4	Work in pairs to collect examples of information (eg emails), and from these derive new documents for two different purposes (eg producing specific emails for specific audiences). (Both the above modules provide opportunities for hypotheses to be tested, for the use of databases and spreadsheets, and for the generation of tables, charts and graphs.)

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
ICT3.3	Present combined information such as text with image, text with number, image with number.		In presenting information students will need to develop a structure which may involve the modification of templates, the application of page numbers, dates, etc. Tutors may provide early feedback on layout, on content and style that will result in formatting changes (early drafts should be kept as portfolio evidence).
		2	The final format should be suitable for its purpose and audience, eg AS coursework, OHTs/handouts for a presentation, etc. The document should have accurate spelling (use of spell-checker) and have been proofread.
		2	The work for this unit involves producing work in more than one specified format for specified audiences. To meet the key skill requirement the work would need to be produced using word processing and desktop publishing skills, and would need to incorporate images and numbers as well as text.
		4	Students may present the results of their investigations using DTP/word processing, and incorporating charts and diagrams. Numerical tables could be used to indicate the frequency of linguistic features (eg relative distribution of the various word classes used by different speakers).

Improving own learning and performance — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
LP3.1	Set targets using information from appropriate people and plan how these will be met.		Students plan how they are to produce their coursework. This will include setting realistic dates and targets and identification of potential problems and alternative courses of action. This will be determined with advice from others, eg their tutor.
		1, 4	Students have to learn various frameworks of knowledge to be able to analyse language in use, and there are plenty of opportunities for students to set targets and plan action, then to carry through the plan and review success at the end. In AS to gain a broad understanding of grammar, for example, would involve planning the various stages of the understanding of morphemes, words, phrases, clauses and sentences. At A2 there would be planning for acquiring a detailed knowledge of how children learn to write, for example.
		2, 3	Both units provide ideal opportunities for students to plan their study over a period of time, usually some months, setting targets which can be checked periodically by teachers. Teachers can give periodic guidance during this process to help students to plan their research and to draft work before submitting a final version.

Working with others — Level 3

Key skills portfolio evidence requirement		AS/A2 unit	Opportunities for development or internal assessment
WO3.1	Plan work with others.		Students could work in groups of six to eight and be required to investigate a given topic. Initial work will require identification and agreement of objectives and planning how to meet them, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.
		1, 4	Work in groups to plan the description of some texts for the whole class. This would involve planning how to analyse and explain the different levels of language within the texts, and then working together towards the identified targets.
		2	Work with others to produce a group presentation on a topical issue. Groups could work together to organise the production of a radio broadcast on a specific topic.
		3	Work with others to organise and then present for the whole class a debate or group discussion on complex and controversial issues such as spelling reform, racism and sexism in language, whether language change means language improvement or deterioration. The planning would ensure that a variety of opposing views were aired.

Appendix 4   Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual	✓		✓	
Moral		✓		✓
Ethical		✓	✓	
Social	✓			✓
Cultural		✓		✓
Citizenship		✓	✓	
Environmental		✓		✓
European initiatives	✓		✓	
Health and safety	✓	✓	✓	✓

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	1, 3	discussion of matters of personal belief as identified in written and spoken language
Moral	2, 4	coursework preparation could include consideration of the moral dilemmas surrounding the use of language to persuade others of a course of action
Ethical	2, 3	the ethical collection and use of recorded spoken language is explored as part of the preparation for coursework
Social	1, 4	the effects of social background can be explored through language use
Cultural	2, 4	language and cultural identity can be discussed in the ways texts are written to appeal to audience
Citizenship	2, 3	discussion on access and acquisition of the use of the English language as citizenship right
Environmental	2, 4	the global nature of English and the ease of travel could be discussed for their effects upon the carbon footprints of individuals
European initiatives	1, 3	lifelong learning can be discussed in the context of exploring the value of learning about language accessing language for people with disabilities could be explored
Health and safety	1, 2, 3, 4	the ways in which it is important to look after well-being when reading, using ICT, arranging visits, using recording equipment or inviting performers or audiences into public performance space are all aspects which can be discussed throughout the course

F Appendices

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students 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.	5030
National Qualifications Framework (NQF) codes	Each qualification title is allocated a QCA National Qualifications Framework (NQF) code. The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedule, Sections 96 and 97, and is to be used for all qualification funding purposes. The QCA QAN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: AS — 500/2664/1 Advanced GCE — 500/2647/1
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6EN01 Unit 2 — 6EN02 Unit 3 — 6EN03 Unit 4 — 6EN04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8EN01 Advanced GCE — 9EN01
Entry codes	The entry codes are used to: 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification.	Please refer to the Edexcel Information Manual available on the Edexcel website.

