

# GCE

AS and A Level Specification

## English Language B

For exams from June 2014 onwards

For certification from June 2014 onwards



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Vertical black lines indicate a significant change or addition to the previous version of this specification.

# 1 Introduction

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## 1.1 Why choose AQA?

It's a fact that AQA is the UK's favourite exam board and more students receive their academic qualifications from AQA than from any other board. But why does AQA continue to be so popular?

- **Specifications**

Ours are designed to the highest standards, so teachers, students and their parents can be confident that an AQA award provides an accurate measure of a student's achievements. And the assessment structures have been designed to achieve a balance between rigour, reliability and demands on candidates.

- **Support**

AQA runs the most extensive programme of support meetings; free of charge in the first years of a new specification and at a very reasonable cost thereafter. These support meetings explain the specification and suggest practical teaching strategies and approaches that really work.

- **Service**

We are committed to providing an efficient and effective service and we are at the end of the phone when you need to speak to a person about an important issue. We will always try to resolve issues the first time you contact us but, should that not be possible, we will always come back to you (by telephone, email or letter) and keep working with you to find the solution.

- **Ethics**

AQA is a registered charity. We have no shareholders to pay. We exist solely for the good of education in the UK. Any surplus income is ploughed back into educational research and our service to you, our customers. We don't profit from education, you do.

If you are an existing customer then we thank you for your support. If you are thinking of moving to AQA then we look forward to welcoming you.

## 1.2 Why choose English Language B?

This specification

- provides students with a natural progression from their GCSE study of English Language
- encourages students to develop their interest in and appreciation of English, through learning about its structures and its functions, its developments and its variations
- allows students to develop their ability to express themselves in speech and writing, producing texts for different audiences, purposes and in different genres.

The new 4 unit specification provides centres with clear links to the existing 6 unit specification.

- At AS the core teaching focus of Speech and Writing, Social Contexts, Original Writing and Commentaries is retained.
- At A2 the additional teaching topics remain the same: Child Language Acquisition and Language Change, and a Language Investigation provides the coursework element as in the previous specification.

This course is particularly suitable for those students who wish to study English Language, Linguistics or English Studies in Higher Education. It encourages students to take responsibility for their own learning and gives them a strong grounding in the academic principles relating to working with data. This workshop style of teaching and learning gives students academic confidence, as well as knowledge about the English Language.

## 1.3 How do I start using this specification?

### Already using the existing AQA English Language B specification?

- Register to receive further information, such as mark schemes, past question papers, details of teacher support meetings, etc, at **<http://www.aqa.org.uk/rn/askaqa.php>**. Information will be available electronically or in print, for your convenience.
- Tell us that you intend to enter candidates. Then we can make sure that you receive all the material you need for the examinations. This is particularly important where examination material is issued before the final entry deadline. You can let us know by completing the appropriate Intention to Enter and Estimated Entry forms. We will send copies to your Exams Officer and they are also available on our website (**[http://www.aqa.org.uk/admin/p\\_entries.html](http://www.aqa.org.uk/admin/p_entries.html)**).

### Not using the AQA specification currently?

- Almost all centres in England and Wales use AQA or have used AQA in the past and are approved AQA centres. A small minority are not. If your centre is new to AQA, please contact our centre approval team at **[centreapproval@aqa.org.uk](mailto:centreapproval@aqa.org.uk)**

## 1.4 How can I find out more?

### Ask AQA

You have 24-hour access to useful information and answers to the most commonly asked questions at **<http://www.aqa.org.uk/rn/askaqa.php>**

If the answer to your question is not available, you can submit a query for our team. Our target response time is one day.

### Teacher Support

Details of the full range of current Teacher Support meetings are available on our website at **<http://www.aqa.org.uk/support/teachers.html>**

There is also a link to our fast and convenient online booking system for Teacher Support meetings at **<http://events.aqa.org.uk/ebooking>**

If you need to contact the Teacher Support team, you can call us on 01483 477860 or email us at **[teachersupport@aqa.org.uk](mailto:teachersupport@aqa.org.uk)**

# 2 Specification at a Glance

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## AS Examinations

### Unit 1 – ENGB1 Categorising Texts

60% of AS, 30% of A Level  
2 hour written examination  
96 marks

Introduction to the study of language, focusing on three specific social contexts: Language and Power, Language and Gender, and Language and Technology.

Available June only

### Unit 2 – ENGB2 Creating Texts

40% of AS, 20% of A Level  
Coursework – internally assessed, and externally moderated by AQA  
80 marks

Candidates produce writing in different genres and for different audiences and purposes (2500-3500 words).

Available June only

AS  
Award  
1706

## A2 Examinations

### Unit 3 – ENGB3 Developing Language

30% of A Level  
2 hour 30 minutes written examination  
96 marks

Builds on AS knowledge and skills, with an additional focus on two new areas of language study: Child Language Acquisition and Language Change.

Available June only

### Unit 4 – ENGB4 Investigating Language

20% of A Level  
Coursework – Internally assessed, and externally moderated by AQA  
80 marks

Candidates produce two pieces: a language investigation and an informative media text (2500-3500 words).

Available June only

A2  
Award  
2706

$$\boxed{\text{AS}} + \boxed{\text{A2}} = \boxed{\text{A Level}}$$

# 3 Subject Content

## 3.1 - AS Unit 1 ENGB1 Categorising Texts

### Unit content

The aim of this unit is to introduce candidates to methods of exploring and understanding spoken and written language in use. Candidates will be examined on their understanding of the way purposes, audiences and contexts impact upon language production and reception.

