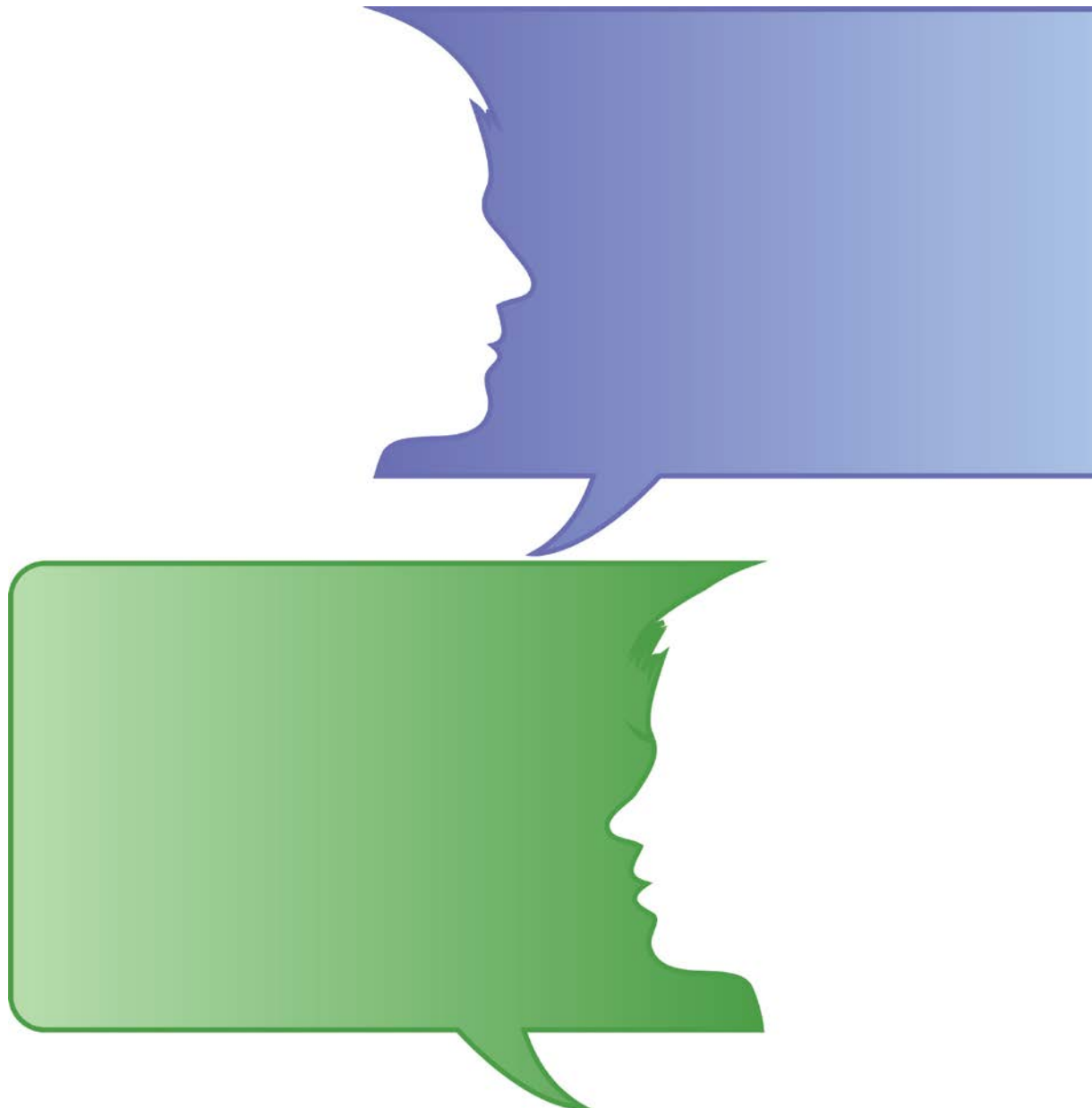


# Guide to writing realistic practice papers

Write practice papers quicker and more accurately

A-level English Language (7702)



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# Contents

This resource will explain how exam questions for A-level English Language (7702) are framed and will help you to create your own practice questions to use with students. It will also highlight important aspects of the assessment objectives and offer some guidance that will support your teaching in preparation for the exam papers.

