

**Edexcel Advanced Subsidiary GCE in English  
Language (8178)**

For teaching from September 2004

**Edexcel Advanced GCE in English Language  
(9178)**

For teaching from September 2004

Issue 1 November 2003

London Qualifications is one of the leading examining and awarding bodies in the UK and throughout the world. It incorporates all the qualifications previously awarded under the Edexcel and BTEC brand. We provide a wide range of qualifications including general (academic), vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, our centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call Customer Services on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk)

This is a re-published specification and is valid for teaching from September 2004. Key changes to requirements are sidelined. Centres will be informed in the event of any necessary future changes to this specification. The latest issue can be found on the Edexcel website, [www.edexcel.org.uk](http://www.edexcel.org.uk)

#### *Acknowledgements*

This specification has been produced by Edexcel on the basis of consultation with teachers, examiners, consultants and other interested parties. Edexcel acknowledges its indebtedness to all those who contributed their time and expertise to the development of Advanced Subsidiary/Advanced GCE specifications.

Authorised by Peter Goff

Publications Code UA014367

All the material in this publication is copyright  
© London Qualifications Limited 2003

# Contents

---

<b>Introduction</b>	<b>1</b>
Key features	1
Availability of units	2
Summary of scheme of assessment	2
<b>Specification overview</b>	<b>4</b>
Subject criteria	4
Aims	4
Knowledge, understanding and skills	5
Rationale for the specification	6
Assessment objectives	7
The relationship between AS and Advanced GCE	7
Rules of combination	8
Re-sitting of units and the validity of unit credits	8
Quality of written communication	8
Synoptic assessment	8
Key skills	9
Forbidden combinations	9
Students with particular requirements	9
Prior requirements, progression and outcomes	10
Spiritual, moral, ethical, social and cultural issues	10
<b>Scheme of assessment</b>	<b>12</b>
Assessment grid	12
Specification content	13
<b>Unit descriptions</b>	<b>14</b>
English Language AS	14
Unit 1: Textual Commentary (6371)	14
Unit 2: Desk Study (6372)	15
Unit 3a: The Language of the Media (6373/01)	16
Unit 3b: The Language of the Media (6373/02)	17
English Language A2	18
Unit 4: Varieties of English (6374)	18

Unit 5: Spoken or Written Study (6375)	19
Unit 6: Editorial and Language Topics	22
<b>Grade descriptions</b>	<b>23</b>
<b>Coursework</b>	<b>27</b>
Assessment and moderation of coursework	27
Coursework moderation	27
Assessment criteria for Unit 3a	28
Assessment criteria for Unit 5	30
<b>Textbooks and other resources</b>	<b>32</b>
Reading list	32
<b>Support and training</b>	<b>35</b>
INSET courses	35
Information and advice	35
Support materials	35
Assessment support meetings	35
<b>Appendices</b>	<b>37</b>
Appendix 1: Mapping of key skills summary table	37
Appendix 2: Key skills development	38

# Introduction

---

## Key features

- ◆ Opportunity to use pre-released material for the Desk Study.
- ◆ Opportunity to study English Language in use.
- ◆ Relevant to educational and vocational contexts which require sensitivity to language.
- ◆ Makes use of students' personal experience of language.
- ◆ Broadens students' experience by consideration of less familiar forms and functions of English.
- ◆ Requires practical and empirical investigation of varied uses and functions of English.
- ◆ Builds upon the knowledge about language which students have gained during GCSE/Key Stage 4 English courses.
- ◆ Optional coursework for both AS and A2.

The specification provides a flexible model of examination which offers the opportunity for students to re-sit units if they wish to do so. A distinctive feature of this specification is the opportunity to study spoken English in both AS and A2 coursework. Pre-released material will be available for the Desk Study. The specification provides students with the opportunity to study a wide variety of spoken and written texts for English Language, and to discuss important language issues.

## Availability of units

Units are available for examination as follows:

Unit	Unit code	January 2005	June 2005	January 2006	June 2006
Unit 1	6371	✓	✓	✓	✓
Unit 2	6372	×	✓	×	✓
Unit 3 (coursework)	6373/01	×	✓	×	✓
Unit 3 (examination)	6373/02	×	✓	×	✓
Unit 4	6374	×	✓	×	✓
Unit 5	6375	×	✓	×	✓
Unit 6	6376	×	✓	×	✓

## Summary of scheme of assessment

### Advanced Subsidiary (50%) 8178

The AS consists of Units 1, 2 and 3 and may be awarded as a discrete qualification; it also counts for 50% of the full Advanced GCE.

Options 1 and 2

- Option 1 consists of Units 1, 2 and 3a.
- Option 2 consists of Units 1, 2 and 3b.

Unit	Method	Contribution	Amount/length
Unit 1 Textual Commentary	Externally assessed written paper	AS 30% Full Advanced 15%	1 hour, 30 mins

Unit	Method	Contribution	Amount/length
Unit 2 Desk Study	Externally assessed written paper	AS 40% Full Advanced 20%	1 hour, 30 mins
Unit 3a The Language of the Media <b>or</b> Unit 3b The Language of the Media	Internally assessed coursework  Externally assessed written paper	AS 30% Full Advanced 15%	1500 words 1 hour, 30 mins

### Advanced GCE 9178

The full Advanced GCE comprises all of the AS plus Units 4, 5 and 6 (together Units 4, 5 and 6 are known as A2).

Unit	Method	Contribution	Amount/length
Unit 4 Varieties of English	Externally assessed written paper	A2 30% Full Advanced 15%	1 hour, 30 mins
Unit 5 Spoken or Written Study	Internally assessed coursework	A2 30% Full Advanced 15%	2000–2500 words
Unit 6 Editorial and Language Topics Synoptic unit	Externally assessed written paper	A2 40% Full Advanced 20%	2 hours

# Specification overview

---

## Subject criteria

This specification is based on the *Subject Criteria for English Language* published by QCA and mandatory for all awarding bodies.

## Aims

The specification aims to:

- encourage students to develop their interest and enjoyment in the use of English, through learning more about the structures and functions of English, drawing on their experience and knowledge of language change and variation
- enable students to learn to express themselves in speech and writing with increasing competence and sophistication
- encourage students to undertake a varied programme of reading
- enable students to develop skills of listening critically and attentively to spoken English.

**AS students should be given opportunities to:**

- study concepts and frameworks for the study of language
- apply concepts and frameworks to investigate their own and others' use of speech\* and writing
- develop their skills in speaking and writing for different purposes and audiences
- develop their ability to respond perceptively to the different varieties of English they hear and read.

**Advanced GCE students should additionally be given opportunities to:**

- develop further their knowledge of and ability to apply a range of linguistic frameworks to a wide variety of texts from both the past and present
- develop an increasing ability to select and use the frameworks most appropriate for their investigation and research
- express themselves with fluency and competence in speech\* and writing.

\* 'speech' and 'spoken language' may include transcripts.

## Knowledge, understanding and skills

The AS and Advanced GCE specifications require students to show broad knowledge and understanding of:

- a key features of frameworks for the systematic study of the English language at different levels of understanding, 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 (grammar)
  - the ways meanings are constructed and interpreted in speech and writing (semantics and pragmatics).
- b variations in language according to mode (speech or writing) and context, including the role of personal and social factors in influencing meanings and forms.

In addition, the Advanced GCE specification requires students to show deeper knowledge and understanding of:

- c frameworks for the systematic study of language, including phonology and phonetics, lexis, morphology, grammar and semantics
- d the application and usefulness of different linguistic frameworks for the description and analysis of speech and writing
- e how historical and geographical variation shape and change meanings and forms in language.

The AS and Advanced GCE specifications require students to:

- apply linguistic concepts and frameworks appropriately and systematically in study of language
- describe, explain and interpret variation in both spoken and written language
- demonstrate appropriate and accurate control of spoken and written English for a variety of audiences and purposes
- comment on the production, interpretation, adaptation and representation of texts.