Candidates will be required to use linguistic methods to analyse and investigate a variety of texts taken from everyday sources. The following areas of language should form the basis for their study of these methods:

- **Lexis**  
the vocabulary system; meaning at word and phrase level
- **Grammar**  
the structural relationships within and between sentences and utterances
- **Phonetics/ Phonology**  
the sounds of English, how they are produced and how they are described; including aspects of prosody
- **Pragmatics**  
the ways in which social conventions and implied meanings are encoded in spoken and written language
- **Discourse**
  - (i) longer stretches of text, looking particularly at aspects of cohesion
  - (ii) the way texts create identities for particular individuals, groups or institutions e.g. the discourse of law, politics, the media
- **Graphology**  
language as a semiotic system creating meaning through textual design, signs and images.  
  
In addition candidates should study the following related concepts:
- **register**  
situational variation and register: how language varies in relation to audiences, purposes and contexts
- **mode**  
how language may vary as a consequence of the channel of communication (speech, writing and mixed modes)
- **idiolect**  
the language style acquired by individuals as a result of their personal characteristics, systems of belief and social experience
- **dialect**  
the variations in language produced as a result of local community and regional diversity
- **sociolect**  
language variations produced by the effects of education, socio-economic class, systems of belief, occupation and membership of social groups.

### Section A – Text Varieties

This section uses a generic question designed to test candidates' ability to explore the ways in which varieties of data can be grouped using the knowledge they have gained during their studies. The following list of possible 'groupings' should form the basis of their preparation for this task:

- purpose
- audience
- genre
- formality
- speech
- writing
- multimodality
- representation
- linguistic areas (e.g. lexis, grammar, phonetics / phonology etc).

This list is not intended to be exhaustive, and other interesting groupings may be pursued in the light of the data presented to the candidates in the examination. However, groupings led solely by social contexts (e.g. power, gender and technology) should be avoided, as this is the explicit focus of Section B.

## Section B – Language and Social Contexts

In preparation for this section candidates will be required to study how spoken and written texts reproduce ideas about cultural values and assumptions, with a key focus on the following topic areas:

- Language and Gender
- Language and Power
- Language and Technology.

### Language and Gender

In preparing for this topic candidates should study how gender is represented and reproduced in the everyday texts that surround us, for example in advertising, fiction and non-fiction texts etc.

Candidates should also study how gender is performed by language users in interactions, for example in single-sex and mixed-sex encounters.

### Language and Power

In preparing for this topic area candidates should study, the way power is represented in spoken and written discourses, for example in official documents, media texts, advice leaflets etc.

Candidates should also study the way participants in interactions position themselves and others, for example in interviews, debates, consultations, speeches etc.

### Language and Technology

In preparing for this topic area candidates should study how varieties of language are shaped by the

medium of communication, for example telephone, radio, television, computer.

Candidates should also study the social practices that surround these forms of communication, for example conventions for using mobile phones, aspects of netiquette, conventions of radio and television programmes etc.

### Mode of Assessment

Assessment will be by one written paper of 2 hours. Candidates will be required to answer **two** questions: the compulsory question in Section A and one question from Section B. The Section A question will be based on a selection of 5 - 7 texts taken from everyday sources. The question will remain the same for each paper as follows:

Study the texts A – F on the next six pages. These texts illustrate different varieties of language use. Discuss various ways in which these texts can be grouped, giving linguistic reasons for your choices.

In Section B candidates will be required to answer **one** question from a choice of three. Each question in Section B will be paired with a new text. There will be one question from each of the prescribed topic areas.

For example:

Comment on the representation of gender in *Text G*.

Each question will be worth a maximum of 48 marks. The maximum total mark for this unit is 96.

## Questions, Marks and Weightings

Question	AO1	AO2	AO3	AO4	Total
Q1 Text Varieties	16 (10%)	16 (10%)	16 (10%)		48 (30%)
Q2 Social Contexts		16 (10%)	32 (20%)		48 (30%)
<b>AS Unit Total</b>	<b>(10%)</b>	<b>(20%)</b>	<b>(30%)</b>		<b>96 (60%)</b>
<i>A Level Total</i>	<i>(5%)</i>	<i>(10%)</i>	<i>(15%)</i>		<i>(30%)</i>

## 3.2 AS Unit 2 ENGB2 Creating Texts

### Unit Content

The aim of this coursework unit is to allow candidates the opportunity to develop and reflect upon their own writing expertise. Candidates will be required to produce a folder comprising **two** pieces of original writing, differentiated by primary audience, purpose and genre, and **two** commentaries which explore the writing process and assess the success of the individual pieces.

The following are examples of types of writing which candidates might choose to submit (this list is for exemplification only and is by no means exhaustive).

Writing to entertain	a soap opera script an extract from an autobiography a dramatic monologue
Writing to persuade	an editorial a letter to a head of centre about uniform issues a speech delivered as a football captain
Writing to inform	a piece of travel journalism a leaflet focusing on a health issues an extract from a motorbike maintenance manual
Writing to advise / instruct	a leaflet focusing on 'How to choose a University' a guide to texting for novices an article advising on 'How to survive a music festival'

Candidates should choose their own writing focus to suit their individual skills and interests in consultation with their teacher(s). This should be led in centres by use of 'style models' to encourage candidates to experience a wide range of writing styles before the writing process begins.

In preparation for this module candidates need to study:

- the use of register and style
- characteristics of genres and sub-genres
- the impact of language choices (lexis and grammar) and discourse strategies
- the purposes and skills of planning, drafting and redrafting

- the use of primary sources and of clear referencing of these materials
- skills associated with analysing and reviewing the writing process and the reception of their own texts.