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# Paper 1: Language, the individual and society

As detailed in specification section 4.1 (found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV)), the aim of the area of study examined in this paper is to introduce students to language study, exploring textual variety and children's language development. This area of study introduces students to methods of language analysis to explore concepts of audience, purpose, genre, mode and representation.

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# Section A: Textual variations and representations

In this section, students answer three compulsory questions on two texts (one contemporary and one older text) linked by topic or theme. Questions 1 and 2 require analysis of each text individually, and Question 3 requires comparison of the two texts.

Look at how Questions 1 – 3 from the sample assessment materials at [bit.ly/2m4WKUg](https://bit.ly/2m4WKUg) are constructed. In the sample questions below we have *italicised in red below* those parts that will remain consistent from year to year.

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**Text A** – *This is* from a forum on learner drivers on The Student Room website. See insert.

**Text B** – *This is* an article from the regional newspaper *The Western Times*, published on Friday 18 April 1902. See facing page.

**01** Analyse how **Text A** uses language to create meanings and representations.  
**[25 marks]**

**02** Analyse how **Text B** uses language to create meanings and representations.  
**[25 marks]**

**03** Explore the similarities and differences in the ways that **Text A** and **Text B** use language.  
**[20 marks]**

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You can see from the sample questions that there will always be:

- two texts to write about, labelled Text A and Text B
- a brief description of each text detailing where it has been sourced
- texts printed in colour (where appropriate) and clear/legible as possible
- texts printed in the question paper or in a separate insert (depending on the size of the texts in question)
- an instruction to analyse how the text uses language to create meanings and representations in Questions 1 and 2
- an instruction to explore the similarities and differences in the ways both texts use language in Question 3.

## A note on the choice of texts

Although the question structure will remain consistent, the choice of two texts will vary from year to year. The choice of texts should be linked by topic/theme and should allow students to make a range of comparative points.

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Students should study a range of texts:

- about various subjects
- from various writers and speakers
- for various audiences and purposes
- in a variety of genres
- using a variety of modes (written, spoken, electronic)
- from different times
- from different places (global, national, regional).

To visualise two examples, visit '*Possible texts to help prepare for A-level Paper 1 Section A*' on our website. Find this here, [bit.ly/2mhsvbX](https://bit.ly/2mhsvbX).

For further guidance in sourcing data and further reading to support teaching and learning of textual variations and representations, please see our *Recommended reading list* (available here, [bit.ly/2lhHRQj](https://bit.ly/2lhHRQj)).

## What's the task asking students to do?

The command word in Questions 1 and 2 is 'analyse' which means that students should explore how language is:

- shaped according to audience, purpose, genre and mode
- shaped according to context
- used to construct meanings and representations
- used to enact relationships between writers, speakers and audiences or between participants within a text.

This exploration will include:

- methods of language analysis
- how identity is constructed
- how audiences are addressed and positioned
- the functions of the texts
- the structure and organisation of the texts
- how representations are produced.

In responding to the exam questions in Section A, students will be required to identify and describe salient features of language in the texts using methods of language analysis. To recap, see specification section 4.1.1 (found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV)).

The following list is a guide to the areas of language students could examine when exploring the texts in question:

- phonetics, phonology and prosodics: how speech sounds and effects are articulated and analysed
- graphology: the visual aspects of textual design and appearance
- lexis and semantics: the vocabulary of English, including social and historical variation
- grammar, including morphology: the structural patterns and shapes of English at sentence, clause, phrase and word level
- pragmatics: the contextual aspects of language use
- discourse: extended stretches of communication occurring in different genres, modes and contexts.

