



## A-level English Language A-level English Language and Literature

Hub schools network meeting  
Spring 2018

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### This meeting will be recorded

Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for one year and not shared as an accompaniment to session resources.

The recording will begin now.

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### Structure of the session

The focus for the session will be **both** English Language **and** English Language and Literature

The points of similarity between the two specification focus on:

- exploring meanings through linguistic description
- exploring context
- making connections.

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## Exploring meanings through linguistic description

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## English Language and English Language and Literature

- Why focus on both **English Language** and **English Language and Literature** together?
- Both these subjects focus on language in use, in a variety of texts, from different times, and for different audiences and purposes.
- Both draw on linguistic methods to examine and evaluate the ways that writers and speakers use language to create meanings and representations.
- Both require evaluation and comparison of the ways that language is used.

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## Focus on AO1 – English Language

**AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

Level 5	Apply linguistic methods and terminology, identifying <b>patterns</b> and <b>complexities</b> Apply <b>different levels</b> of language analysis in an <b>integrated</b> way, recognising how they are <b>connected</b> Rare errors Guide the reader
Level 4	Apply linguistic methods and terminology with <b>precision</b> and detail Apply <b>2 or more levels</b> of language analysis Occasional errors Develop a line of argument
Level 3	Apply linguistic methods and terminology <b>consistently</b> and <b>appropriately</b> Label features that have <b>value for the task</b> More accuracy than inaccuracy Communicate with <b>clear topics/paragraphs</b>

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## Focus on A01 – English Language and Literature

**A01:** Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression.

Level 5	Apply a <b>range</b> of terminology accurately <b>Select</b> language levels with <b>sustained relevance</b> and evaluation of <b>patterns</b> Express ideas with sophistication and sustained development
Level 4	Apply terminology relevantly and mainly accurately <b>Select</b> language levels <b>purposefully</b> and explore some <b>patterns</b> Express ideas coherently and with development
Level 3	Apply terminology with some accuracy <b>Select</b> language levels and <b>explain</b> some features Present ideas with some clear topics and organisation

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## Approaching A01

- For **English Language** the mark scheme should be seen as a ladder, with rungs that need to met before reaching the top:
  - L5: structural elements and clause patterns
  - L4: precise labelling of word classes and linguistic features
  - L3: identification of word classes and focus on lexical and semantic aspects.
- There is a **hierarchy of methods**, with structural elements and clause patterns in level 5. Students should not 'skip' L3 and L4 to focus solely on L5 as this does not allow for close focus on the question.

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## Approaching A01

- For **English Language and Literature** there is no hierarchy of methods. However, students are rewarded for **selecting** methods **purposefully** and for evaluating **patterns** of use.
- **English Language and Literature** is more broad than simply looking at linguistic features. A01 is best regarded as comprising:
  - concepts eg characterisation
  - methods eg speech and thought presentation
  - features eg speech verbs.

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## Where AO1 is assessed: English Language

All questions which have accompanying data require close focus on language detail from the data

### Paper 1

Section A Question 1/Question 2

AO1: 10 marks AO3: 15 marks

Section B Question 3/Question 4 (Child Language Development)

AO1: 15 marks AO2: 15 marks

### Paper 2

Section B Question 3

AO1: 10 marks AO3: 15 marks AO4: 15 marks

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## Where AO1 is assessed: English Language and Literature

### Paper 1 – Telling Stories [assessed for all questions]

Section A – Remembered Places

AO1: 15 marks AO3: 15 marks AO4: 10 marks

Section B – Imagined Worlds

AO1: 10 marks AO2: 10 marks AO3: 15 marks

Section C – Poetic Voices

AO1: 15 marks AO2: 10 marks

### Paper 2 Exploring conflict

Section B Dramatic Encounters

AO1: 15 marks AO2: 20 marks AO3: 10 marks

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## Meanings, interpretations and representations

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## English Language question structure

English Language focuses on **unseen texts** for both Paper 1 and Paper 2.

Paper 1 – Question 1/Question 2

Analyse how text A/text B uses language to create meanings and representations.