To complement the written pieces, candidates will be required to produce two commentaries which will allow them to reflect upon the writing process. Each commentary should contain:

- discussion of the style model(s) used in the planning process
- discussion of any significant changes made during the writing process
- reference to any reading materials used, and discussion of how they were adapted to suit the new text
- analysis of the stylistic devices used in the text, with exemplification from the text
- reflection on the effectiveness of the final piece including, where relevant, feedback from a variety of sources.

### Mode of Assessment

Assessment will be by the production of a coursework folder. The work will be assessed by the candidate's teacher and then externally moderated by AQA. The folder will contain **two** pieces of writing and **two** accompanying commentaries, and should conform to the following:

- the total length of the two pieces of writing should be between 1500 and 2500 words
- the total length of the two commentaries should be 1000 words
- the two pieces of writing should be differentiated in terms of primary purpose, audience and genre.

In addition they should include:

- explicitly referenced sources (paper and web-based)
- annotated style model(s) and evidence of early planning / preparation.

The writing folder will be worth a maximum of 50 marks.

The commentaries will be worth a maximum of 30 marks.

The maximum total mark for this unit is 80.



## Tasks, Marks and Weightings

Tasks	Length	AO1	AO2	AO3	AO4	Total
Two written pieces	1500-2500				50 (25%)	50 (25%)
Two commentaries	1000	10 (5%)	10 (5%)	10 (5%)		30 (15%)
<b>AS Unit Total</b>	<b>2500-3500</b>	<b>(5%)</b>	<b>(5%)</b>	<b>(5%)</b>	<b>(25%)</b>	<b>80 (40%)</b>
<i>A Level Total</i>		<i>(2.5%)</i>	<i>(2.5%)</i>	<i>(2.5%)</i>	<i>(12.5%)</i>	<i>(20%)</i>

<b>Coursework Assessment Criteria: Unit 2 ENGB2 Creating Texts Original Writing</b>	
<b>Marks</b>	<b>AO4</b> Demonstrate expertise and creativity in the use of English in a range of different contexts informed by linguistic study.
46-50	<ul style="list-style-type: none"> <li>Originality in the deployment of the structures and conventions associated with specific and ambitious/challenging genres - range and variety demonstrated throughout the folder.</li> <li>Sensitive and totally appropriate manipulation of register to meet demands of challenging audiences and purposes.</li> </ul>
41-45	<ul style="list-style-type: none"> <li>Confident, controlled deployment of the structures and conventions associated with ambitious genres; range and variety demonstrated throughout the folder.</li> <li>Manipulation of register to meet demands of challenging audiences and purposes.</li> </ul>
36-40	<ul style="list-style-type: none"> <li>Increasingly ambitious genres chosen supported by sustained deployment of appropriate structures and conventions.</li> <li>Coherent register, secure writing style – effective for audience and purpose.</li> </ul>
31-35	<ul style="list-style-type: none"> <li>Control of genre requirements convincing across both tasks in the folder - good clarity and control of writing.</li> <li>Growing sophistication in control of register requirements – pieces likely to be effective in outcome for designated audiences.</li> </ul>
26-30	<ul style="list-style-type: none"> <li>Competent deployment of structures and conventions associated with genres, demonstrated by good clarity and control in writing.</li> <li>Effective register for both pieces, demonstrating the ability to adapt writing to engage and interest designated audience – increasing sense of balance across pieces.</li> </ul>
21-25	<ul style="list-style-type: none"> <li>Language choices generally effective and appropriate, demonstrating increasing control; some awareness of structures and conventions associated with specific genres.</li> <li>Register appropriate for choices, but one piece may still be more effective; some ability to adapt writing to engage and interest designated audience.</li> </ul>
16-20	<ul style="list-style-type: none"> <li>Some ability to control genre requirements for audience and purpose – likely to be inconsistent across tasks.</li> <li>Mainly appropriate register - likely to still have a sense of imbalance across folder.</li> </ul>
11-15	<ul style="list-style-type: none"> <li>Knowledge of genre, audience and purpose demonstrated in simple tasks, less convincing in ambitious choices - tasks differentiated in aim, if not outcome; oversimplified audience awareness.</li> <li>Attempts to adopt appropriate register - possibly not effective in both tasks.</li> </ul>
6-10	<ul style="list-style-type: none"> <li>Some understanding of audience, purpose and genre – some sense of differentiation shown.</li> <li>Some control over writing; some attempt to develop appropriate register.</li> </ul>
1-5	<ul style="list-style-type: none"> <li>Little understanding of writing activity – inappropriate content for tasks; limited awareness of genre, audience and purpose, little differentiation between pieces.</li> <li>Ineffective register; imprecise language choices, little control over writing.</li> </ul>
0	<ul style="list-style-type: none"> <li>Nothing written / totally inappropriate for tasks</li> </ul>