In addition, the Advanced GCE specification requires students to:

- analyse and evaluate variation in written and spoken language, including language from the past
- make connections between their knowledge and understanding of concepts and frameworks for the study of language and evaluate the suitability of these tools for analysis of language in use.

The texts and language samples studied must be of sufficient substance and challenge to merit serious consideration.

## Rationale for the specification

English Language enables students to develop their interest and enjoyment in the use of English, through learning more about the structures and functions of English, drawing on their experience and knowledge of language change and variation. It also enables students to learn to express themselves in speech and writing with increasing competence and sophistication, undertaking a varied programme of reading and developing skills of listening critically and attentively to spoken English.

The specification can make a key contribution to developing the spiritual, moral, social and cultural education of students beyond the requirements of the National Curriculum. In addition, it supports the development of a range of key skills and research competencies that will be of value to students of a variety of ages studying and working in differing academic and vocational contexts.

The specification has been developed following extensive consultation meetings with teachers and lecturers in the subject. The findings of the consultation exercises demonstrate that the specification meets the needs and expectations of centres in the ways identified below.

- The overall scheme is simple and transparent; options are clearly identified.
- Breadth in choice of topics is maximised.
- As well as drawing on established knowledge, the subject matter is modern, contemporary, and relevant to a range of vocational areas.
- There is a focus on application, as well as theory, knowledge and understanding.
- Content and units of assessment are appropriate and accessible to a range of levels of experience and ability.
- There is continuity with current provision, which will allow use of existing resources.
- Reading lists contain both contemporary and more established texts.
- A mixture of examination formats and question types is used.

## Assessment objectives

Students should be able to:

		AS% weighting	A2% weighting	Advanced GCE weighting
AO1	communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	20	15	17½
AO2	demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made	20	10	15
AO3i	know and use key features of frameworks for the systematic study of spoken and written English	20	–	10
AO3ii	apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken	–	25	12½
AO4	understand, discuss and explore concepts and issues relating to language in use	20	25	22½
AO5i	distinguish, describe and interpret variation in the meanings and forms of spoken and written language according to context	20	–	10
AO5ii	analyse and evaluate variations in the meanings and forms of spoken and written language from different times according to context.	–	25	12½

## The relationship between AS and Advanced GCE

AS English Language consists of 50% of the total assessment for the specification and Advanced GCE consists of the AS units plus Units 4, 5 and 6 (together Units 4, 5 and 6 are known as A2). Certification for AS will be available on its own for those who do not go on to take the full Advanced GCE.

## Rules of combination

It is expected that the AS units will normally be taken in the first year of a two-year course. However, the AS units and the A2 units may be taken together at the end of the course. The specification has been designed to allow centres, teachers and their students maximum flexibility for delivery of the course. Centres should note that whilst the assessment units are set out and numbered in particular sequence, it remains the responsibility of the teacher to organise a teaching programme to provide maximum coherence and convenience. There is no required order in which content should be taught or assessed. Individual unit results will be certificated and the AS and Advanced GCE will be graded A to E. Students who fail to meet the minimum standard for an award will be recorded as ‘unclassified’. These specifications will comply with the grading, awarding and certification requirements of the revised GCE Code of Practice for courses starting in September 2002.

## Re-sitting of units and the validity of unit credits

There is no restriction on the number of times a unit may be attempted prior to claiming certification for the qualification. The best available result for each unit will count towards the final grade.

Results of units will be held in Edexcel’s unit bank for as many years as this specification remains available. Once the AS or Advanced level qualification has been certificated, all unit results are deemed to be used up. These results cannot be used again towards a further award of the same qualification at the same level.

## Quality of written communication

Students will be required to:

- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise relevant material clearly and coherently using specialist vocabulary where appropriate
- ensure writing is legible, with accurate use of spelling, grammar and punctuation in order to make meaning clear.

This requirement will be met through assessment objective AO1.

## Synoptic assessment

Synoptic assessment in English Language takes account of the requirement that Advanced GCE qualifications should enable students to develop a broader and deeper understanding of the connections between components of the specification as a whole, including the requirement to produce a range of writing. Synoptic assessment involves the explicit synthesis of insights developed through the application of theoretical frameworks to the study of language, both spoken and written. It will require students to show evidence that their critical understanding of meaning and variation in language is informed by the appropriate use of linguistic analyses, and to demonstrate their skills of interpretation and expression in accurate, well-argued responses. In the specification synoptic assessment will be in Unit 6 and will consist of editorial tasks and a question on a language topic. There is no longer a requirement that the synoptic unit, Unit 6, be taken at the end of the course as the final assessment unit for Advanced GCE.

## Key skills

The specification will provide opportunities for developing and generating evidence for the key skills of:

- communication
- information technology
- working with others
- improving own learning and performance.

The key skill of communication contributes to the assessment of the specification. Key skills Development Suggestions, providing suggested methods by which the teaching of English language and key skills can be integrated, are given on page 38. The specification provides examples of opportunities for students to provide evidence of the following key skills:

- communication in examination papers
- information technology in coursework
- improving own learning and performance in coursework and
- working with others in coursework and oral work.

The above are examples only and further guidance is given on page 38.

## Forbidden combinations

Every specification 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.

The classification code for this specification is 5030.

This specification may not be taken with any other Advanced Subsidiary GCE or Advanced GCE qualification with the title 'English Languages' at the same examination sitting. The specification may also not be taken with Edexcel Advanced Subsidiary or Advanced English Language and Literature at the same sitting.

## Students with particular requirements

Regulations and guidance relating to students with special requirements are published annually by the Joint Council for General Qualifications and are circulated to Examinations Officers. Further copies of guidance documentation may be obtained by calling Edexcel's Customer Services on 0870 240 9800 or by writing to the address below.

In accordance with the published guidelines, Edexcel is happy to assess whether special consideration or concession can be made for students with particular requirements. Requests should be addressed to:

Special Requirements  
Edexcel  
Stewart House  
32 Russell Square  
London WC1B 5DN

## **Prior requirements, progression and outcomes**

### **Prior requirements**

The AS and Advanced GCE specifications build on the knowledge, understanding and skills established at GCSE. It is recommended that students should normally have obtained at least Grade C in GCSE English or a qualification of an equivalent standard before proceeding to take the specifications. The specifications may be taken by students outside the United Kingdom. While it is anticipated that students will normally take the AS qualification in the first year of a two year course and the A2 qualification in the second year, the specifications are not age-related. It is recognised that there are other learners without prior qualifications.

### **Progression**

The specifications support lifelong learning by offering students the opportunity for personal enrichment by extending the opportunity to study English Language in depth. The AS specification introduces students to linguistic concepts and frameworks for language. The Advanced GCE specification additionally requires students to analyse and evaluate variation in written and spoken language and make connections between their knowledge and understanding of concepts and frameworks for the study of language.

### **Outcomes**

The subject will extend in a natural way beyond AS and Advanced GCE into related courses in higher education and into related careers which require a knowledge of and sensitivity to language such as the media, speech therapy, the law, marketing, librarianship or Teaching English as a Foreign Language.

## **Spiritual, moral, ethical, social and cultural issues**

The AS and Advanced GCE specifications provide opportunities to contribute to an understanding of spiritual, moral, ethical, social and cultural issues.

### **Spiritual issues**

The study of Advanced Subsidiary GCE and Advanced GCE English Language provides opportunities for the study of spiritual issues. Students will be able to study human and spiritual values in the texts they read and in their own writing. Linguistic texts deal with a wide variety of spiritual issues as they affect human experiences and motivations. Students will also be able to discuss a wide range of spiritual issues in response to their reading. For example, the non-literary texts in Unit 2 or a non-fiction text on contemporary values in Unit 6 will introduce students to the consideration of a wide range of spiritual issues.

## **Moral and ethical issues**

There is a wide range of opportunities for students to discuss moral and ethical issues in the study of the selected linguistic texts. They will be able to discuss and write about moral and ethical issues in their own society or in other societies. Students will also be able to gain greater understanding of the viewpoints of others. For example, the study of texts included in the pre-released material for Unit 2, Desk Study, will provide opportunities for students to study moral and ethical issues such as animal rights, environmental issues, parenting skills, etc. Unit 6, Section B, Topics in Language, also provides for the consideration of a range of moral and ethical issues.