Paper 1 – Question 3/Question 4

[statement about CLD]

Referring to the data set in detail, and to relevant ideas from language study, evaluate this view of children's language development.

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## English Language question structure

Paper 2 – Question 3

Analyse how language is used in Text A and Text B to present views about [topic]. In your answer you should:

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

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## Meanings, interpretations and representations

Probably the easiest way to tackle any unseen text is to consider these questions:

- What people/topics/issues are being presented in the text(s)?
- Which language features has the text producer used in order to create these presentations?

You will notice here that we have prioritised the content and context of the text rather than language features. It makes sense to look at the **what** before we examine the **how**.

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## English Language 7702/1 Summer 2017

Article from the Metro newspaper:

[Veronica Campbell-Brown runs in wrong lane at Beijing World Championships, doesn't get disqualified](#)

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## English Language 7702/1 Summer 2017

**What people/topics/issues are being presented in the text?**

Students should be encouraged to explore layers of meanings.

For example, Veronica Campbell-Brown is presented as:

- a successful and experienced athlete
- a successful female athlete, in her 30s
- a successful but flawed athlete
- a representative of her home nation, Jamaica
- an athlete who is determined to win at all costs?

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## Language features

**Which language features has the writer used in order to create these presentations?**

- is 33 years old, has won 16 Olympic and World Championship medals
- probably run more races in her career than she can probably count
- The Jamaican
- Despite all that experience
- RUN IN THE WRONG LANE

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## Linking AO1 to AO3

In Text A, the abstract noun phrase 'accepted sprinting etiquette' is used by the writer in order to suggest that there is a system of polite behaviours which exists within the racing world. It is expected that this system is followed by everyone involved in sprinting but that Jamaican Veronica Campbell-Brown's behaviour has broken this unwritten rule. The writer is representing her as the villain of the piece and the British athlete Margaret Adeoye therefore as the victim. As this extract comes from a UK newspaper, we would perhaps expect there to be loyalty to the British athlete from the British readership.

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## Commentary

You will notice that the AO1 content is just the quotation from the text (accepted sprinting etiquette) and the word class (abstract noun phrase).

A key strength of this paragraph is the focus on AO3 and how it explores representations of the 'rules' of sprinting, the two athletes involved in the story and some discussion of context and how it has affected language use, the text producer's stance and the likely response by the text receiver.

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## Discussion point

Have a look at **example A** and **example B** on page 7 of your booklet, taken from student responses from the summer 2017 exam.

- How precisely are language features explored?
- How effectively is AO1 **linked** to AO3?

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## Discussion point

English Language Paper 1 question 1 full response.

In your booklet on page 9 you have a complete answer for Question 1. This candidate was awarded:

- AO1: 9/10
- AO3: 15/15.

Please read the answer on page 9 and discuss with your colleagues why the student achieved the marks awarded.

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## English Language and Literature question structure

Paper 1

- Section A – Remembered Places (Paris Anthology).
- Compare and contrast how the writer and speaker of Text A and the writer of Text B express their ideas about times of social upheaval in Paris.

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## Section B Imagined Worlds

### *Frankenstein*

- Explore the significance of Walton's letters in the novel.
- Explore the significance of the relationship between Henry Clerval and Frankenstein.

### *Dracula*

- Explore the significance of Carfax as a location in the novel.
- Explore the significance of the character of Renfield in the novel.

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## Section B Imagined Worlds

### *The Handmaid's Tale*

- Explore the significance of Offred's interactions with Ofglen in the novel.
- Explore the significance of Gilead's ceremonies in the novel.

### *The Lovely Bones*

- Explore the significance of Susie's heaven in the novel.
- Explore the significance of the character of George Harvey in the novel.