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Question 3 requires students to explore the similarities and differences in the ways the texts use language. While it is possible for students to repeat points made in their responses to Questions 1 and 2, there is a clear difference in what is being assessed. Question 3 solely assesses students' ability to explore connections across texts, informed by linguistic concepts and methods (AO4). Some of the same points about individual texts might well be relevant but AO4 focuses more on **evaluation** of the two texts together.

In answering Questions 1 and 2 students should focus on the representations being created. In Question 3 students should focus on identifying aspects of the texts' **contexts** and exploring how these have affected the language used.

## How are the questions assessed?

Questions 1 and 2 assess the below AOs.

### A01 (10 marks)

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

This AO rewards students' ability to carry out a text analysis. In order to analyse how the text uses language to create meanings and representations, students will need to apply appropriate methods of language analysis to demonstrate how different features of language are used within the text for this purpose (eg semantics and grammar).

Furthermore, in their response to this question, students will need to use correct and relevant terminology for the context (eg first person pronouns, tense, visual design features, semantic fields, ellipses) in order to accurately demonstrate how the text uses language to create meanings and representations.

Students will also need to use coherent written expression in their answer in order to efficiently communicate how the text uses language to create meanings and representations.

### A03 (15 marks)

**Analyse and evaluate how contextual factors and language features are associated with the construction of meaning**

Through these questions, students will be focusing on the construction of meaning, including evaluation and analysis of those language features associated with it. They need to show they understand how the language features build into patterns of meaning to create representations and interpretations. This involves the interpretation of the features identified and labelled and credited in AO1. For example, semantic fields can construct a shared perspective, ellipses can construct informality.

For example, for Text A in the sample assessment materials, students might focus on how opinions and experiences are described and represented through language. Find Text A here, [bit.ly/2miu5up](https://bit.ly/2miu5up). Different or shared viewpoints of the message board posters might be examined and the stance or position of different posters discussed.

For Text B, students might choose to look at how the accident is represented, the participants are described and the scene set. Find Text B here, [bit.ly/2m4WKUq](https://bit.ly/2m4WKUq).

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Question 3 assesses the below AO.

### A04 (20 marks)

#### Explore connections across texts, informed by linguistic concepts and methods

By exploring the similarities and differences in the ways Text A and Text B use language, students will be exploring connections between them. They may look at similarities and differences in terms of intended audience or purpose, mode or genre, for example. Exploring these connections will require students to refer closely to linguistic concepts about variation – for example, historical variation, the different modes of the texts, and the different audiences and purposes of each text.

## How to write a question for Section A

In order to identify possible question focuses, consider the specific subject content for textual variations and presentations. This is outlined in specification section 4.1.1 (found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV)).

1. Choose two texts, one contemporary and one older text, linked by topic/theme
2. Use the framing of the sample question as a guide to constructing your question:

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**Text A** – This is (insert text details). See (insert/facing page).

**Text B** – This is (insert text details). See (insert/facing page).

Analyse how **Text A** uses language to create meanings and representations. [25 marks]

Analyse how **Text B** uses language to create meanings and representations. [25 marks]

Explore the similarities and differences in the ways that **Text A** and **Text B** use language. [20 marks]

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## How to write an accompanying mark scheme

### What to include

The performance characteristics will remain consistent from year to year, although clearly the indicative content section will change to reflect the texts chosen. The sample mark scheme (available here, [bit.ly/2lrw8wR](https://bit.ly/2lrw8wR)) provides an example of how the indicative content for questions in Section A will be organised. There will be indicative content for each assessment objective, organised as below.

### A01 (Questions 1 and 2)

A list of indicative content points, including **language features** (at any analytical level) that students are likely to describe at different levels of performance. In particular, features that are foregrounded should be highlighted here.



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### A03 (Questions 1 and 2)

A list of possible **contextual factors** and language features that students are likely to describe at different levels of performance. Including:

- how identity is constructed
- how audiences are addressed and positioned
- the functions of texts
- how representations are produced
- how values and attitudes are conveyed.

Note that the above points do not have to be equally-weighted; the balance will depend on the text.

### A04 (Question 3 only)

A list of possible connections across the two texts that students are likely to describe at different levels of performance.