## **Social and cultural issues**

Students will have the opportunity to consider social and cultural issues in literary and linguistic texts by means of the study of texts from different times and cultures. For example, the study of the language used in the media in Units 3a or 3b and regional or historical variants in Unit 4 will enable students to reflect on the social and cultural conditions in which the texts were produced. There are also opportunities to study English from other cultures, for example by studying texts from other cultures in preparation for Units 4 or 6.

## **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.

# Scheme of assessment

## Assessment grid

The relationship between assessment components and assessment objectives.

Assessment components			Assessment objectives						
			1	2	3i	3ii	4	5i	5ii
<b>AS</b>	Unit 1	Textual Commentary	5%				5%	20%	
	Unit 2	Desk Study	10%	20%			10%		
	Unit 3a	The Language of the Media (Coursework)	5%		20%		5%		
	Unit 3b	The Language of the Media (Examination)	5%		20%		5%		
	AS Total			20%	20%	20%	0%	20%	20%
<b>A2</b>	Unit 4	Varieties of English	5%				5%		20%
	Unit 5	Spoken or Written Study (Coursework)	5%			20%	5%		
	Unit 6	Editorial and Language Topics	5%	10%		5%	15%		5%
	A2 Total			15%	10%	0%	25%	25%	0%

## Specification content

The main emphasis of the subject is the development of knowledge, understanding and appreciation of language in use, through consideration of examples of many different kinds of spoken and written English and in one's own speaking and writing. The aim is to be able to consider any use of the language, to respond appropriately to how it works and to develop one's own uses of the language accordingly. For this the student needs a framework of reference based on theory, but it is a two-way process: the student develops theoretical insights and understanding of necessary terminology through looking at varied examples of speaking and writing but increasingly brings these insights and understanding to bear in looking at English in use and in developing personal skills in using the language. Students also need knowledge relating to the contextual background of texts and should develop concepts relating to linguistic study. Students also need knowledge relating to the contextual background of texts and should develop concepts necessary to linguistic study.

A framework of reference for work in language study is given in the *Notes for Guidance* on page 25.

Students must use appropriate styles of writing throughout the examination, for example in such forms as reports, essays, short-answer questions, discursive writing. A wider range of writing is required in Unit 2, Desk Study, and the Editorial section of Unit 6.

# Unit descriptions

---

## English Language AS

### Unit 1: Textual Commentary (6371)

#### (15%) (1 hr 30 mins examination)

This paper sets passages for textual commentary. Two questions will be set. Students must answer one question. They are asked to comment on examples of contemporary English in different varieties, both spoken and written. Most questions involve comparisons between pairs or groups of texts. Extracts may include transcripts of spoken English using the normal conventions of transcription. Students should be aware of the important differences between spoken and written English and should be familiar with the characteristics of different kinds of spoken English, eg conversations, prepared speeches, etc. Written extracts may include both literature and non-fiction.

Students are asked to describe and interpret distinguishing features of the texts, relating these to function and context and discussing their responses to the texts. Students need key linguistic terms\* to enable them to comment on such features as:

- a characteristic speech sounds and intonation patterns
- b vocabulary (lexis), its derivation and the connotations or associative meanings of words
- c sentence patterns, word order and phrase structure
- d degrees of formality and informality in language use
- e the tone and attitudes of language users
- f the meanings attributed to particular structures in actual language use
- g conventions of punctuation and layout in writing and printing different texts (eg newspaper columns, headlines, advertisements, prose paragraphing).

\* Examples of such terms may be found in the *Notes for Guidance* on page 24.

## Unit 2: Desk Study (6372)

### (20%) (1 hour 30 mins examination)

This unit sets textual material for writing tasks. Students must answer one question.

The Desk Study tests the student's ability to use appropriate reading strategies and to produce writing for specified purposes and audiences. Students study one set of source material with a common link, usually of content, and are asked to complete one writing task based on this material. A short commentary on the language used in their own writing style is also required.

The source material, consisting of whole pieces and/or extracts, is given out approximately two weeks before the examination, so that students have time to familiarise themselves with it. Teachers should not discuss the material with students in advance of the examination. Students may make marginal notes on the advance material and must bring this in to the examination, but they may not bring to the examination any additional notes on separate sheets. They should spend about a quarter of an hour in the examination in further preparation and about three quarters of an hour in writing the tasks and a further half an hour on the commentary.

The examination asks students to:

- select material for a particular purpose
- re-present material in a different form
- direct writing for a specific audience
- show an awareness of appropriate tone and style in writing
- summarise a particular aspect of the material
- produce articles, scripts, handouts, leaflets, texts for noticeboards, letters, prepared talks, brochures, programmes, information sheets, web pages, questionnaires etc
- comment on the language in the style they have used.

The source material will be demanding; it may be drawn from journalism, fiction and non-fiction books, and students may also be presented with pictures, graphs or diagrams in a wide range of possible material, though the emphasis will always be on material to be read. The writing task is usually intended to be read, but occasionally tasks include writing scripts for broadcasting, speeches or talks to specified audiences.

The Desk Study assesses a range of editorial skills, including comprehension, summarising, paraphrasing, re-organising and structuring material. Preparation for the Desk Study throughout the course should develop students' reading and comprehension skills and should lead to a more focused analysis of texts as well as fostering the ability to structure and present material succinctly, with an awareness of audience and purpose.

Exemplar material used in preparation for the examination should introduce students to a wide variety of styles and genres leading to an understanding of the structures and conventions of different genres and the relationship between writers and readers. Pre-released material gives students the opportunity for thoughtful reading and background research of substantial texts, as well as annotation; the examination itself allows them to demonstrate their creative abilities and their practical understanding of language variations.

## Unit 3a: The Language of the Media (6373/01)

### (15%) (Coursework)

Students must submit work to a total of about 1500 words, studying an aspect of the language used in the media. The submission may be a single study of approximately 1500 words or two pieces of work each of approximately 750 words. One of the 750 word studies may be based on data they have written. Knowledge and use of key features of frameworks for the systematic study of English need to be shown. Students are required to study one of the following areas:

- 1 newspapers
- 2 magazines
- 3 radio
- 4 television
- 5 advertising
- 6 film
- 7 the internet.

Students should consider a number of examples in their chosen field and select relevant illustrations for their studies. The following are examples of suitable and productive approaches:

- political bias/attitudes in a variety of newspapers or magazines
- sports writing in a variety of publications (compared with television/radio commentaries or reports)
- the creation of appeal in advertising/magazines
- the presentation of women or men in the tabloid and/or broadsheet press
- the writing or reporting of a particular journalist or broadcaster over a period of time
- the language of a particular television or radio genre such as soap operas, phone-ins, comedy programmes, documentaries, chat shows
- film reviews from different sources
- interviews in a variety of publications and on television/radio
- horoscopes.

The assessment criteria for coursework are on pages 28 to 29. Teachers are reminded that the coursework consists of 30% of the AS assessment as a whole and a proportionate amount of study time should be devoted to it.

**OR**

## **Unit 3b: The Language of the Media (6373/02)**

### **(15%) (1 hour 30 mins examination)**

This unit is an alternative unit to the coursework Unit 3a and contains passages for commentary from the media. Knowledge and use of key features of frameworks for the systematic study of English need to be shown. Students may be asked to comment on the style, attitudes and content of extracts from newspapers, magazines, radio, television and advertising but the questions will be language related.

Questions may include aspects such as bias and prejudice; a contrast between different media; persuasive or manipulative techniques; the representation of particular groups; the work of a particular journalist or broadcaster; a specific radio or television genre.

Two questions will be set. Students must answer **one** question.

## English Language A2

### Unit 4: Varieties of English (6374)

**(15%) (1 hr 30 mins examination)**

This unit sets samples of English of varied kinds for linguistic analysis and evaluation. Two questions are set: students must answer **one** of these questions.