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## Section C Poetic Voices

### Donne

- Examine how Donne presents views about the effects of change
- Examine how Donne presents suffering

### Browning

- Examine how Browning presents the speaker's state of mind
- Examine how Browning presents memories of people

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## Section C Poetic Voices

### Duffy

- Examine how Duffy presents feelings of regret
- Examine how Duffy presents views on growing up

### Heaney

- Examine how Heaney presents attitudes towards the Irish landscape
- Examine how Heaney presents views on death

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## Paper 2 Dramatic Encounters

### *Othello*

- ... explore how and why Shakespeare presents characters' attitudes to reputation
- ... examine how and why Shakespeare presents tension between male and female characters

### *All My Sons*

- ... explore how and why Miller presents feelings of guilt
- ... explore how and why Miller uses characters' disagreements

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## Paper 2 Dramatic Encounters

### *A Streetcar Named Desire*

- ... examine how and why Williams presents characters' loss of control
- ... explore how and why Williams presents characters' contrasting values

### *The Herd*

- ... explore how and why Kinnear presents characters' family disputes
- ... explore how and why Kinnear presents mother and daughter relationships

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## English Language and Literature question structure

- Section A Remembered Places (Paris Anthology)
- Compare and contrast how the writer and speaker of Text A and the writer of Text B express their ideas about times of social upheaval in Paris.
- At AS level - Compare and contrast how the writers and speakers in these extracts present Paris.

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English Language and Literature 7707/1  
Summer 2017

The extracts from summer 2017 are on pages 15 – 18 of your activities booklet.

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English Language and Literature 7707/1  
Summer 2017

**What people/topics/issues are being presented in the texts?**

Students should be encouraged to explore layers of meanings.

The riots/social upheaval are presented as:

- of immense significance for all
- chaotic, dramatic, a dangerous and terrifying rebellion
- damaging to the government
- triumphant, celebratory, a blessing
- necessary for equality and progression

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English Language and Literature Paper 1  
Summer 2017

Read through the quotations on page 19 of your booklet.

Label the linguistic features as precisely as you can.

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Which linguistic features has the writer used in order to create these presentations?

- France has been brought to its knees by a disenchanted majority who wanted more money better working conditions and a shake-up in the social system
- that night the Latin Quarter of Paris became a battleground
- big trouble was looming (5) ((booming sound)) the mob was incensed by the sight of riot police
- I may tell you pavilions, of triumphal arches, of altars on which incense was burnt, of two thousand men walking in procession
- The distinctions of rank were forgotten; and, inspired by the same spirit, the highest and lowest orders of citizens gloried in taking up the spade
- the people, transported with joy, shouted and wept as the procession passed.

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### Linking A01 to A03

The narrator of text A refers to those involved in the unrest using a variety of **noun phrases**: 'student population'; 'citizens from every walk of life from every class'; 'a disenchanted majority'. He does **not** necessarily present these people as **disreputable, but as ordinary people that the audience can relate to**. However, the **activities** they are involved with are presented using negative **material verbs**: 'unrest which had **lurked**'; 'big trouble was **looming**'.

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### Linking A01 to A03

These negative verbs illustrate how the unrest was not a sudden event but had actually been **building up for some time until its climax on this night of violence and chaos**. **The narrator's seemingly neutral stance as a British news reporter**, therefore, is undercut by his strong verb choices, which alert the **listening audience to the severity of the situation, possibly causing alarm and concern about the nature of these riots**.

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## Commentary

You will notice that AO1 features are precisely labelled: noun phrases and material verbs.

A key strength of this paragraph is a focus on AO3; there is clear awareness that the narrator is presenting both the people involved in the riots and the riots themselves using very carefully selected linguistic choices, aiming to both inform the audience, but also position them to respond negatively to the incident. Some more tentative discussion emerging with reference to 'seemingly neutral stance'. Thus, there is clear focus on purpose and the likely response by the text receiver.

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## Discussion point

Have a look at **example 1** and **example 2** on page 20 of your activities booklet, taken from student responses from the summer 2017 exam:

- how precisely are language features identified?
- how effectively is AO1 **linked** to AO3?

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## Discussion point

English Language and Literature Paper 1 question 1 – full response.

In your booklet on pages 22-27 you have two complete answers for question 1.

Please read the answers and discuss with your colleagues why the marks were awarded.

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## Additional thoughts about representation

Representations can be broader than simply looking at how a topic or issue is presented.