Appendix 6   Guidance

Notes for guidance

An accurate and systematic use of appropriate terminology is important in discussing English in use at Advanced Subsidiary and A2. While there is not a single standardised terminology for linguistic description, any consistent use of recognised terms is acceptable.

Advanced Subsidiary and A2 students are expected to be aware of the key constituents of language as specified below. At each level, there is a summary of the knowledge, skills and understanding required, followed by a list of useful/recommended terms.

Advanced Subsidiary

Phonology

At Advanced Subsidiary, students should understand that there are 44 significant sounds in spoken English, as opposed to 26 letters in the alphabet of written English, and the implications for spelling. This understanding can be reinforced by an introduction to the symbols (IPA) used to represent the pronunciation of English.

Students should be aware of some significant variations from the standard (RP — Received Pronunciation) provided in dictionary definitions, eg the North/South distinction between /bus/ and /bvs/;/gras/ and /gra:s/, and attitudes towards such varieties.

Students should understand some ways in which the pronunciation of individual words changes in connected speech, such as omitting or altering sounds, often represented in written form, eg '*cos I wanna go.'* In addition, they should be aware of the significance of suprasegmental features (eg speed, volume of delivery) in conveying meaning, noting contemporary trends such as the use of rising intonation for statements.

- phoneme/letter; consonant/vowel; homophone;
- non-standard spelling
- RP (Received Pronunciation); regional accent; Estuary English
- schwa; glottal stop
- elision; stress; pitch; intonation: rising/falling

Graphology	■ Understanding of some ways visual presentation can shape meanings

Lexis and morphology	■ Some awareness of the origins of words, eg from Old English, Latin, etc
	
	■ Understanding of some principles of word formation, eg affixation
	
	■ Awareness of impact of word choice on degrees of formality
	
	   ◆ etymology
	
	   ◆ neologism
	
	   ◆ morpheme; root; prefix; suffix
	
	   ◆ derivation; compounding; acronym; abbreviation
	
	   ◆ standard/non-standard; dialect; jargonistic; Latinate; polysyllabic; colloquial; slang

Grammar	Awareness of the levels of grammatical structure: morpheme, word, phrase, clause, sentence Word: understanding of the roles of the eight word classes in English and their flexibility, eg nominalisation (forming noun from verb) Phrase: awareness of degrees of complexity in noun and verb phrases Clause: awareness of the optional and movable role of adverbial elements Sentence: understanding distinction between main and subordinate clause, and various sentence structures lexical word classes: noun; verb; adjective; adverb functional word classes: pronoun; determiner; preposition; conjunction verb phrase: auxiliary/main verb; verb tense/person/voice: active verses passive noun phrase: premodified/postmodified clause structure: adverbial phrase; main clause; subordinate clause

sentence type: declarative; interrogative; imperative; exclamatory; negative

sentence complexity: simple; compound; complex; minor.

Semantics	Awareness of complex relationship between words and meanings, eg emotive associations
	Awareness of extent of metaphorical language (outside literary texts)
	Some understanding of ways in which words acquire shades of meaning
	literal: denotation; synonym/antonym
	associative: connotation; collocation; juxtaposition; semantic field
	figurative: metaphor
Discourse	At Advanced Subsidiary, students should understand the significance of contextual factors on use of language. They should be able to describe key aspects of situational variation and understand ways in which this relates to variation in register/ formality of the text. They should have some knowledge of features of overall text structure, in both spoken and written language.
	Students may also begin to explore the wider concept of 'discourse' (ie in 'the discourse of New Labour') in the sense of transmitting implied/assumed attitudes and values.

Situational variation:

- speaker/writer: idiolect; age; gender; social background; etc
- mode (spoken/written/electronic)
- genre (text type)
- function (purposes)
- tenor (status and relationship with audience/addressee).

Register:

- formal---informal
- planned---spontaneous
- private---public audience
- permanent---ephemeral
- message---speaker-oriented; etc.

Overall text structure:

- greetings/salutations; terms of address; etc
- discourse markers/framing moves
- turntaking; initiating; topic shift; adjacency pair; etc

+

- gaps and silences — choice or omission of detail
- implied (constructed or assumed) narrator/narratee.

Pragmatics	At Advanced Subsidiary, students should be aware of the distinction between 'what the *sentence* means and what the *speaker* means' and understand that various meanings may be implied/inferred depending on the context. They should use their knowledge of one or two pragmatic theories/concepts, such as 'presupposition' (assumptions) and 'inference' to explain the ways meanings may be implied.