Please note that indicative content is neither exhaustive nor prescriptive and simply gives examples of the kind of things students might do that would exemplify a given level.

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# Section B: Children’s language development

In this section students answer one question from a choice of two on children’s language development, where the data provided will focus on spoken, written or multimodal language.

Look at how Questions 4 - 5 from the sample assessment materials (available here, [bit.ly/2m4WKUg](https://bit.ly/2m4WKUg)) are constructed. In the sample question below we have *italicised in red below* those parts of the question that will remain consistent from year to year.

---

“Interaction with caregivers is the most important influence on a child’s language development.”

*Referring to **Data Set 1** in detail, and to relevant ideas from language study, evaluate this view of children’s language development.*

**[30 marks]**

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You can see from the sample questions that there will always be:

- a choice of data sets to write about, labelled Data Set 1, Data Set 2 etc
- a quotation for debate
- an instruction to ‘refer to Data Set C in detail, and to relevant ideas from language study’
- an instruction to ‘evaluate’ the view of children’s language development
- texts printed in colour (where appropriate)
- texts printed in the question paper or in a separate insert/data booklet (depending on the size of the text(s) in question)
- a brief contextual statement for each text detailing the name and age of the child presented in the data
- a transcription key (as appropriate).

## A note on the choice of data

The data provided will focus on spoken, written or multimodal language. The mode of the data in Question 4 will always differ from that in Question 5.

Students should study:

- transcripts of children’s spoken language in a range of contexts
- texts written by children in different genres for various audiences and purposes
- children’s use of multimodal language
- children’s progress in writing during their early years at school.

To visualise two examples of data sets, visit *Possible texts to help prepare for A-level Paper 1 Section B* here on our website, [bit.ly/2kl8jng](https://bit.ly/2kl8jng).

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For further guidance in sourcing data and further reading to support teaching and learning of textual variations and representations, please see our *Recommended reading list* at [bit.ly/2lhHRQj](https://bit.ly/2lhHRQj)

## What's the task asking students to do?

Students will need to produce a discursive and evaluative response which will argue about the nature of how children learn language.

Students' classroom study will have been focused on an exploration of how children develop their spoken and written skills, and their ability to understand and express themselves through language.

To recap areas students need to study, see specification section 4.1.3 (found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV)).

## How is this question assessed?

The questions in Section B assess the below AOs.

### A01 (15 marks)

#### **Apply appropriate methods of language analysis, using associated terminology and coherent written expression**

This AO is signposted to students in the question wording: 'Referring to Data Set 1 in detail' and rewards students' ability to apply methods of language analysis, particularly in relation to their reference to the data provided. For example, the data can be approached semantically, by looking at the child's vocabulary, phonologically, by considering his pronunciation, or grammatically and pragmatically, by considering how the interaction proceeds.

In their response, students will need to use correct and relevant terminology. For example, terms such as 'imperative', 'plurals', 'semantic field' or 'non-fluency feature' will be required.

Students will need to use coherent written expression in their answer in order to efficiently evaluate this view.

### A02 (15 marks)

#### **Demonstrate critical understanding of concepts and issues relevant to language use**

This AO is signposted to students in the question wording 'Referring to...relevant ideas from language study' and rewards students' ability to demonstrate critical understanding of concepts relevant to language use by children (particularly spoken language, given the nature of the data provided for the sample questions). They will be able to evaluate and challenge different ways of explaining children's language development, integrating examples (either from the data set itself, their own examples, or a combination of both) to support or challenge a model of language development as presented in the quote.

Furthermore, students will also be able to demonstrate critical understanding of issues relevant to language use by children. They will be able to demonstrate a synthesised and conceptualised overview of issues, and evaluate and challenge views, approaches and interpretations of linguistic issues.

In the example of Question 4 on the sample paper, they may look to evaluate the nature and effect of correction and reformulation in this context. Research suggests that adult corrections don't really

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work, which might lead one to argue that there is little point in interacting with adults, but on the other hand, in interacting with this adult, the child is gaining a lot in trying out real world discourses (of being a waiter), using language to control others (when he warns the adult about the books) and reaching for new expressions (eg 'saucy pan').