### Self-representation

- What is important about the way the author/writer/narrator/speaker presents themselves and their approach to the topic/issue?
- What can we deduce about them from the language they use?
- Is the text producer setting themselves up as an expert? A judge? Similar to the text receiver?

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## Additional thoughts about representation

### Text producer as representative of a publication or company.

- Has the author/writer/narrator/speaker adopted a particular stance that is in line with the type of text? If so, why?
- What language features suggest the creation of a particular viewpoint or persona?

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## Lessons learned from the summer

Better responses:

- used a range of language features with precision
- linked language features to meaning and/or context throughout their response
- exemplified precisely.

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## Lessons learned from the summer

Less successful responses:

- used terminology rarely, inaccurately or imprecisely
- for Language, addressed features from L5 only, therefore missing out some important L3/L4 points
- quoted isolated words that were decontextualized from the original usage in the text
- misunderstood representation or offered oversimplified accounts of representational aspects
- repeated words from the mark scheme (eg patterns; representation) without actually addressing these aspects.

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## Exploring context

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## Focus on AO3 – English Language

**AO3:** Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Level 5	Evaluate use of language and representation according to context Explore analysis within <b>wider social and cultural contexts</b>
Level 4	Analyse how language choices create meanings and representations Analyse how aspects of context <b>work together</b> to affect language use
Level 3	Interpret significance of specific choices of language according to context <b>Link</b> specific language choices with an aspect of context

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## Focus on A03 – English Language and Literature

**A03:** Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received.

Level 5	Evaluate different factors associated with <b>mode</b> Evaluate the use of particular <b>generic conventions</b> Evaluate the influence of contextual factors on <b>production</b> and <b>reception</b>
Level 4	Analyse different aspects of mode Analyse genre conventions Analyse how the production and reception of the texts/extracts are motivated by contextual factors
Level 3	Explain aspects of mode Explain more obvious genre conventions Explain the contexts in which the texts/extracts were produced and received

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## Exploring context

The context of a text will influence the linguistic choices made by the writer so that it is appropriate and relevant for the text receiver.

Context covers a variety of different focus points, such as:

- text type
- genre
- mode
- audience(s)
- purpose(s)
- age of text.

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## Exploring context

For **English Language and Literature** there is particular focus on:

- contexts of production: time factors, place, mode, ideology, intended purposes and audiences
- contexts of reception: time factors, place, mode, ideology, intended purposes and audiences
- social, historical, political and literary influences on the production and reception of these texts.

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## English Language

It is crucial that the context information is read carefully and understood.

Paper 1:

Text B is the front cover of, and an extract from, the official report *The Fourth Olympiad*, published after the 1908 Olympics.

Paper 2:

Text B is the start of a feature article about women's language from the Guardian website.

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## English Language

It is crucial that the context information is read carefully and understood.

Paper 1

Text B is **the front cover** of, and **an extract** from, **the official report** *The Fourth Olympiad*, **published after the 1908 Olympics**.

Paper 2

Text B is **the start of a feature article about women's language** from the **Guardian website**.

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## Discussion point:

Have a look at **example C** and **example D** on page 7 of your activities booklet.

How effectively do the students discuss significant aspects of context?

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## Language and Literature

### Remembered Places (Paris Anthology)

This is a news report of the Paris riots in 1968, taken from the website of British Pathé, a news and film archive. The narrator is male and speaks with a Received Pronunciation accent.

Helen Maria Williams (1761-1827) was an English writer who supported the principles of the French Revolution and moved to Paris in 1790. From that time until 1796, she published a series of letters in support of the revolutionary movement in France. This text contains a selection of those letters.

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## Language and Literature

### Remembered Places (Paris Anthology)

This is a **news report** of the **Paris riots in 1968**, taken from the website of **British Pathé, a news and film archive**. The **narrator is male** and speaks with a **Received Pronunciation accent**.

Helen Maria Williams (1761-1827) was an **English writer** who supported the principles of the **French Revolution** and moved to Paris in 1790. From that time until 1796, she published a **series of letters in support of the revolutionary movement** in France. This text contains a selection of those letters.

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## Discussion point:

Have a look at **example 3** and **example 4** on page 20 of your activities booklet.

How effectively do the students discuss significant aspects of context?