NB The following list of the most commonly cited theories and concepts is not exhaustive:

- Face: positive and negative politeness strategies (Brown and Levinson)
- Footing: the stance/alignment adopted by participants (Goffman)
- Speech Acts: sentence v utterance/form v function; (Austen and Searle)
- Co-operative principle: maxims of quantity, quality, relevance, manner (Grice)
- Convergence/divergence: (Giles).

A2

Phonology

For the study of child language acquisition, A2 students should have some understanding of articulatory phonetics (how sounds are produced), in order to explain the late emergence of certain phonemes, etc.

This awareness can also be applied to the study of language diversity:

- world varieties of English: investigations into spoken language may also require a more detailed knowledge of phonology

- consonants: plosive; fricative; nasal, velar; etc

- vowels: long/short; high/low; back/front; etc.

Graphology

Students will need to call on terms to describe spelling symbols and spelling patterns, especially in the study of historical texts.

Students will need to comment on visual aspects of children's writing.

Lexis and semantics

For A2 study of Language Change, students will need to develop their knowledge and understanding of the origins of English vocabulary. Understanding of the principles of word formation should include study of inflections (grammatical suffixes such as –*eth*). In addition, students should be aware of semantic shift, such as the changes in meaning of the words '*nice*' or '*gay*'.

The study of word formation is also useful in explaining a child's 'virtuous errors': new formations such as '*killness*'. Semantic awareness is needed to account for the meanings a child attributes to existing words, such as '*Daddy*' to refer to any male person.

- Etymology: Old Norse; Germanic; Romance; etc

- Morphology: inflections; blending; clipping; etc

- Semantics: semantic shift; over-extension; under-extension; etc.

Grammar

Students should extend the basic grammar 'toolkit' introduced at AS to provide more precise identification of significant features.

Moving on from awareness of the levels of grammatical structure from the simplest unit of a word, to the most complex unit — a sentence — students should learn to recognise the complexity of embedded structures, such as a clause within a phrase: '*the boy who cried wolf*'.

The following list is intended only as a guide:

- intensifier
- deixis
- nominalisation
- modality/modal auxiliaries — may/might; can/could; shall/ should; etc
- transitive/intransitive verbs
- embedding of clauses and phrases.

Discourse

At A2, students should develop their understanding of the concept of discourse. The notion of the 'whole text in its context' includes:

- structures larger than a sentence, eg conversation analysis and textual cohesion
- the ways texts transmit ideologies, eg 'the discourse of New Labour'.

Texts should be read, not just as a product of a particular era (Language Change) or of a particular age (Child Language) but with a sense of their full context, including the familiar notions of purposes, participants and genre.

- conversation analysis: adjacency pairs; overlapping; interruptions; topic shifts; framing moves; pauses; terms of address; etc
- lexical cohesion: repetition; synonyms; antonyms; super-ordination; specific-general reference
- grammatical cohesion: pronoun reference; connectives; linking phrases; reference (cataphoric or anaphoric).

Pragmatics

At A2, students should develop their knowledge of pragmatic theories and concepts and be able to use them appropriately.

Books

General

Crystal D — *Discover Grammar* (Longman, 11th Impression, 2006) ISBN 10 0582294355, ISBN 13 978-0582294356

Crystal D — *Making Sense of Grammar* (Longman, 2004) ISBN 10 0582848636, ISBN 13 978-0582848634

Crystal D — *Rediscover Grammar* (Longman, 2004) ISBN 10 0582848628, ISBN 13 978-0582848627

Crystal D — *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, 2003) ISBN 10 0521530334, ISBN 13 978-05230330

Fromkin, Rodman and Hyams — *An Introduction to Language, 8th Edition* (Heinle and Heinle, 2006) ISBN 10 1413017738, ISBN 13 978-1413023169

Thorne S — *Mastering Advanced English Language* (Palgrave Macmillan, 2007) ISBN 10 1403994838, ISBN 13 978-1403994837

Writing techniques

Short M — *Exploring the Language of Poems, Plays and Prose* (Longman, 1996) ISBN 10 0582291305, ISBN 13 978-0582291300

Language diversity

Graddol D, Cheshire J and Swann J — *Describing Language, Second Edition* (Open University Press, 1994) ISBN 10 0335193153, ISBN 13 978-0335193158

Graddol D, Leith D and Swann J — *English: History, Diversity and Change* (Open University Press) ISBN 10 0415131189, ISBN 13 978-0415131186