A range of literary and non-literary samples is offered. These may occasionally include transcripts of speech. Students are asked to make evaluative analyses of single texts, or contrastive analyses and evaluations of two or more texts, relating observed linguistic features to contexts and functions. They should use appropriate linguistic terminology and show their appreciation of the nature of language variation and change, and of the social and contextual factors affecting styles and uses of English. Texts will include historical extracts and passages showing geographical variation. Texts selected will be drawn from examples of English from a wide variety of cultures. Other major areas of English in use are language acquisition and language in the classroom; informal and personal uses in the home and in personal relationships in letters, diaries and telephone conversations; language in religion and law, politics and bureaucracy, business and industry, games and sport; other 'Englishes' such as pidgins and Creoles; style in the media and arts.

## Unit 5: Spoken or Written Study (6375)

### (15%) (internally assessed coursework project)

The coursework project is a study of an aspect of the spoken or written language in a given context and is based on a facsimile of written data or on the transcription of 2½ minutes of tape-recorded speech. The transcription may be of a single speaker or of conversation and dialogue and may consist of edited sections from a longer recording. The aim is to produce a detailed linguistic study — not an informal narrative account — of significant features of discourse, orthography, phonology, syntax or lexis in the data related to the context of the speaker(s) or writer(s) and the situation. The coursework provides the opportunity for students to produce a practical, independent study. Any field of study in written or spoken English is acceptable. Students may concentrate on the study of one aspect of their material but should ensure that the significant language features are discussed.

Students must submit a coursework project of about 2000 to 2500 words (not including the transcription or written data) in the following form:

- 1 **introduction:** the aim — a brief outline of the aspect of English to be studied, giving the aims and the reasons
- 2 **description:** the material — a brief explanation of what the recorded material or written data contains; where, when and how it was produced, and who the participants or authors were, with any other necessary background material
- 3 **transcription or written data:** an accurate written transcript of 2½ minutes of recorded material, or a copy of the written data
- 4 **analysis:** an application of relevant language frameworks allowing for a description and exploration of the interesting and significant features of the language — this should be the most substantial section of the study and needs to be divided into appropriate subsections
- 5 **evaluation:** a brief evaluation of the usefulness of the approaches taken, of what has been learned about language in the study undertaken and of its success and limitations as a piece of research
- 6 **bibliography:** relevant sources used in the study, listed alphabetically by author.

Where a transcript is used it should normally be in standard spelling, using appropriate conventions to indicate spoken material and conversation — not punctuated in sentences as if in written language. If pronunciation is to be discussed symbols of the International Phonetic Association (IPA) should be included where relevant to the discussion. If prosodic features such as stress and intonation are to be studied these should be marked similarly. Any markings, conventions and symbols used should be shown in a key at the head of the transcription. Any spoken material must be recorded on audio cassette, positioned at the beginning of the transcribed extract(s) for submission and moderation. Where written data are used, care must be taken to ensure that it is as close as possible to the original data. The coursework must be tagged together with a Coursework Assessment Sheet which gives the coursework title and brief outline of the topic. It should authenticate the work as the student's own and contain a statement of the conditions under which the work was completed.

The following are typical examples of fields of study in spoken language undertaken for coursework:

- ‘ship speak’: communications between ships and coastguards
- ‘airspeak’: communications between ground and aircraft
- ‘news-speak’: contrasting news reports on different radio stations
- table talk: analysing meal-time conversation
- teacher talk: contrasting styles and approaches for different age groups
- CB language: citizen band radio
- Jamaican Creole; the language of a West Indian entertainer
- ‘caretaker speech’: adult usage with a young child
- child language: contrasting speech at different ages
- storytelling: oral narrative
- ‘DJ speak’: local radio disc-jockey language
- soap opera: contrasting scripted dialogue with real conversation
- an argument: discourse analysis
- American English: significant features of a speaker’s accent, vocabulary and grammar
- ‘Franglish’: a study of a French speaker using English
- salestalk: persuasive techniques on a market stall
- telephone talk: contrasting a personal and a business call
- a sermon: just one variety of English?
- a sports commentary: analysed for fluency, vocabulary and prosodic features as well as for other typical features
- advertising: contrasting the language of radio advertisements for similar products
- local accents/dialects: contrasted with RP/‘Standard English’
- guess who?: contrasting styles of an individual speaker, eg to the dog, baby, husband, on the phone...

The following are typical examples of fields of study in written language:

- the language of a particular novelist, poet or playwright
- the literature of financial services
- email language
- gravestones and obituaries
- occupational English, eg law, medicine
- children’s writing
- travel writing
- writing for children
- the language of science fiction or horror
- historical advertisements

- song lyrics
- written forms of pidgins and Creoles
- dialect writing
- scientific English
- walking guides
- public service information
- the Bible through the ages
- a selection of forms
- original and simplified versions of literature
- diary writing.

These are only suggestions from a wide range of possibilities.

## Internal assessment and moderation

The teacher's final assessment of the coursework must judge its appropriateness as a written report of a detailed study in the following terms:

- a a manageable and well-defined aim
- b informative, brief **introduction** and **description**
- c appropriate **written data** or **transcription** (the latter to be checked against the recording: 2½ minutes, with acceptable sound quality), using normal spelling, with IPA symbols and/or acceptable conventions for prosodic features if appropriate
- d clear and relevant focus of interest in the **analysis**, with evidence drawn from the content of the **written data** or **transcription** and relating to the aims in the **introduction**
- e objective and honest **evaluation**.

The **assessment criteria** are given on pages 31 to 32. Teachers are reminded that the coursework consists of 30% of the AS assessment as a whole and a proportionate amount of study time should be devoted to it. Students should not re-submit work for this unit which has previously been submitted for assessment for Unit 3a.

## Unit 6: Editorial and Language Topics

### (20%) (synoptic unit — 2 hr examination)

This unit consists of two sections, Section A, Editorial, and Section B, Language Topics. This unit will be the synoptic unit for the specification.

**Section A, Editorial** (1¼ hours advised) will consist of editorial tasks of different kinds — adaptation or rewriting of material in various ways, or writing in response to given material — with a commentary and explanation on the editorial processes involved and an analysis of the style adopted. Two questions will be set, and students will be required to answer **one** question. The editorial task and commentary will be equally weighted.

**Section B, Language Topics** (45 mins advised). The language topics section will contain questions on knowledge about language and issues in language. It will invite students to write more reflectively on aspects of language and on attitudes and concepts related to linguistic use.

Four questions will be set. Students will need to answer **one** question. Students will be asked to demonstrate in essay form knowledge about topics central to language study and to substantiate their views fully.

The questions require a knowledge of various aspects related to the general structure of English, a wider knowledge of social, cultural, regional and historical contexts and an awareness of the following topics in language study: language change; language and society; language acquisition; language varieties.

There will not necessarily be a separate question on each of these topics. Some questions will require knowledge of more than one topic, and not all topics will necessarily be examined in the examination paper.

Students will need to be able to generalise and evaluate, sometimes from given material. They should illustrate their discussion with examples of their own.

# Grade descriptions

---

The following grade descriptions indicate the level of attainment characteristic of grades A, C and E at Advanced GCE. They give a general indication of the required learning outcomes at the specified grades. The descriptions should be interpreted in relation to the contents outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the student has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

## Advanced GCE English Language

### Grade A

In response to the tasks set, students demonstrate a comprehensive theoretical knowledge of the way language works as a multi-layered system, through their analysis and evaluation of a range of material from the present to the past. They select and apply analytical frameworks appropriately and systematically in their own investigation and research, evaluating the usefulness of the approaches taken to the description of spoken and written English. Students explore perceptively and critically concepts and viewpoints relating to language in use, supporting coherent, well-argued discussion with relevant examples, using appropriate terminology. Their writing is fluent, well structured, accurate and precise, demonstrating awareness of a wide range of different audiences and purposes.