## Coursework Assessment Criteria: Unit 2 – Creating Texts ENGB2

## Commentaries

Mark	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	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	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
9-10	Systematic and evaluative exploration of data selecting appropriate linguistic methods – suitably tentative conclusions drawn.  Accurate and perceptive linguistic knowledge.  Appropriate, controlled and accurate expression.	Clear, perceptive understanding of the genre requirements considering a judicious range of concepts and ideas.  Conceptualised discussion which illuminates writing and drafting process – integrated exemplification.	Sensitive, consistently insightful awareness of purpose and audience – systematic reference to salient features from writing and style models.  Analytical and systematic interpretation of context.
7-8	Uses linguistic methods in a systematic way – some evaluative comment though not consistent.  Appropriate and accurate linguistic knowledge.  Controlled, accurate expression.	Sound, sometimes perceptive, understanding of the genre requirements considering a range of language concepts and issues.  Developed discussion of ideas showing some conceptualised knowledge – offers helpful exemplification.	Reliable, sometimes sensitive, awareness of purpose and audience – demonstrated by reference to a range of significant features from writing and the style models.  Sound, occasionally sensitive engagement with context.
5-6	Applies and explores some linguistic methods – some exemplification.  Some appropriate linguistic knowledge.  Generally accurate written communication.	Some awareness and understanding of the links between chosen genre and language choices.  A number of issues explored demonstrating the beginnings of better understanding – some exemplification.	Awareness of purpose and audience – demonstrated by isolated references to relevant language features from writing and style models.  Some awareness of the links between context and language features.
3-4	Basic linguistic methods applied – often not convincing.  Limited knowledge and understanding.  Inconsistent clarity and accuracy in communication.	Limited understanding of chosen genre and related language choices.  Superficial understanding of the parameters and key characteristics of the genre.	Broad understanding of purpose and audience, possibly concerned with content rather than effect – likely to be descriptive in focus.  One or two contextual factors identified – often oversimplified.
1-2	Linguistic methods applied inaccurately or not at all.  Rudimentary linguistic knowledge.  Lapses in written communication.	Elementary understanding of chosen genre and related language choices.  Little attempt to explain use of genre characteristics.	Superficial understanding of purpose and audience.  Generalised, everyday awareness.  Likely to paraphrase / summarise own writing.
0	Nothing written	Nothing written	Nothing written

## 3.3 A2 Unit 3 ENGB3 Developing Language

### Unit Content

The aim of this unit is to develop candidates' understanding of the key concepts and theories surrounding language study. Candidates will be expected to develop their skills and knowledge from their AS studies, with an additional focus on two new topics:

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

This unit takes further the study of social contexts, genres of speech, writing and multi-modal texts first explored at AS by embedding questions about language development in particular contexts of use.

### Section A – Language Acquisition

This topic area is designed to teach candidates about the nature and functions of language acquisition and social development of children from 0 - 11 years. This unit will therefore require some knowledge of:

- the early stages of language development and the learning of the sound system
- lexical, semantic and grammatical development in language use between these ages
- the importance of social interaction and the development of communication skills
- the beginnings of reading and writing
- theories of acquisition and their role in understanding how children acquire language.

### Section B – Language Change

This topic area explores historical and contemporary changes in the English Language from Late Modern English (1700+) to the present day, alongside explanations of their causes and impact. This module will focus on the following areas for study:

- attitudes towards language change and the impact of language standardisation
- changes in orthography, grammar, lexis and punctuation
- changes in written and spoken style
- the impact of social and political forces upon language usage and change
- changes in layout and text design in written texts.

### Mode of Assessment

Assessment will be by one written paper of 2 ½ hours. Candidates will be required to answer **two** questions based on a selection of data relating to the topic areas, **one** on Language Acquisition and **one** on Language Change. There will be a choice of two questions for each topic.

Each question will be worth a maximum of 48 marks. The maximum total mark for this paper is 96.

### Questions, Marks and Weightings

Question	AO1	AO2	AO3	Total
Questions 1 & 2	24 (7.5%)	16 (5%)	8 (2.5%)	48 (15%)
Questions 3 & 4	24 (7.5%)	16 (5%)	8 (2.5%)	48 (15%)
<b>A Level Total</b>	<b>48 (15%)</b>	<b>32 (10%)</b>	<b>16 (5%)</b>	<b>96 (30%)</b>

## 3.4 A2 Unit 4 ENGB4 Investigating Language

### Unit Content

The aim of this coursework unit is to develop candidates' ability to explore and analyse language data through a variety of methods. It should enable candidates to build upon the key concepts and ideas gained during the course of their studies, as well as to demonstrate expertise in areas of individual interest.

The coursework folder will comprise **two** individual pieces of writing:

- a language investigation
- a media text.

### Language Investigation

Candidates should choose their own areas for study in consultation with their teacher(s). The parameters for the topic area and data collection should be accessible and manageable within the time and word constraints. Candidates may choose to pursue an area of study that has arisen from topics covered during their AS/A level course: for example, studies of gender and representation; studies of the power of media texts; investigations of the language of new communication technologies; the language of children at play; historical changes in English over time. However, candidates are not obliged to restrict themselves to those areas that have been formally taught, as the basis of the investigation is the value of student-led enquiry supported by open learning. Therefore, any area seen by supervising teachers as yielding interesting questions about language in use may be chosen. Centres are advised to always consult their coursework advisers if they are unsure about any topic.

In preparation for this unit candidates need to study how to:

- establish an appropriate context for language investigation
- use a variety of data collection methods
- transcribe spoken data where appropriate
- make sense of data using relevant linguistic methods and techniques

- evaluate and draw conclusions on the findings of the investigation
- present findings in an appropriate and accessible manner
- reference reading materials correctly.

Teachers should advise candidates that their study should contain the following sections, clearly labelled and indexed:

#### Introduction

- discussion of the reasons for choosing the focus of the study
- a hypothesis or research question (where appropriate)
- aim or aims.

#### Methodology

- an account of the methodology chosen for data selection
- problems (if any) encountered during the collection process.

#### Analysis

- analysis and interpretation of data using appropriate linguistic concepts
- critical consideration of the relevant concepts / issues surrounding the topic area
- analysis of the effects of key contextual influences upon the data.

#### Conclusion / Evaluation

- an evaluation of the success of the investigation including issues relating to methodology, interpretation of the conclusions drawn from the data and recommendations for further study (where relevant).