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## Lessons learned from the summer

### Better responses:

- Reflected on relevant contextual factors
- Offered detailed and developed discussion about context in light of key linguistic features
- Offered tentative comments about context

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## Lessons learned from the summer

### Less successful responses:

- Offered learned information about the texts without relevance to the task
- Offered comments about context without rooting their observations in evidence from the text.
- Made broad or over-generalised comments about mode, audience and purpose
- Made assertions about definite effects of context on text production and reception
- Oversimplified the concept of audience positioning, referring to spatial positioning as though physically above or below the writer

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## Making connections

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## Making connections

Both **Language** and **Language and Literature** require students to make connections/comparisons between texts.

### Language

- Paper 1 – there is a separate, stand-alone question assessing only AO4 (question 3).
- Paper 2 – Question 3 requires connections as part of the analysis of the texts provided.

### Language and Literature

- Paper 1 – requires comparison of the Anthology extracts.
- Paper 2 – requires comparison of students' own writing with the base text studied.

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## Focus on AO4 – English Language

**AO4:** Demonstrate connections across texts, informed by linguistic concepts and methods.

Level 5	Evaluate the importance/ significance/effect of connections found across texts
Level 4	Explore connections between texts by linking language and context
Level 3	Make connections across texts by identifying similar or different uses of language/content/context

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## Focus on AO4 – English Language and Literature

**AO4:** Explore connections across texts, informed by linguistic and literary concepts and methods.

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## Focus on AO4 – English Language and Literature

### Paper 1 Question 1

Level 5	Make sophisticated and perceptive connections Cover extracts evenly Evaluate ideas about how individuals and societies are framed and represented Evaluate in detail the ways in which the texts/extracts are similar and different
Level 4	Make sound and occasionally perceptive connections Cover extracts evenly Analyse ideas about how writers and speakers represent places, societies and people
Level 3	Make some connections Cover extracts reasonably evenly Explain more obvious points about representation Explain some ways in which texts/extracts are similar and different

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## Focus on AO4 – English Language and Literature

### Paper 2 Question 2

Level 5	Offer perceptive insights about particular aspects of language and likely effects produced in the base text, compared with their transformed text
Level 4	Offer productive comments about relevant aspects of language and likely effects produced in the base text, compared with their transformed text
Level 3	Offer some useful comments about relevant aspects of language and likely effects produced in the base text, compared with their transformed text

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## Discussion point – English Language

Have a look at **example E** and **example F** on page 8 of your booklet, taken from student responses from the summer 2017 exam:

- What comparisons are addressed in these responses?
- How might these responses be improved?

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## English Language Paper 2

### Question 3 example response

On pages 11-13 of your booklet you have a complete answer for question 3.

This candidate was awarded:

AO4: 12

Please read the answer on page 11 and discuss with your colleagues why the student achieved the mark given for AO4.

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## Discussion point – English Language and Literature

Have a look at **example 5** and **example 6** on page 21 of your booklet.

What comparisons does each response cover?  
How might these responses be improved?

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## Discussion point – English Language and Literature

Have a look at **example 7** and **example 8** on page 21, taken from students' commentaries, accompanying their recast.

How does each student integrate a discussion of their own writing choices alongside a discussion of the base text?

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## Lessons learned from the summer

### Better responses:

- made comparisons/connections based on contexts and linguistic detail
- were able to step back from the texts and look at them with fresh eyes to make comparisons
- made subtle comparisons eg features that were similar but used to create different effects
- considered patterns across the texts
- reflected on context (mode/age of texts) to explain language choices and how they varied

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## Lessons learned from the summer

### Less successful responses:

- made simple comparisons of content only
- took a text-by-text approach
- for **Language**, repeated some errors from their responses to questions 1 and 2.

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## How did we do?

Please take a moment to complete a brief evaluation form for today's event. Your feedback is very important to us as it helps us improve and plan future training.

You should have been emailed the evaluation form. Please check your inbox (possibly your junk mail folder). If you haven't received it please give your trainer your name, centre name/number and email address so that we can look into it for you.

Thank you.

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Thank you

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