### Grade C

In response to the tasks set, students demonstrate secure knowledge and understanding of linguistic ideas and concepts in their use of analytical frameworks to identify and discuss significant features of spoken and written language. They distinguish important elements of language variation in past and present usage, explaining these by reference to context and using examples to support their interpretations. They show awareness of different approaches to language study and different attitudes to language use, informed by their own investigative studies of speech or writing. Their writing in a range of tasks is accurate and clear, showing an ability to use technical language appropriately, and some adaptation to audience and purpose.

### Grade E

In response to the tasks set, students demonstrate knowledge and understanding of the way different linguistic frameworks may be used and applied in the study of language. They comment descriptively on some of the ways in which spoken or written English varies according to the context of use, without necessarily distinguishing the impact of different factors. Students show an appreciation of topical issues surrounding the use of English which may be informed by some investigation of samples of speech and writing. Their writing conveys basic ideas and is generally accurate if non-technical in expression, showing some awareness of the needs of different audiences and purposes.

## Notes for guidance

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

AS and A2 students are expected to be aware of the key features of frameworks of language as specified below.

### AS

#### Phonology

- consonant: vowel
- volume – piano (soft): forte (loud)
- speed — allegro (fast): lento (slow)
- pitch — high: low
- fluency: non-fluency
- sound symbolism and other sound patterns involving prosodics or consonants and vowels (eg alliteration, assonance, rhyme, onomatopoeia, strategic pausing, information units, elision)

#### Lexis

- word formation: loan words
- formal (eg jargonistic, Latinate, polysyllabic): informal (eg colloquial, slang, abbreviations)

#### Grammar

- lexical words: function words
- lexical words — noun: verb: adjective (superlative and comparative): adverbs
- function words — preposition: conjunction: pronoun: auxiliary verb
- sentence type — declarative: interrogative: negative: imperative
- sentence elements — subject: predicator: object: complement: adverbial
- sentence complexity — simple: compound: complex: minor
- verb phrase — past tense: present/non-present tense
- third person singular present: other present tense form
- active voice: passive voice
- noun phrase:
  - common: proper
  - singular: plural
  - premodified: postmodified

## **Semantics**

- denotation: connotation
- synonymy: antonymy
- figurative: literal

## **Pragmatics**

- orderly turntaking: overlapping
- initiation: response

Students should also be able to describe the layout of texts and use other key terms such as standard/non-standard, accent, dialect, idiolect.

## **A2**

### **Phonology**

- vowel
  - monophthong: diphthong
  - long: short
  - front: back: central
- consonant — place of closure...: type of closure...: voiced: unvoiced
- rhythm — rhythmic (iambic...): arhythmic
- tones — rising: falling: complex

### **Lexis**

- word formation — compounding: affixation: conversion: shortening: back formation: acronymisation...
- Germanic: Romance...

### **Grammar**

- verb aspect — progressive: perfect
- simple verb phrases: complex verb phrases
- auxiliaries: main verbs
- modal auxiliaries — may/might: can/could: shall/should: will/would: must/should
- nouns — count: non-count: mass
- pre-modification — predeterminer: determiner: ordinator: classifier (noun/verb modifier)
- postmodification — prepositional phrase: relative clause: non-finite clause
- adverbial clauses — time: reason: condition...
- embedding of clauses and phrases

### **Semantics**

- homonymy — homophones: homographs
- hyponymy — superordinates: hyponyms
- semantic features

### **Pragmatics and discourse**

- cohesion — reference: substitution: repetition: ellipsis: conjunction
- speech acts...

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

The above terms are listed within possible frameworks for the study of language consisting of phonology, lexis, grammar, semantics and pragmatics/discourse. They are particularly useful in showing progression between AS and A2. For AS, the list contains key features (AO3i) in each category. This should allow AS students to distinguish and describe (AO5i) in order to interpret (AO5i) texts. For A2, the key features are further analysed (AO5ii) so that each category is more detailed. This should allow A2 students to base their evaluations (AO5ii) on more precise linguistic judgements. A2 students should also be able to select from the appropriate level in order to apply and explore frameworks (AO3ii).

The list is presented as oppositions to highlight their position within a system of both closed and open class items. This should aid systematic study (AO3i and AO3ii). Students should be aware of how language operates as a system both paradigmatically and syntagmatically.

# Coursework

---

## Assessment and moderation of coursework

Teacher assessment is out of 50, for the folder as a whole, according to the criteria for assessment described in the mark bands on the following pages.

Each student's folder should be assessed first of all against the Assessment Objective (AO) that is the main focus of the unit (refer to Scheme of assessment page 12). The decision on where to place the folder in the mark range shown on the assessment criteria grid should be confirmed by then assessing the folder against the other targeted Assessment Objectives.

Each centre is responsible for agreeing teachers' assessments internally according to a common standard and the assessments are subject to moderation by Edexcel.

## Coursework moderation

Information about moderation procedures will be sent to centres making entries for this specification.

## Assessment criteria for Unit 3a

Bands/ Marks	AO3i Know and use key features of frameworks for the systematic study of spoken and written language	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO4 Understand, discuss and explore concepts and issues relating to language in use
<b>Band 1</b> 1–10	<ul style="list-style-type: none"> <li>• demonstrate minimal attempt to use key features of frameworks for studying spoken and written language</li> <li>• cover features unsystematically and unevenly or leave significant gaps</li> <li>• employ frameworks partly or wholly inappropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• show minimally accurate expression and/or limited vocabulary</li> <li>• use some inaccurate spelling, punctuation errors and loose sentence structure</li> <li>• stray from the question partially or wholly</li> <li>• repeat points and/or ramble in structure and illustration, with a tendency to narrate</li> <li>• use minimal key linguistic terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• show minimal awareness of major concepts and issues</li> <li>• discuss general issues in a limited way</li> <li>• demonstrate some confusion and errors in judgement.</li> </ul>
<b>Band 2</b> 11–20	<ul style="list-style-type: none"> <li>• use some key features and frameworks</li> <li>• demonstrate some limitations in systematic approach</li> <li>• use checklist approach to the study of spoken and written English and/or show some gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• use some accurate expression and some appropriate vocabulary</li> <li>• show basically accurate spelling and punctuation and some fluency in sentence structure</li> <li>• cover some relevant points</li> <li>• show some organisation</li> <li>• show limited accuracy in use of key linguistic terms with some illustration, even if long or sometimes inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a limited understanding of some key concepts and issues</li> <li>• discuss some familiar situations</li> <li>• attempt to explore but with some lapses.</li> </ul>
<b>Band 3</b> 21–30	<ul style="list-style-type: none"> <li>• use a selection of significant key features from the appropriate frameworks with some accuracy</li> <li>• attempt to be systematic but with some inconsistencies</li> <li>• use frameworks largely appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• use technically accurate expression and appropriate vocabulary</li> <li>• show mainly accurate spelling and punctuation with control over sentence structure</li> <li>• answer mainly relevantly</li> <li>• use logical argument and structure</li> <li>• show a sound grasp of key linguistic terms and mainly appropriate illustration.</li> </ul>	<ul style="list-style-type: none"> <li>• show assured understanding of key concepts and issues</li> <li>• discuss a range of situations</li> <li>• explore with some consistency.</li> </ul>

<b>Bands/ Marks</b>	<b>AO3i know and use key features of frameworks for the systematic study of spoken and written language</b>	<b>AO1 communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>	<b>AO4 understand, discuss and explore concepts and issues relating to language in use</b>
<b>Band 4 31–40</b>	<ul style="list-style-type: none"> <li>• choose key features from quite a wide range of frameworks</li> <li>• show a systematic approach to the material</li> <li>• employ frameworks appropriately and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• use apt expression and vocabulary</li> <li>• show accurate spelling, punctuation and well controlled sentences</li> <li>• employ coherent organisation</li> <li>• cover many relevant points</li> <li>• use accurate key linguistic terms with effective illustration.</li> </ul>	<ul style="list-style-type: none"> <li>• show consistent understanding of key concepts and issues</li> <li>• discuss a wider range of situations</li> <li>• show effective exploration.</li> </ul>
<b>Band 5 41–50</b>	<ul style="list-style-type: none"> <li>• demonstrate a well chosen selection of a wide range of key features from relevant frameworks</li> <li>• have accurate and systematic application to spoken and written texts</li> <li>• employ frameworks effectively to give full coverage.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate some sophistication in expression and appropriate vocabulary</li> <li>• use technically accurate spelling and punctuation with relevantly framed and well controlled sentence structure</li> <li>• use well shaped organisation</li> <li>• answer fully and relevantly</li> <li>• show a wide ranging accurate use of key linguistic terms with very apt illustration.</li> </ul>	<ul style="list-style-type: none"> <li>• show thorough understanding of key issues and concepts</li> <li>• demonstrate an awareness of the complexity and range</li> <li>• explore in detail.</li> </ul>