## How to write a question for Section B

In order to identify possible question focuses, consider the key concepts and the specific subject content for Children's language development. This is outlined in specification section 4.1.3 (found at [bit.ly/2m4ZjFV](http://bit.ly/2m4ZjFV)).

1. Choose data (one longer piece or several shorter pieces) that can be spoken, written or multimodal. Consider:
  - different text types written by children
  - children's progress in writing during their years at school
  - children writing for different audiences and purposes.
2. Use the framing of the sample question as a guide to constructing your question.

---

“(insert quotation)”.

Referring to **Data Set X** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

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## How to write an accompanying mark scheme

### What to include

The performance characteristics will remain consistent from year to year, although clearly the indicative content section will change to reflect the texts chosen. The sample mark scheme at [bit.ly/2lrw8wR](http://bit.ly/2lrw8wR) provides an example of how the indicative content for the questions in Section B will be organised. There will be indicative content for each assessment objective, organised as below.

**A01:** a list of indicative content points, including **language features** (at any analytical level) that students are likely to describe at different levels of performance. In particular, those features which are foregrounded should be highlighted here.

**A02:** a list of possible linguistic **concepts and issues** relevant to language use that students are likely to reference in response to the quote, at different levels of performance.

Please note that indicative content is neither exhaustive nor prescriptive and simply gives examples of the kind of things students might do that would exemplify a given level.

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# Paper 2: Language diversity and change

As detailed in specification section 4.2 (found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV)), the aim of the area of study examined in this paper is to allow students to explore language diversity and change over time. Students will study the key concepts of audience, purpose, genre and mode and will explore language in its wider social, geographical and temporal contexts.

They will explore processes of language change, and study social attitudes to, and debates about, language diversity and change.

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# Section A: Diversity and change

In this section students answer one question from a choice of two, either an evaluative essay on language diversity or an evaluative essay on language change.

Look at how Questions 1 - 2 from the sample assessment materials at [bit.ly/2l4gruz](https://bit.ly/2l4gruz) are constructed. In the sample question below we have *italicised in red* those parts of the question that will remain consistent from year to year:

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*Evaluate the idea that* spoken interactions between men and women are characterised by miscommunication.

[30 marks]

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You can see from the sample questions in Section A that there will always be:

- a choice of tasks, one with a diversity focus and the other with a change focus
  - but it is worth remembering that these are not mutually exclusive categories and many linguists argue that diversity drives change
- an instruction to 'evaluate'
- the question stem 'Evaluate the idea that...'

## What's the task asking students to do?

Students will need to produce a discursive response, evaluating a particular idea about language diversity or change.

The command word in Questions 1 and 2 is 'evaluate' which means that students should judge from available evidence:

- how language varies because of personal, social, geographical and temporal contexts
- why language varies and changes, developing critical knowledge and understanding of different views and explanations
- attitudes to language variation and change
- the use of language according to audience, purpose, genre and mode
- how language is used to enact relationships.

To recap, visit specification section 4.2.1 (found at [bit.ly/2m4ZiFV](https://bit.ly/2m4ZiFV)).

For further guidance in sourcing data and further reading to support teaching and language diversity and change please see our *Recommended reading list* held at [bit.ly/2lhHRQj](https://bit.ly/2lhHRQj).

## How are the questions assessed?

Questions 1 and 2 assess the below AOs.

### A01 (10 marks)

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

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This AO is signposted to students through the question wording: ‘Evaluate the idea’, with the definition of ‘evaluate’ being ‘judge from available evidence’.

In order to evaluate the idea that spoken interactions between men and women are characterised by miscommunication (Question 1 on the sample paper), students will need to apply appropriate methods of language analysis to the context of spoken interactions between men and women. This could include, for example, consideration of grammar or pragmatics, and students would be expected to apply a range of appropriate linguistic terms with accuracy.