#### Bibliography

- a list of all sources used (paper and web-based).

**Appendices** - including all data collected.

## Media Text

Candidates will use the broad subject focus of their language investigation to produce a media text (e.g. newspaper or magazine article) highlighting the language ideas and issues surrounding their chosen topic. This writing task will allow candidates to develop and build upon their writing and editorial skills from their AS studies, and to demonstrate a conceptualised understanding of the language ideas surrounding their chosen investigation topic. Candidates should be encouraged to use their knowledge as the starting point for their writing, producing a media text for a non-specialist audience. The media text does not have to reflect the findings of the candidate's language investigation. In addition, candidates will be required to use a bibliography to identify their preparatory reading material.

The audience and purpose of the media text will remain the same for each series:

- an informative media text for a non-specialist audience.

Suitable media texts, based on investigation topics, could focus on:

- Men vs. women: who talks the most?
- How do children learn to read? A parents' guide.
- What do your text messages reveal about you?
- From 'perfect' to 'pukka': how the language of food writers has changed over time.

This list is not exhaustive and is intended for exemplification only: candidates should choose their

focus for writing with their teacher, based on their investigation topic and their own interests and ideas. As always, centres should contact their coursework advisors if they are unsure about any writing task.

In preparation for this writing candidates should study:

- the structures and conventions of media texts
- the evaluation and synthesis of complex ideas and concepts from a range of specialised source materials
- editorial skills including paraphrase and summary, the control of register and style, including tone and voice
- the re-presentation of complex, specialised source material for a new audience, genre and purpose
- referencing skills.

## Mode of Assessment

Assessment will be by the production of a written coursework portfolio. The work will be assessed by the candidate's teacher(s) and then moderated by AQA.

- The length of the investigation should be between 1750 and 2500 words, excluding data and appendices.
- The length of the media text should be between 750 and 1000 words.

The maximum mark for this unit is 80.

## Tasks, Marks and Weightings

Question	Length	AO1	AO2	AO3	AO4	Total
Investigation	1750-2500	20 (5%)	20 (5%)	10 (2.5%)		50 (12.5%)
Article	750-1000				30 (7.5%)	30 (7.5%)
<b>A2 Unit Total</b>	<b>2500-3500</b>	<b>20 (5%)</b>	<b>20 (5%)</b>	<b>10 (2.5%)</b>	<b>30 (7.5%)</b>	<b>80 (20%)</b>

## Coursework Assessment Criteria Unit 4 – Language Investigation

- Maximum total marks for AO1 – 20 marks
- Maximum total marks for AO2 – 20 marks
- Maximum total marks for AO3 – 10 marks
- Maximum total for language investigation – 50 marks

Mark	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	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.	Mark	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.
17-20	<ul style="list-style-type: none"> <li>• Accurate and perceptive linguistic knowledge.</li> <li>• Systematic and evaluative exploration of data selecting appropriate linguistic methods – suitably tentative conclusions drawn.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, perceptive understanding of a judicious range of concepts and ideas.</li> <li>• Conceptualised discussion which illuminates data.</li> <li>• Insightful methodology employed.</li> </ul>	9-10	<ul style="list-style-type: none"> <li>• Perceptive and insightful exploration of contextual factors.</li> <li>• Analytical and systematic interpretation of context in the light of language features.</li> </ul>
13-16	<ul style="list-style-type: none"> <li>• Appropriate and generally accurate linguistic knowledge.</li> <li>• Uses linguistic methods in a systematic way – some evaluative comment though not consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound understanding of a range of language concepts and issues surrounding the data.</li> <li>• Developed discussion of ideas showing some conceptualised knowledge.</li> <li>• Appropriate methodology applied with some insight.</li> </ul>	7-8	<ul style="list-style-type: none"> <li>• Clear and sometimes perceptive consideration of contextual issues/ pressures.</li> <li>• Sound, occasionally sensitive analysis and engagement with context in the light of language features.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>• Some linguistic knowledge and awareness.</li> <li>• Applies and explores some linguistic methods – though not always convincing – beginnings of evaluative approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Some awareness and understanding of concepts and issues in light of data.</li> <li>• A number of issues explored, demonstrating the beginnings of better understanding.</li> <li>• Appropriate methodology applied.</li> </ul>	5-6	<ul style="list-style-type: none"> <li>• Some consideration and understanding of contextual issues/ pressures surrounding data.</li> <li>• Beginnings of awareness of the links between context and language features.</li> <li>• Attempts to engage with issues.</li> </ul>

Mark	AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.	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.	Mark	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.
<b>5-8</b>	<ul style="list-style-type: none"> <li>Limited knowledge and understanding.</li> <li>Basic linguistic methods applied – often not convincing in light of data.</li> </ul>	<ul style="list-style-type: none"> <li>Limited number of concepts discussed relating to data.</li> <li>Superficial understanding of the parameters of the topic/ data.</li> <li>Inappropriate methodology utilised.</li> </ul>	<b>3-4</b>	<ul style="list-style-type: none"> <li>Awareness of one or two factors influencing the data – often broad and descriptive in focus.</li> <li>Some limited attempt to analyse contextual issues/pressures – often oversimplified.</li> </ul>
<b>1-4</b>	<ul style="list-style-type: none"> <li>Rudimentary linguistic knowledge.</li> <li>Linguistic methods applied inaccurately or not at all to chosen data.</li> </ul>	<ul style="list-style-type: none"> <li>Elementary understanding of language concepts related to chosen data.</li> <li>More knowledge than relevance. shown</li> <li>Flawed methodology chosen.</li> </ul>	<b>1-2</b>	<ul style="list-style-type: none"> <li>Little or no attempt to explore contextual issues/pressures surrounding the data.</li> <li>Generalised, everyday awareness.</li> <li>Likely to paraphrase/ summarise data content.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Nothing written</li> </ul>	<ul style="list-style-type: none"> <li>Nothing written</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>Nothing written</li> </ul>