## Assessment criteria for Unit 5

Bands/ Marks	AO3ii Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken	AO1 Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression	AO4 Understand, discuss and explore concepts and issues relating to language in use
<b>Band 1</b> 1–10	<ul style="list-style-type: none"> <li>• demonstrate limited or no ability to select appropriate basic frameworks</li> <li>• show limited, loose or no aims in applying the frameworks and exploring the material</li> <li>• explore the frameworks minimally</li> <li>• use non-evaluative comments about approaches taken.</li> </ul>	<ul style="list-style-type: none"> <li>• produce partially or totally incomprehensible written work</li> <li>• show inaccuracy and lack of control</li> <li>• make limited use of detailed terminology and exemplification</li> <li>• show poor planning with some evidence of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate limited ability to understand and explain specific concepts and issues</li> <li>• have unadapted, vague and/or thin ideas</li> <li>• explore in a totally or partially unconvincing way.</li> </ul>
<b>Band 2</b> 11–20	<ul style="list-style-type: none"> <li>• show a choice of partially relevant frameworks for the study of language at different levels</li> <li>• use narrow, diverse or over general aims</li> <li>• explore the frameworks but with some inconsistencies</li> <li>• use some evaluative comment.</li> </ul>	<ul style="list-style-type: none"> <li>• written work with some lapses in argument</li> <li>• show some accuracy and control</li> <li>• make some appropriate use of detailed terminology with some exemplification</li> <li>• show some evidence of shaping.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate some security in understanding of language issues and concepts</li> <li>• discuss a range of ideas</li> <li>• show a largely descriptive approach with some lapses.</li> </ul>
<b>Band 3</b> 21–30	<ul style="list-style-type: none"> <li>• demonstrate appropriate choice of aims and frameworks</li> <li>• apply the frameworks systematically, bearing aims in mind</li> <li>• explore various levels in some detail</li> <li>• draw relevant evaluative conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• produce comprehensible written work</li> <li>• produce largely accurate written work</li> <li>• use detailed terminology with appropriate exemplification</li> <li>• produce carefully organised responses.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate consistency in understanding of concepts and issues</li> <li>• show some depth of knowledge of a range of concepts and issues</li> <li>• use a descriptive approach when discussing concepts and issues.</li> </ul>

<b>Bands/ Marks</b>	<b>AO3ii</b> <b>Apply and explore frameworks for the systematic study of language at different levels, commenting on the usefulness of the approaches taken</b>	<b>AO1</b> <b>Communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression</b>	<b>AO4</b> <b>Understand, discuss and explore concepts and issues relating to language in use</b>
<b>Band 4</b> <b>31–40</b>	<ul style="list-style-type: none"> <li>• show a clear overview and focus in the selection of frameworks</li> <li>• apply the frameworks systematically with a clear focus on aims</li> <li>• demonstrate some research skills in systematic exploration and detailed explanation</li> <li>• show clear insight in evaluating approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• produce fluent and logical written work</li> <li>• produce technically accurate written work</li> <li>• use detailed and complex terminology with well chosen and thoughtful exemplification</li> <li>• produce well ordered responses.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a thoughtful and consistent understanding which incorporates an overview</li> <li>• explore in detail a wide range of specific concepts and issues</li> <li>• show a descriptive approach and an awareness of different viewpoints concerning concepts and issues.</li> </ul>
<b>Band 5</b> <b>41–50</b>	<ul style="list-style-type: none"> <li>• demonstrate an effective selection of a range of significant frameworks</li> <li>• apply the frameworks systematically to effective aims</li> <li>• show precise, detailed and full exploration of the material with an awareness of alternative solutions and ‘grey’ areas</li> <li>• demonstrate a questioning attitude with sharp insights into the usefulness of approaches taken.</li> </ul>	<ul style="list-style-type: none"> <li>• produce lucid written work</li> <li>• show great accuracy in written work</li> <li>• make focussed use of detailed and complex terminology with precise and effective exemplification</li> <li>• produce cogent, engaged and well argued responses.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate complex understanding involving theories or research</li> <li>• have incisive explanations in the exploration of a wide range of issues</li> <li>• show balanced awareness of a variety of viewpoints.</li> </ul>

# Textbooks and other resources

---

## Reading list

The following selection of texts may prove helpful.

### Student-based texts

- Bain, E and Bain, R — *The Grammar Book* — (NATE, 1996)
- City of Sunderland College A Level English Resource Website: [www.citysun.ac.uk/aer](http://www.citysun.ac.uk/aer)
- Crystal, D — *Discover Grammar* — (Longman, 1996)
- Fabb, N — *Sentence Structure, Language Workbooks* — (Routledge, 1994)
- Freeborn, D et al — *Varieties of English 2nd Edition* — (Macmillan, 1993)
- Fuller, S et al — *Language File* — (BBC and Longman, 1990)
- George, K — *Language and Literature* — (Hodder & Stoughton)
- Goddard, A et al — *English Language A Level: The Starter Pack* — (Framework Press, 1991)
- Goddard, A — *Researching Language: English Project Work at A Level and Beyond* — (Framework Press, 1993)
- Haynes, J — *Style: Language Workbooks* — (Routledge, 1995)
- Hudson, R — *Word Meaning: Language Workbooks* — (Routledge, 1994)
- Jago, M — *Language and Style* — (Hodder & Stoughton)
- Keith, G and Shuttleworth, J — *Living Language* — (Hodder & Stoughton)
- Langford, D — *Analysing Talk* — (Macmillan, 1994)
- McDonald, C — *English Language Project Work* — (Macmillan, 1992)
- Russell, S — *Grammar, Structure and Style* — (OUP, 1993)
- Salkie, R — *Text and Discourse Analysis: Language Workbooks* — (Routledge, 1995)
- Stilwell Peccei, J — *Child Language: Language Workbooks* — (Routledge, 1994)
- Thorne, S — *Mastering Advanced English Language* — (Macmillan, 1997)
- Tinkel, A J — *Explorations in Language* — (CUP, 1988)
- Trask, R L — *Language Change: Language Workbooks* — (Routledge, 1994)
- Trudgill, P — *Dialects: Language Workbooks* — (Routledge, 1994)
- Wainwright, J and Hutton, J — *Your Own Words* — (Nelson, 1992)
- Yelsa — *A Level Teaching Materials: Teaching English Language* — (YELSA, 1996)

## Reference and introductory

- Carey, J (editor) — *The Faber Book of Reportage* — (1987)
- Cheshire, J/Graddol, D and Swann, J — *Describing Language* — (Open University, 1987)
- Crystal, D — *The Cambridge Encyclopaedia of English Language* — (CUP, 1997)
- Crystal, D — *A Dictionary of Linguistics and Phonetics 3rd Edition* — (Blackwell, 1991)
- Crystal, D — *The English Language* — (Penguin, 1988)
- Hyszor, F — *Language Acquisition* — (Hodder & Stoughton)
- McArthur, T (editor) — *The Oxford Companion to the English Language* — (OUP, 1992)
- Perera, K — *Understanding Language* — (National Association of Advisers in English)