In their responses to their chosen questions in Section A, students will need to use correct and relevant terminology for the context in order to successfully evaluate, for example, the idea that spoken interactions between men and women are characterised by miscommunication. For example, they may refer to features such as tag questions, directives and turn-taking structures, as well as the possible functions of such features in considering research on gender and difference.

Students will need to use coherent written expression in their answers.

### A02 (20 marks)

#### **Demonstrate critical understanding of concepts and issues relevant to language use**

In evaluating the idea that spoken interactions between men and women are characterised by miscommunication (Question 1 on the sample paper), students will be able to demonstrate critical understanding of concepts relevant to spoken language use by men and women. For example, they might look to evaluate the deficit, dominance or different views and research.

Students will also be expected to demonstrate critical understanding of issues relevant to spoken language use by men and women. For example, they might look to challenge ideas of difference by critiquing notions of gender polarisation and dichotomies, or they might explore the range of different functions and meanings offered by some language features and how this makes categorisation of homogenous male and female speech styles too simplistic.

## How to write a question for Section A

In order to identify possible question focuses, consider the specific subject content for Language diversity and change. This is outlined in specification section 4.2.1 (found at [bit.ly/2m4ZiFV](https://bit.ly/2m4ZiFV)). Use the framing of the sample question as a guide to constructing your question.

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**Evaluate the idea that (insert idea on language diversity and change).**

**[30 marks]**

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## How to write an accompanying mark scheme

### What to include

The performance characteristics will remain consistent from year to year, although clearly the indicative content section will change to reflect the task set. The sample mark scheme from [bit.ly/2miubl1](https://bit.ly/2miubl1) provides an example of how the indicative content for questions in Section A will be

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organised.

**A01:** generic performance characteristics including the methods **of language analysis** and **associated terminology** that students are likely to describe at different levels of performance.

**A02:** a list of indicative content points, including linguistic **concepts and issues relevant to language use** that students are likely to reference in response to the idea presented in the question, at different levels of performance.

Please note that indicative content is neither exhaustive nor prescriptive and simply gives examples of the kinds of things students might do that would exemplify a given level.



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# Section B: Language discourses

In this section students are presented with two texts about a topic linked to the study of diversity and change. Students answer two compulsory questions. The first question requires analysis of how the texts use language to present ideas, attitudes and opinions. The second question is a directed writing task linked to the same topic and the ideas in the texts.

Look at how Question 3 from the sample assessment materials at [bit.ly/2l4gruz](https://bit.ly/2l4gruz) is constructed. In the sample question below we have *italicised in red* those parts of the question that will remain consistent from year to year.

---

*Text A, printed on the insert, is a* blog post *about* language change from The Guardian online. *Text B, printed on page 3, is the* start of an article *about* language change from The Daily Telegraph online.

*Analyse how language is used in Text A and Text B to present views about* the nature of language change. *In your answer you should:*

- examine any similarities and differences you find between the two texts*
- explore how effectively the texts present their views.*

**[40 marks]**

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You can see from the sample question that there will always be:

- two texts referred to as 'A' and 'B'
- a description preceding the question briefly explaining what each text is
- an instruction to 'analyse how language is used' to present views about language diversity or language change, in both texts
- an instruction to examine any similarities and differences found between the two texts and to explore how effectively the texts present their views
- texts printed in colour (where appropriate) and as clear/legible as possible
- texts printed in the question paper or in a separate insert/data booklet (depending on the size of the text(s) in question).

## A note on the choice of texts

Students should study a range of texts that convey attitudes to language diversity and change. The texts studied will include those written for non-specialist audiences.

For stimulus material you could use for teaching and learning purposes, access our bank of past papers for the legacy A-level English Language Specification A (ENGA3 Section B language discourses). Visit [aqa.org.uk/log-in](https://aqa.org.uk/log-in) and navigate to e-AQA, then Secure Key Materials, then A-level, English Language A, before picking the series of your choice.

### Important

The exam questions on legacy materials are worded differently, so you will need to adapt the question wording so it's aligned with the current specification.