**Coursework Assessment Criteria Unit 4 – Media Text**  
**• Maximum total marks for media text – 30 marks**

Marks	AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts informed by linguistic study.
28-30	<ul style="list-style-type: none"> <li>Originality in the deployment of the structures and conventions associated with media texts.</li> <li>Sensitive and convincing manipulation of register to meet demands of audience and purpose.</li> <li>Successful, effective and convincing new text; demonstrates ingenuity and finesse in the use of original materials and ideas.</li> </ul>
25-27	<ul style="list-style-type: none"> <li>Confident, controlled deployment of the structures and genre conventions.</li> <li>Appropriate control of register, demonstrating sophisticated awareness of the demands of audience and purpose.</li> <li>Effective and sustained adaptation of original materials; sources manipulated and integrated into entirely new text.</li> </ul>
22-24	<ul style="list-style-type: none"> <li>Sustained deployment of appropriate structures and genre conventions; strong clarity and control of writing.</li> <li>Coherent register, secure writing style – effective for audience and purpose.</li> <li>Effective adaptation of original materials for new audience and purpose.</li> </ul>
19-21	<ul style="list-style-type: none"> <li>Competent deployment of structures and genre conventions - good clarity and control of writing.</li> <li>Growing sophistication in control of register – article likely to be effective for audience and purpose.</li> <li>Largely effective adaptation of original materials for new audience and purpose.</li> </ul>
16-18	<ul style="list-style-type: none"> <li>Demonstrates control of genre requirements; good clarity and control in writing.</li> <li>Effective register, demonstrating the ability to adapt writing to engage and interest audience.</li> <li>Source original materials shaped to suit new audience/purpose – some lack of control at times.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>Language choices generally effective and appropriate, demonstrating increasing control; some awareness of structures and genre conventions.</li> <li>Register mainly appropriate; some ability to adapt writing to engage and interest audience.</li> <li>Partly effective transformation; attempts to shape original materials for new audience/purpose.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>Some ability to control genre requirements for audience and purpose – likely to be inconsistent.</li> <li>Mainly appropriate register - possibly oversimplified at times or overly complex.</li> <li>Some transformation - demonstrates awareness of the need to shape original materials for new audience/purpose.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>Knowledge of genre, and purpose demonstrated; oversimplified audience awareness.</li> <li>Beginnings of appropriate register – likely to be inconsistent across writing.</li> <li>Some transformation for new audience / purpose, likely to shadow original materials.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Some limited understanding of audience, purpose and genre.</li> <li>Some limited control over writing - attempts to develop appropriate register.</li> <li>Some limited attempt to transform original materials, though not very successfully; very dependent on original sources.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Little understanding of writing activity – inappropriate content; limited awareness of genre, audience and purpose.</li> <li>Ineffective register; imprecise language choices, little control over writing.</li> <li>Little transformation of original materials leading to inappropriate content for task.</li> </ul>
0	<ul style="list-style-type: none"> <li>Nothing written / totally inappropriate for tasks</li> </ul>

# 4 Scheme of Assessment

## 4.1 Aims

AS and A Level courses based on this specification should encourage candidates to:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- undertake independent investigation of 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.

## 4.2 Assessment Objectives (AOs)

The Assessment Objectives are common to AS and A Level. The assessment units will assess the following Assessment Objectives in the context of the content and skills set out in Section 3 (Subject Content).

- AO1 Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression
- 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
- 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
- AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study

### Quality of Written Communication (QWC)

In GCE specifications which require candidates to produce written material in English, candidates must:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this specification QWC will be assessed in all units by means of AO1.

### Weighting of Assessment Objectives for AS

The table below shows the approximate weighting of each of the Assessment Objectives in the AS units.

Assessment Objectives	Unit Weightings (%)		Overall Weighting of AOs (%)
	Unit 1	Unit 2	
AO1	10	5	15
AO2	20	5	25
AO3	30	5	35
AO4		25	25
Overall weighting of units (%)	60	40	100

## Weighting of Assessment Objectives for A Level

The table below shows the approximate weighting of each of the Assessment Objectives in the AS and A2 units.

Assessment Objectives	Unit Weightings (%)				Overall Weighting of AOs (%)
	Unit 1	Unit 2	Unit 3	Unit 4	
AO1	5	2.5	15	5	27.5
AO2	10	2.5	10	5	27.5
AO3	15	2.5	5	2.5	25
AO4		12.5		7.5	20
Overall weighting of units (%)	30	20	30	20	100

## 4.3 National Criteria

This specification complies with the following.

- The Subject Criteria for English Language
- The Code of Practice for GCE
- The GCE AS and A Level Qualification Criteria
- The Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria

## 4.4 Prior Learning

There are no prior learning requirements.

We recommend that candidates should have acquired the skills and knowledge associated with a GCSE English Language course or equivalent.

However, any requirements set for entry to a course following this specification are at the discretion of centres.

## 4.5 Synoptic Assessment and Stretch and Challenge

### Synoptic Assessment

Synoptic assessment in GCE English Language requires candidates to synthesise the insights they have developed through the application of linguistic knowledge to the study of speech and writing, including multimodal texts. Critical understanding of meaning and variation in language will be informed by the appropriate use of linguistic analyses. Candidates will need to demonstrate their skills of interpretation and expression in insightful, accurate, well-argued responses.