## Frameworks for the study of language

- Bauer, L — *English Word Formation* — (CUP, 1983)
- Crystal, D — *Rediscover Grammar* — (Longman, 1988)
- Freeborn, D — *A Course Book in English Grammar* — (Macmillan, 1987)
- Greenbaum, S and Quirk, R — *A Student's Grammar of the English Language* — (Longman, 1990)
- Halliday, M and Hasan, R — *Cohesion in English* — (Longman, 1976)
- Leech, G/Deuchar, M and Hoodengraad, R — *English Grammar for Today* — (Macmillan, 1982)
- Palmer, F — *Semantics 2nd Edition* — (CUP, 1981)
- Roach, P — *English Phonetics & Phonology 2nd Edition + tape* — (CUP, 1991)
- Shuttleworth, J — *Editorial Writing* — (Hodder & Stoughton)

## Variations in language

- Abbs, P and Richardson, J — *The Forms of Narrative* — (CUP, 1990)
- Bolinger, D — *Language: The Loaded Weapon* — (Longman, 1980)
- Brown, J and Jackson, D — *Varieties of Writing* — (Macmillan)
- Crystal, D and Davy, D — *Investigating English Style* — (Longman, 1969)
- Elliot, A — *Child Language* — (CUP, 1981)
- Fowler, R — *Linguistic Criticism* — (OUP, 1986)
- Freeborn, D/French, P and Langford, D — *Varieties of English + tape* — (Macmillan, 1986)
- Freeborn, D/French, P and Langford, D — *Varieties of English 2nd Edition* — (Macmillan, 1993)
- Hannah, J and Trudgill, P — *International English: A Guide to Varieties of Standard English 3rd Edition* — (Edward Arnold, 1994)
- Hughes, A and Trudgill, P — *English Accents & Dialects 2nd Edition* — (Macmillan, 1994)
- Maybin, J and Mercer, N — *Using English: From Conversation to Canon* — (Routledge, 1996)

- O'Donnell, W R and Todd, L — *Variety in Contemporary English* — (Allan & Unwin, 1980)
- Trudgill, P — *Sociolinguistics: An Introduction revised edition* — (Penguin, 1983)
- De Villiers, J and P — *Early Language* — (Fontana 1979, Open Books, 1970)
- Wardhaugh, R — *How Conversation Works* — (Blackwell, 1987)

### **Changes in language**

- Baugh, A and Cable, T — *A History of the English Language 4th Edition* — (Routledge & Kegan Paul, 1993)
- Burnley, D — *The History of the English Language: A Source Book* — (Longman, 1992)
- Graddol, D/Leith, D and Swann, J — *English: History, Diversity & Change* — (Routledge, 1996)

### **Audio/video material**

- Higgins, Louise T — *Learning to Talk from Birth to Three* — (language acquisition cassette)
- *An A to Z of English* — (BBC for the Open University)
- *Get the Grammar* — (BBC: English Time)
- *The Language File* — (BBC: The English Programme)
- *Over 100 Years* — (BBC: The English Programme)
- *The Story of English* — (History of the English Language Video)

# Support and training

---

## INSET courses

### Training

Each year Edexcel provides a programme of training courses covering aspects of the specifications and assessment. These courses take place throughout the country. For further information on what is planned, please consult the annual Training and Professional Development Guide, which is sent to all centres, or contact:

Professional Development and Training (INSET)

Edexcel

Stewart House

32 Russell Square

London WC1B 5DN

Telephone: 0870 240 9800

Fax: 020 7758 5951

An INSET booking form is available on the website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

Return to: [trainingbookings@edexcel.org.uk](mailto:trainingbookings@edexcel.org.uk)

## Information and advice

Further information on any aspect of the specification can be obtained from Customer Services, telephone 0870 240 9800.

## Support materials

- English Language Specimen Papers with Mark Schemes UA006990
- English Language Coursework Guide UA007547
- English Language Teachers' Guide UA007548

## Assessment support meetings

Edexcel will run a series of Coursework Advice Meetings for teachers of the specification. The meetings will be held on a regional basis and will be run by experienced Senior Moderators for the specification. The meetings will support teachers in their planning, teaching and assessment of the specification and it is a requirement that the teacher-examiner from each centre attend the meetings.



# Appendices

## Appendix 1: Mapping of key skills summary table

There are opportunities for the assessment of key skills in all units of the specification. The ticks indicate units which are particularly appropriate for the assessment of individual key skills.

Key skills (level 3)	Unit 1	Unit 2	Unit 3a	Unit 3b	Unit 4	Unit 5	Unit 6
<b>Communication</b>							
C3.1a			✓				
C3.1b			✓				
C3.2	✓	✓	✓	✓	✓	✓	✓
C3.3	✓	✓	✓	✓	✓	✓	✓
<b>Information technology</b>							
IT3.1			✓				
IT3.2			✓				
IT3.3			✓				
<b>Working with others</b>							
WO3.1			✓				
WO3.2			✓				
WO3.3			✓				
<b>Improving own learning and performance</b>							
LP3.1			✓				
LP3.2			✓				
LP3.3			✓				

## Appendix 2: Key skills development

The AS/Advanced GCE in English Language offers a range of opportunities for students to both:

- develop their key skills and
- generate assessed evidence for their portfolios.

In particular the following key skills can be developed and assessed through this specification at level 3:

- communication
- information technology
- improving own learning and performance
- working with others.

**Students requiring application of number may be able to develop this skill through other parts of their Advanced GCE course or through stand-alone sessions.**

Copies of the key skills specifications can be ordered through our publications catalogue. The individual key skills units are divided into three parts:

- Part A: what you need to know — this identifies the underpinning knowledge and skills required
- Part B: what you must do — this identifies the evidence that students must produce for their portfolios
- Part C: guidance — this gives examples of possible activities and types of evidence that may be generated.

This Advanced GCE specification signposts development and internal assessment opportunities which are based on Part B of the level 3 key skills units.

Additional guidance is available for those students working towards levels 2 or 4 for any of the individual key skills units.

The evidence generated through this Advanced GCE will be internally assessed and contribute to the students' key skills portfolio. In addition, in order to achieve the key skills Qualification, students will need to take the additional external tests associated with communication, information technology and application of number.

Each unit within the Advanced GCE in English Language will provide opportunities for the development of all four of the key skills identified. This section identifies the key skills evidence requirements and also provides a mapping of those opportunities. Students will need to have opportunities to develop their skills over time before they are ready for assessment. For each skill you will find illustrative activities that will aid this key skill development and facilitate the generation of appropriate portfolio evidence. To assist in the recording of key skills evidence, Edexcel has produced recording documentation which can be ordered from our publications catalogue.

## Communication — level 3

For the communication key skill students are required to hold discussions and give presentations, read and synthesise information and write documents. Students will be able to develop all of these skills through an appropriate teaching and learning programme based on this Advanced GCE.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p><b>C3.1a</b> Contribute to a group discussion about a complex subject.</p>	<p>2  6 (Section B)</p>	<p>Many of the topics in this specification are suitable as the basis of 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.</p> <p>Eg take part in a formal debate or a group discussion on an issue such as animal rights, what makes for healthy living, etc. (Current and previous source material should provide plenty of material for subjects to be debated.)</p> <p>Formal debates 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.</p>
<p><b>C3.1b</b> Make a presentation about a complex subject, using at least one image to illustrate complex points.</p>	<p>3a/3b</p>	<p>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.</p> <p>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:</p> <p>the use of examples to illustrate complex points, audience experience used to involve the audience, tone of voice varied, etc.</p> <p>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.</p> <p>Eg each member of the group gives a presentation on the language of advertising for a specific type</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
	<p>2</p> <p>5</p>	<p>of product, using media images for illustration, or on the treatment of an issue in the press, using newspaper photographs.</p> <p>Individual presentations on subjects such as healthy living, using at least one chart, graph or diagram.</p> <p>Present findings accompanied by OHP transparencies, flip chart or handouts using at least one chart, graph or diagram.</p>
<p><b>C3.2</b> Read and synthesise information from <b>two</b> extended documents about a complex subject.</p> <p>One of these documents should include at least <b>one</b> image.</p>	<p>2</p> <p>3a/3b</p> <p>5</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Eg select and synthesise information for a specific task from the pre-released material which includes several documents. A good example from past material is the healthy eating theme. The material is complex and includes images in the form of graphs. Selection and synthesis is at the heart of the Desk Study exercise.</p> <p>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.</p> <p>In preparing for the written part of this unit, produce a synthesis from two extended documents — eg public service notices with some tabular or diagrammatical content.</p> <p>(There are opportunities in almost all units for the selection and synthesis of information on complex subjects, but the three units above have more opportunities for the inclusion of images.)</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p><b>C3.3</b> Write two different types of documents about complex subjects.</p> <p>One piece of writing should be an extended document and include at least <b>one</b> image.</p>	<p>2</p> <p>3a/3b</p> <p>6 (Section B)</p>	<p>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.</p> <p>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.</p> <p>Students should ensure that the text is legible and that spelling, punctuation and grammar are accurate.</p> <p>Eg produce a leaflet and a letter to parents based on the topic of keeping children healthy. The leaflet could include charts, diagrams, tables, etc. (The Desk Study exercise 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.)</p> <p>Produce an advertisement for an animal rights group and a newspaper article exploring their views. It should be easy to include some images in one of these. (It should be possible for teachers to provide many opportunities for students to experiment with different formats for media production, and to include images.)</p> <p>Preparation for this will involve producing responses in many different formats for different audiences. Some of these could easily include images.</p>