For further guidance in sourcing data and further reading to support teaching and learning of language discourses please see our *Recommended reading list* at [bit.ly/2lhHRQj](https://bit.ly/2lhHRQj).

## What's the task asking students to do?

The command word is 'analyse' which means that students' focus should be on how the text producer uses language to convey views and opinions about language issues.

Students will have explored, as part of their classroom study, how texts:

- represent language
- construct an identity for the producer
- position the reader and seek to influence them
- are connected to discourses about language.

To recap this, see specification section 4.2.3, found at [bit.ly/2m4ZjFV](https://bit.ly/2m4ZjFV).

Note that students are not required to offer their personal response to the views presented in the text; it's how those views are presented that should be the focus of their response.

## How is this question assessed?

Question 3 assesses the below AOs.

### A01 (10 marks)

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

A01 is signposted to students through the question wording 'Analyse how language is used'. In order to analyse how language is used in Text A and Text B to present views about the nature of language change, students will need to apply appropriate methods of language analysis to the texts. This could include, for example, consideration of issues pertinent to grammar and morphology (ie the structural patterns and shapes of English at sentence, clause, phrase and word level) or to lexis and semantics (ie the vocabulary of English) which are relevant to how language is used in the texts to present views about the nature of language change.

Students will need to use correct and relevant terminology for the context in order to successfully analyse how language is used in the texts to present views about the nature of language change. For example, in semantics, they could discuss metaphor and the connotations of words.

Students will need to use coherent written expression in their answers.

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### A03 (15 marks)

#### Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

A03 is signposted to students through the question wording 'to present views about the nature of language change' and 'explore how effectively the texts present their views'. In responding to the texts and the question, students will be focusing on the construction of meaning, including evaluation and analysis of those language features associated with it. They need to show they understand how the language features build into patterns of meaning to present views about the nature of language change. Students could look at how ideas about language are constructed and how the writers position themselves in relation to the subject matter and their ideal readers.

### A04 (15 marks)

#### Explore connections across texts, informed by linguistic concepts and methods

Through analysing how language is used in Text A and Text B to present views about the nature of language change, students will be exploring connections between them (as directed by the first bullet point in the question wording, 'examine any similarities and differences you find between the two texts') and looking at similarities and differences in the ways in which language is used to present views about the nature of language change. They may, for example, evaluate presentations of language change as decay, or evaluate presentations of correctness and communication/clarity. Exploring these connections will require them to refer closely to the relevant textual dimensions.

In exploring the similarities and differences between the texts, students will be employing a fundamental method of linguistic enquiry, which is to research how texts construct discourses about a subject.

## How to write Question 3

In order to identify possible question focuses, consider the specific subject content for language discourses. This is outlined in specification section 4.2.3, which you can find here: [bit.ly/2m4ZiFV](https://bit.ly/2m4ZiFV).

1. Choose two texts that are linked by the attitudes/views about language diversity and change they convey.
2. Use the framing of the sample question as a guide to constructing your question.

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Write a brief description of each text

**Text A, printed on (the insert/page X), is a (insert text type) about (insert language issue) from (insert source). Text B, printed on (the insert/page X), is a (insert text type) about (insert language issue) from (insert source).**

**Analyse how language is used in Text A and Text B to present views about (insert language issue). In your answer you should:**

- examine any similarities and differences you find between the two texts
- explore how effectively the texts present their views.

## How to write an accompanying mark scheme

### What to include

The performance characteristics will remain consistent from year to year, although clearly the indicative content section will change to reflect the texts chosen. The sample mark scheme at [bit.ly/2lrw8wR](http://bit.ly/2lrw8wR) provides an example of how the indicative content for Question 3 will be organised. There will be indicative content for each assessment objective, organised as below.

**A01:** a list of indicative content points, including **language features** (at any analytical level) and associated **terminology** that students are likely to describe at different levels of performance.

**A03:** a list of possible **contextual factors** and language features that students are likely to describe at different levels of performance.

Please note that indicative content is neither exhaustive nor prescriptive and simply gives examples of the kinds of things students might do that would exemplify a given level.