Synoptic assessment in English Language B is assessed in the A2 units which are designed to enable candidates to produce a range of writing and to make connections between all elements of the specification. In Unit 3, Developing Language, candidates will be assessed on their ability to analyse and evaluate spoken and written language in both its immediate and wider contexts. Candidates will be expected to develop further their knowledge and

understanding of key concepts and theories about language. Candidates will build on their AS study by working with data on a more demanding level in order to frame responses to questions. The genre based approach to the study of speech, writing and multi-modal texts first explored at AS will be developed further in relation to two new topics: child language acquisition and language change. Examination questions on language acquisition will assess candidates' ability to work with data in order to explore the nature and functions of language acquisition and the social development of children. Questions on language change will require candidates to work with data in order to explore historical and contemporary changes in the English language, alongside explanations of their causes and their impact.

Unit 4, Investigating Language, enables candidates to develop further a creative and critical approach to

their studies by undertaking independent language study. Candidates will then need to transform their ideas for a non-specialist audience by writing an article focusing on the language ideas and issues connected to their investigation topic. It will be necessary for candidates to draw on the knowledge, understanding and skills they have developed at AS level. Candidates will be required to choose an investigation topic and generate a hypothesis. Candidates will then need to collect their own data and will be assessed on their ability to work with data in greater detail and depth using their critical skills. Candidates will be required to synthesise their findings by drawing conclusions in relation to their aims. Candidates will need to evaluate the methodology used in their investigations and to reference their sources in an academic format.

### Stretch and Challenge

The requirement that stretch and challenge is included at A2 is met by a number of requirements in the specification. These include:

- making connections across all units
- demonstrating knowledge and understanding of major research ideas

- studying language beyond its immediate context by looking at geographical, social and temporal contexts
- developing skills of working with more demanding data in order to develop critical insights informed by ideas from language study
- enquiry based learning whereby candidates are equipped to work independently by selecting their approach to data study within a genre based framework
- extended writing in the form of a language investigation which requires candidates to conceptualise a task, formulate an approach and collect data in order to carry out independent analysis and evaluation
- a transformative task linked to the investigation involving the production of a written text for a non-specialist audience.

## 4.6 Access to Assessment for Disabled Students

AS/A Levels often require assessment of a broader 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.

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 the competences have been addressed. 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 will be kept under review and may be amended in the future.

# 5 Administration

## 5.1 Availability of Assessment Units and Certification

After June 2013, examinations and certification for this specification are available in June only.

## 5.2 Entries

Please refer to the current version of *Entry Procedures and Codes* for up to date entry procedures. You should use the following entry codes for the units and for certification.

Unit 1 – ENGB1

Unit 2 – ENGB2

Unit 3 – ENGB3

Unit 4 – ENGB4

AS certification – 1706

A Level certification – 2706

## 5.3 Private Candidates

This specification is available to private candidates. As we will no longer be providing supplementary guidance in hard copy, see our website for guidance and information on taking exams and assessments as a private candidate:

[www.aqa.org.uk/exams-administration/entries/private-candidates](http://www.aqa.org.uk/exams-administration/entries/private-candidates)

Arrangements must be agreed with AQA for the assessment and authentication of coursework.

## 5.4 Access Arrangements and Special Consideration

We have taken note of equality and discrimination legislation and the interests of minority groups in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*. This is published on the JCQ website (<http://www.jcq.org.uk>) or you can follow the link from our website (<http://www.aqa.org.uk>).

### Access Arrangements

We can make arrangements so that candidates with disabilities can access the assessment. These arrangements must be made **before** the examination. For example, we can produce a Braille paper for a candidate with a visual impairment.

### Special Consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given **after** the examination.

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

## 5.5 Language of Examinations

We will provide units in English only.

## 5.6 Qualification Titles

Qualifications based on this specification are:

- AQA Advanced Subsidiary GCE in English Language B, and
- AQA Advanced Level GCE in English Language B.

## 5.7 Awarding Grades and Reporting Results

The AS qualification will be graded on a five-point grade scale: A, B, C, D and E. The full A Level qualification will be graded on a six-point scale: A\*, A, B, C, D and E. To be awarded an A\*, candidates will need to achieve a grade A on the full A Level qualification and an A\* on the aggregate of the

A2 units. For both qualifications candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate. Individual assessment unit results will be certificated.

## 5.8 Re-sits and Shelf-life of Unit Results

Unit results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Each unit is available in June only. Candidates may re-sit a unit any number of times within the shelf-life of the specification. The best result for each unit will count towards the final qualification. Candidates

who wish to repeat a qualification may do so by re-taking one or more units. The appropriate subject award entry, as well as the unit entry/entries, must be submitted in order to be awarded a new subject grade.

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

# 6 Coursework Administration

The Head of Centre is responsible to AQA for ensuring that coursework/portfolio work is conducted in accordance with AQA's instructions and JCQ instructions.

## 6.1 Supervision and Authentication of Coursework

The Code of Practice for GCE requires:

- **candidates** to sign the Candidate Record Form (CRF) to confirm that the work submitted is their own, and
- **teachers/assessors** to confirm on the CRF that the work assessed is solely that of the candidate concerned and was conducted under the conditions laid down by the specification.

The completed CRF for each candidate must be attached to his/her work. All teachers who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.

In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should make sure that coursework is completed under direct supervision.

In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed.

- If it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form.
- If the teacher/assessor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.
- If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

## 6.2 Malpractice

Teachers should inform candidates of the AQA Regulations concerning malpractice.