### Evidence

Student evidence for communication could include:

- tutor observation records
- preparatory notes
- audio/video tapes
- notes based on documents read
- essays.



Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p><b>IT3.2</b> Explore, develop, and exchange information and derive new information to meet <b>two</b> different purposes.</p>	<p>3a/3b</p> <p>5</p>	<p>Eg 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.</p> <p>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.</p> <p>Eg 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.</p> <p>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).</p> <p>(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.)</p>
<p><b>IT3.3</b> Present information from different sources for <b>two</b> different purposes and audiences.</p> <p>This work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers.</p>	<p>2</p>	<p>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).</p> <p>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.</p> <p>Eg when students prepare for this unit they have to study a collection of information from different sources in the form of pre-released material. The exercise 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 Desk Top Publishing skills, and would need to incorporate images and numbers as well as text.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
	3a/3b  5	Students may produce work in different media formats (eg various kinds of advertisements, brochures for parents, articles for children’s newspapers) using images and numbers.  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).

### Evidence

Student evidence for information technology could include:

- tutor observation records
- preparatory plans
- printouts with annotations
- draft documents.

## Working with others — level 3

To achieve this key skill, students are required to carry out at least two complex activities. Students will negotiate the overall objective of the activity with others and plan a course of action. Initially the component tasks of the activity, and their relationships, may not be immediately clear. Within the activity, the topics covered may include ideas that may be some or all of the following: detailed, abstract, unfamiliar, sensitive.

During the activity the student must work in both group-based and one-to-one situations.

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p><b>WO3.1</b> Plan the activity with others, agreeing objectives, responsibilities and working arrangements.</p>	<p>1, 4</p> <p>2</p> <p>6</p>	<p>Students could work in groups of 6 to 8 and be required to investigate a given topic. Initial work will require identification of and agreeing of objectives and planning how to meet these, including any necessary action and resources required. The group needs to agree responsibilities and working arrangements.</p> <p>Eg 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.</p> <p>Work with others to produce a group presentation on an issue such as animal rights, what makes for healthy living, etc. (Current and previous source material should provide plenty of material for groups to work on.) Groups could work together to organise the production of a radio broadcast on a specific topic.</p> <p>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.</p>
<p><b>WO3.2</b> Work towards achieving the agreed objectives, seeking to establish and maintain cooperative working relationships in meeting your responsibilities.</p>		<p>When working towards their agreed objectives, students could work in pairs with each pair taking one or more specific perspectives, etc.</p> <p>Students will need to effectively plan and organise their work so that they meet agreed deadlines and maintain appropriate working relationships.</p>

Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<b>WO3.3</b> Review the activity with others against the agreed objectives and agree ways of enhancing collaborative work.		Once completed the full group needs to review outcomes against the agreed objectives. In doing this they should identify factors that have influenced the outcome and agree on the ways in which the activity could have been carried out more effectively.

### Evidence

Student evidence for working with others could include:

- tutor observation records
- preparatory plans
- records of process and progress made
- evaluative reports.



Key skill portfolio evidence requirement	AS/A2 Units	Opportunities for development or internal assessment
<p><b>LP3.2</b> Use your plan, seeking feedback and support from relevant sources to help meet your targets, and use different ways of learning to meet new demands.</p>		<p>Students use the plan effectively when producing their coursework. This will involve prioritising action, managing their time effectively and revising their plan as necessary. The student should seek and use feedback and support and draw on different approaches to learning.</p>
<p><b>LP3.3</b> Review progress establishing evidence of achievements, and agree action for improving performance.</p>		<p>Students should review their own progress and the quality of their learning and performance. They should identify targets met, providing evidence of achievements from relevant sources. They should identify with others, eg their tutor, action for improving their performance.</p>

### Evidence

Student evidence for improving own learning and performance could include:

- tutor records
- annotated action plans
- records of discussions
- learning log
- work produced.

<b>Centre number</b>	<b>Candidate number</b>	<b>EDEXCEL</b>  <b>General Certificate of Education</b>  <b>JUNE 20— EXAMINATION</b>  <b>ADVANCED SUBSIDIARY</b> <b>ENGLISH LANGUAGE 8178</b> <b>COURSEWORK MARK SHEET</b>	<b>Centre's final mark:</b>	
<b>Surname and initials</b>			<b>AOs assessed</b>	<b>Please tick</b>
<b>8178</b> <b>Unit 3a coursework</b>			<b>AO1</b>	
			<b>AO3i</b>	
		<b>AO4</b>		

<b>Assignment</b>	1.	.....
		.....
	2.	.....
		.....
<b>Total no. of words</b>		.....

**Student's declaration:** I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature: ..... Date: .....

**Teacher's assessment and comments:**

**Teacher's declaration:** I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: ..... Date: .....

**Teacher examiner's comments:**  
(This box may be used to explain differences between the teacher's work and the centre's final mark)

<b>Centre number</b>	<b>Candidate number</b>	<b>EDEXCEL</b>  <b>General Certificate of Education</b>  <b>JUNE 20— EXAMINATION</b>  <b>ADVANCED GCE</b> <b>ENGLISH LANGUAGE 9178</b> <b>COURSEWORK MARK SHEET</b>	<b>Centre's final mark:</b>	
<b>Surname and initials</b>			<b>AOs assessed</b>	<b>Please tick</b>
<b>9178</b> <b>Unit 5 coursework</b>			<b>AO1</b>	
			<b>AO3ii</b>	
		<b>AO4</b>		

<b>Assignment</b>	1.	.....
		.....
	2.	.....
		.....
<b>Total no. of words</b>		.....

**Student's declaration:** I declare that I have produced the work involved without external assistance apart from any which is acceptable under the scheme of assessment and is recorded.

Signature: ..... Date: .....

**Teacher's assessment and comments:**

**Teacher's declaration:** I declare that the student's activities have been kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment and has been identified and recorded.

Signature: ..... Date: .....

**Teacher examiner's comments:**  
 (This box may be used to explain differences between the teacher's work and the centre's final mark)

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467  
Fax 01623 450481  
Email: [publications@linneydirect.com](mailto:publications@linneydirect.com)

Order Code UA014367 November 2003

For more information on Edexcel and BTEC qualifications please contact  
Customer Services on 0870 240 9800  
or email: [enquiries@edexcel.org.uk](mailto:enquiries@edexcel.org.uk)  
or visit our website: [www.edexcel.org.uk](http://www.edexcel.org.uk)

London Qualifications Limited. Registered in England and Wales No. 4496750  
Registered Office: Stewart House, 32 Russell Square, London WC1B 5DN

***Edexcel***  
*Success through qualifications*