Look at how Question 4 from the sample assessment materials at [bit.ly/2l4gruz](http://bit.ly/2l4gruz) is constructed. In the sample question below we have *italicised in red* those parts of the question that will remain consistent from year to year.

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*Write an opinion article about language change in which you assess the ideas and issues raised in Text A and Text B and argue your own views.*

[30 marks]

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You can see from the sample question that there will always be:

- an instruction to 'write' in a particular form for a non-specialist audience, about the language issue presented in the stimulus material
- a specified form which will always be an opinion-based piece
- the command words 'assess' and 'argue' indicating that the student will need to make an argument and present their views about the language issue in question
- a reference to both texts.

## What's the task asking students to do?

The directed writing task requires students to produce a piece of writing in which they present their own views in a particular form. They need to show they can control a style of writing, and write engagingly and purposefully. The writing is centrally about a language topic and so demonstrating subject knowledge is vital.

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The topics of language diversity and change are good areas for students' writing as these are topics which generate strongly held views by public figures. Students can show that they can deconstruct others' arguments and present their own in an appropriate format.

It may be useful to think about the directed writing task as a creative alternative to a discursive essay format. Discursive skills in both these activities involve marshalling points and presenting them in a coherent form. The focus of Paper 2 Section B on language debates will mean that students' writing will necessarily have the purpose of conveying opinions and arguing a case. Essentially, the task will always require students to present opinions and views and positions to a non-specialist audience.

### A note on the form

In the sample paper at [bit.ly/2IlnSuQ](https://bit.ly/2IlnSuQ), the form specified is an opinion article. The form specified won't always be an opinion article, but it will always be an opinion-based piece with a very broad indication of form, allowing students scope to decide exactly how to present their writing.

It is essential in preparation for the task for students to have experience of the different ways in which opinions are expressed in real-world texts and pieces of communication, in order for them to recognise the diversity of forms that are available to them in their own writing choices.

Some useful models of opinion-based writing include serious newspaper features. Search online for The Independent's *Voices*, more light-hearted features such as The Guardian's *Modern Tribes* and other articles and editorials in a wide range of publications.

## How is this question assessed?

Question 4 assesses the below AOs.

### A02 (20 marks)

#### **Demonstrate critical understanding of concepts and issues relevant to language use**

This AO is signposted to students through the question wording: 'assess the ideas raised in Text A and Text B and argue your own views'.

Writing an opinion article about language change (sample question) in which they assess the ideas and issues raised in Text A and Text B and argue their own views, students will be able to demonstrate critical understanding of concepts relevant to changing language use, such as ideas of progress or decay.

In assessing the ideas and issues, students will also be able to demonstrate critical understanding of issues relevant to language use by challenging particular stances.

### A05 (10 marks)

#### **Demonstrate expertise and creativity in the use of English to communicate in different ways**

In writing their opinion articles, students will need to demonstrate both expertise and creativity by making innovative use of form and using an appropriate register; transforming and exploring ideas relevantly and interestingly for the audience and using an engaging and entertaining style.

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## How to write question 4

1. Ensure the task is linked to the language topic as presented in the stimulus material for Question 3.
2. Use the framing of the sample question as a guide to constructing your question.

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Write an (insert opinion-based form) about (insert language topic) in which you assess the ideas and issues raised in Text A and Text B and argue your own views.

[30 marks]

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## How to write an accompanying mark scheme

### What to include

The performance characteristics will remain consistent from year to year, although clearly the indicative content section will change to reflect the task set. The sample mark scheme at [bit.ly/2miubl1](http://bit.ly/2miubl1) provides an example of how the indicative content for Question 4 will be organised.

There will be indicative content for each assessment objective, organised as below.

**A02:** a list of indicative content points, including **concepts and issues relevant to language use** that students are likely to describe at different levels of performance.

**A05:** a list of indicative content points, including the different ways students could demonstrate expertise and creativity in their use of English to communicate their views, at different levels of performance.

Please note that indicative content is neither exhaustive nor prescriptive and simply gives examples of the kind of things students might do that would exemplify a given level.



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