Child language development	Gillen J — *The Language of Children* (Routledge/Intertext, 2003) ISBN 10 0415286212, ISBN 13 978-0415286213
	Hall N, Larson J and Marsh J (editors) — *Handbook of Early Childhood Literacy* (SAGE Publications Ltd, 2003) ISBN 10 0761974377, ISBN 13 978-0761974376
	Kress G — *Before Writing* (Routledge, 1996) ISBN 10 0415138051, ISBN 13 978-0415138055
	Pinker S — *The Language Instinct* (Penguin, 1994) ISBN 10 0140175296, ISBN 13 978-0140175295
	Stillwell Peccei J — *Child Language* (Routledge, 1994) ISBN 10 0415085675, ISBN 13 978-0415085670
	Stillwell Peccei J — *Child Language: A Resource Book for Students* (Routledge, 2005) ISBN 10 0415281032, ISBN 13 978-0415281034

Useful websites	www.edexcel.com/gce2008
	General
	The British Library — Texts in Context Project www.bl.uk/learning/langlit/texts/context.html
	Teach It — free and subscription access to teaching resources www.teachit.co.uk
	www.bbc.co.uk/education/asguru/english/06integration/ 31accentanddialect/index.shtml BBC AS English Language Revision
	www.bbc.co.uk/radio4/routesofenglish/storysofar/series3.shtml BBC Radio 4 series on English dialects with sound bites. History of English interactive timeline. Message board, games and live chat transcripts
	www.caithness.org/dialect/ Small local site which refers to language change. Translator provided and an A-Z of Caithness dictionary
	www.onestopenglish.com/section_magazine.asp?catid=58177 Macmillan publishers' online magazine for English teachers

www.phon.ucl.ac.uk/home/estuary/home.htm
UCL pages on 'Estuary English' targeting the not-too-academic interest as well as linguists. Plenty of data to choose from

www.putlearningfirst.com/language/04change/issuesofchange.html
Consultant's website which provides summary of the factors that affect language change on one page

www.universalteacher.org.uk/lang/rp.htm
Andrew Moore's site — used by thousands of English Language students. Aimed at A Level Language students — clear and precise in its guidance

www.usingenglish.com/
A comprehensive American site of resources to teach English to speakers of other languages — has sections on grammar, web logs and a text analyser. Signing up gives free access to an advanced text analyser that does lexical density and frequency

Student resources for spoken English	www.collectbritain.co.uk/collections/dialects/ The British Library archive collection. 'The way we speak' includes 100 sound files recordings of speakers from across the UK www.geordie.org.uk/ The Northumbrian Association Website Has a translator. Links provide information on other interesting sources of language in the North East www.newswales.co.uk/?section=Culture&F=1&id=7611 Report on BBC poll: attitudes to accents — recent poll undertaken in Wales www.peakdistrictonline.co.uk/content.php?categoryId=1605 List of dialect phrases on Peak District tourism site www.thepotteries.org/dialect_qa.html North Staffordshire dialect site. Range of examples of graphics used to represent the dialect

Teacher resources	http://fixedreference.org/en/20040424/wikipedia/British_English Comprehensive British and World English examples provided www.archiveshub.ac.uk/feb05.shtml The Archives Hub provides a single point of access to 18,917 descriptions of archives held in more than 90 UK universities and colleges. At present these are primarily at collection level, although complete catalogue descriptions are provided where they are available. The Archives Hub forms one part of the UK's National Archives Network, alongside related networking projects. Unfortunately it does not lead to any online examples or sound files but might open up the possibility of students visiting a local sound archive
Language diversity	www.bbc.co.uk News items about cultural and political influences on language. World Service pages useful www.cal.org Centre for Applied Linguistics offers a wide range of resources, particularly useful for dialects of American, and second language acquisition www.literacytrust.org.uk/Database/language.html Resources relating to current language change and language diversity
Child language development	http://coe.west.asu.edu/students/dcorley/writing/writing.htm Arizona State University site. This has some examples of young children's writing with brief commentaries www.literacytrust.org.uk National Literacy Trust covers a wide range from early years to adult literacy, but has interesting articles and details of resources for the 'Talk to Your Baby' campaign. Regularly updated
International phonetic alphabet	www.arts.gla.ac.uk/IPA/ipa.html www.phon.ucl.ac.uk/home/wells/fonts.htm

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. For information on reasonable adjustments please see the Edexcel website (edexcel.com).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competencies have been addressed. This will be kept under review and may be amended in the future.

The use of the term 'spoken' in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

edexcel
advancing learning, changing lives

Rewarding Learning

Ofqual

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

cea
Rewarding Learning