Candidates must **not**:

- submit work which is not their own;
- lend work to other candidates;
- allow other candidates access to, or the use of, their own independently-sourced source material (this does not mean that candidates may not lend their books to another candidate, but candidates should be prevented from plagiarising other candidates' research);
- include work copied directly from books, the internet or other sources without acknowledgement or attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (eg disqualification from the examination) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in coursework/portfolios is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to AQA at the earliest opportunity. The form JCQ/M1 should be used. Copies of the form can be found on the JCQ website (<http://www.jcq.org.uk/>).

Malpractice in coursework/portfolios discovered prior to the candidate signing the declaration of authentication need not be reported to AQA, but should be dealt with in accordance with the centre's internal procedures. AQA would expect centres to treat such cases very seriously. Details of any work which is not the candidate's own must be recorded on the coursework/portfolio cover sheet or other appropriate place.

## 6.3 Teacher Standardisation

We will hold annual standardising meetings for teachers, usually in the autumn term, for the coursework units. At these meetings we will provide support in developing appropriate coursework tasks and using the marking criteria.

If your centre is new to this specification, you must send a representative to one of the meetings. If you have told us you are a new centre, either by submitting an estimate of entry or by contacting the subject team, we will contact you to invite you to a meeting.

We will also contact centres to invite them to send a representative if:

- the moderation of coursework from the previous year has identified a serious misinterpretation of the coursework requirements,
- inappropriate tasks have been set, or
- a significant adjustment has been made to a centre's marks.

For all other centres, attendance is optional. If you are unable to attend and would like a copy of the materials used at the meeting, please contact the subject team at [english-gce@aqa.org.uk](mailto:english-gce@aqa.org.uk).

## 6.4 Internal Standardisation of Marking

Centres must standardise marking within the centre to make sure that all candidates at the centre have been marked to the same standard. One person must be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

Internal standardisation involves:

- all teachers marking some trial pieces of work and identifying differences in marking standards;

- discussing any differences in marking at a training meeting for all teachers involved in the assessment;
- referring to reference and archive material such as previous work or examples from AQA's teacher standardising meetings.

## 6.5 Annotation of Coursework

The Code of Practice for GCE states that the awarding body must require internal assessors to show clearly how the marks have been awarded in relation to the marking criteria defined in the specification and that the awarding body must provide guidance on how this is to be done.

The annotation will help the moderator to see as precisely as possible where the teacher considers that the candidates have met the criteria in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- summative comments on the work, referencing precise sections in the work.

## 6.6 Submitting Marks and Sample Work for Moderation

The total mark for each candidate must be submitted to AQA and the moderator on the mark forms provided or by Electronic Data Interchange (EDI) by

the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.



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## 6.7 Factors Affecting Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.

If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form JCQ/LCW to inform AQA Candidate Services of the circumstances.

Where special help which goes beyond normal learning support is given, AQA must be informed through comments on the CRF so that such help can be taken into account when moderation takes place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to arrange for the moderator to assess the work through the 'Educated Elsewhere' procedure. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

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## 6.8 Retaining Evidence and Re-using Marks

The centre must retain the work of all candidates, with CRFs attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry about results. The work may be returned

to candidates after the deadline for enquiries about results. If an enquiry about a result has been made, the work must remain under secure conditions in case it is required by AQA.

# 7 Moderation

## 7.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and to the moderator by the specified deadline. We will let centres know which candidates' work will be required in the sample to be submitted for moderation.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments

into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates in the centre. In order to meet this possible request, centres must retain under secure conditions and have available the coursework and the CRF of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit, but where major discrepancies are found, we reserve the right to alter the order of merit.

## 7.2 Post-moderation Procedures

On publication of the AS/A level results, we will provide centres with details of the final marks for the coursework unit.

The candidates' work will be returned to the centre after the examination. The centre will receive a report

giving feedback on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

We may retain some candidates' work for archive or standardising purposes.

# Appendices

## A Performance Descriptions

These performance descriptions show the level of attainment characteristic of the grade boundaries at A Level. They give a general indication of the required learning outcomes at the A/B and E/U boundaries at AS and A2. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (see Section 4) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

## AS performance descriptions for English Language

	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<b>Assessment Objectives</b>	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.
<b>A/B boundary performance descriptions</b>	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.
<b>E/U boundary performance descriptions</b>	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 Objective 1	Assessment Objective 2	Assessment Objective 3	Assessment Objective 4
<b>Assessment Objectives</b>	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.
<b>A/B boundary performance descriptions</b>	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.
<b>E/U boundary performance descriptions</b>	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 or 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.

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## B Spiritual, Moral, Ethical, Social and other Issues

### European Dimension

AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

### Environmental Education

AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report *“Environmental Responsibility: An Agenda for*

*Further and Higher Education”* 1993 in preparing this specification and associated specimen units.

### Avoidance of Bias

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

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## C Overlaps with other Qualifications

There is some overlap in skills and/or subject content with GCE English Language and Literature.

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## D Key Skills

Key Skills qualifications have been phased out and replaced by Functional Skills qualifications in English, Mathematics and ICT from September 2010.





GCE English Language B (2705) For exams from June 2014 onwards

Qualification Accreditation Number: AS 500/2498/X - A Level 500/2497/8

For updates and further information on any of our specifications, to find answers or to ask a question: register with ASK AQA at:

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**<http://www.aqa.org.uk/professional-development>**

Every specification is assigned a discounting code indicating the subject area to which it belongs for performance measure purposes.

The discount codes for this specification are:

AS FK2B

A Level 5030

The definitive version of our specification will always be the one on our website, this may differ from printed versions.

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