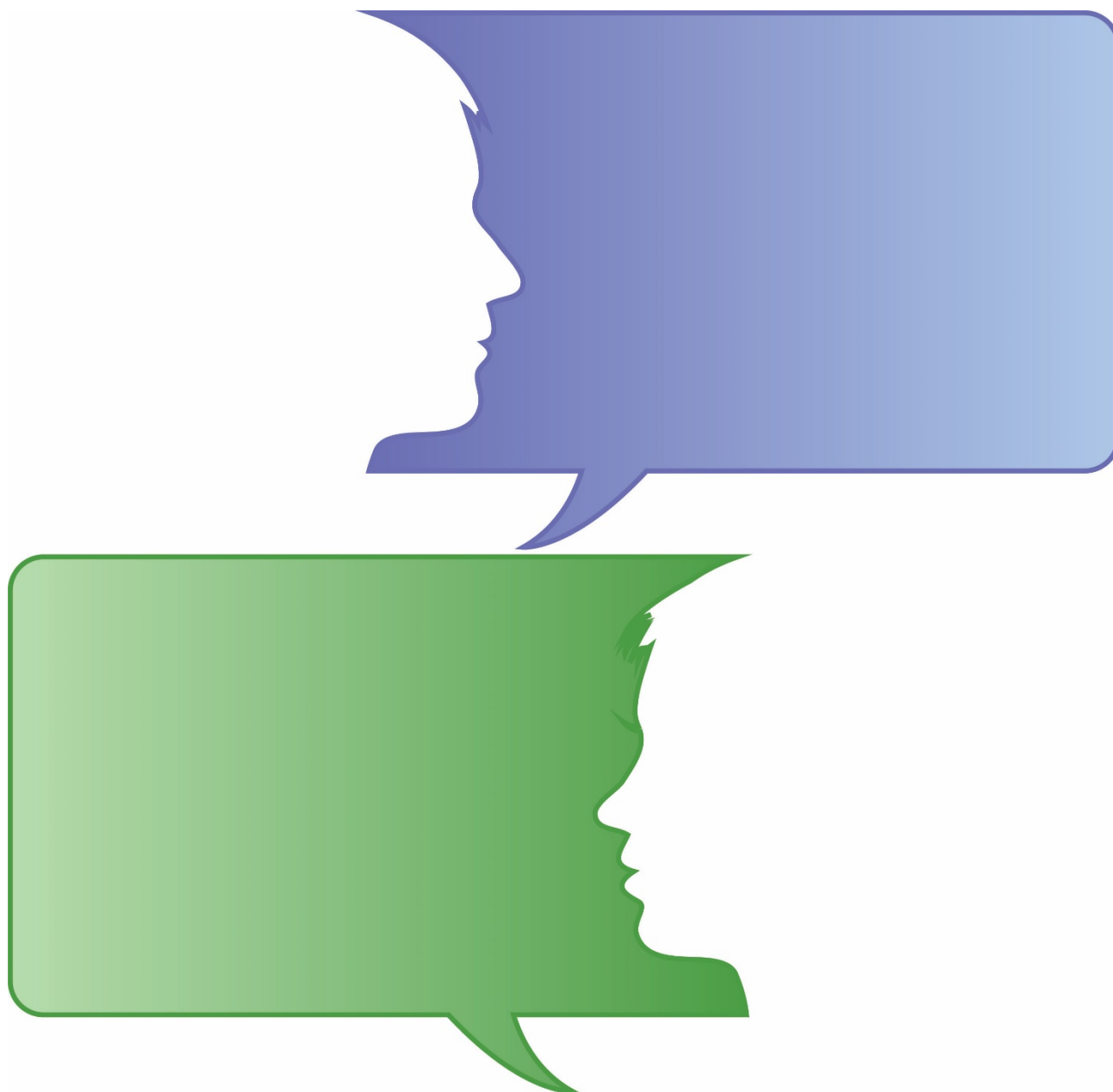


A-level English Language

Hub schools network meeting

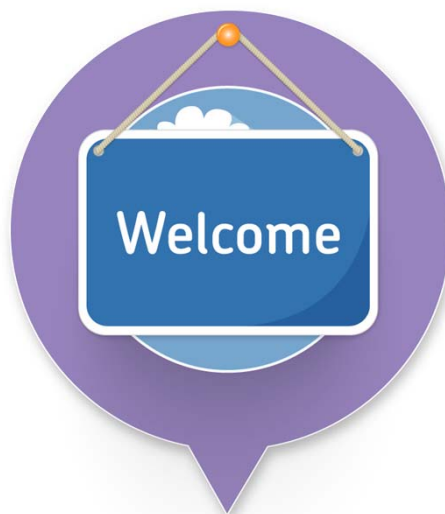
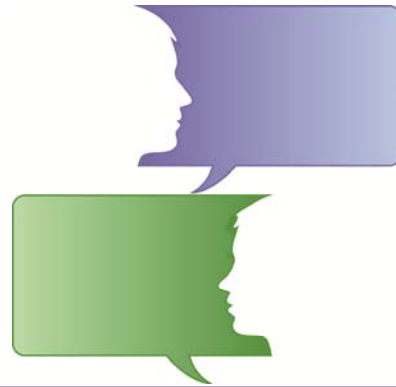
Presentation slides

Published: Spring 2019



Hub school network meeting A-level English Language

Spring 2019



This meeting will be recorded

Exam boards have an Ofqual requirement to record event audio.

Recordings are kept for the lifetime of the specification and not shared as an accompaniment to session resources.

The recording will begin now.

Key approaches for Papers 1 and 2

- The material for these Hub meetings is designed to support the teaching of Paper 1 Section B (Children's Language Development) and Paper 2 Section B (Language Discourses).
- The material that follows makes use of texts from previous exam papers for this specification and those used on previous specifications for our English Language papers.
- The material is designed to support work with students in developing their approaches to these exam components.

Thinking about the assessment objectives

The five assessment objectives (AOs) are used to assess a range of knowledge and skills across the whole course.

A01

- AO1 assesses methods of language analysis, using associated terminology and coherent written expression.
- In questions where there is language data to analyse (Paper 1 Section A and Paper 2 Section B), the emphasis is often on the methods of language analysis.
- In questions where there is no language data to analyse (Paper 2 Section A), the emphasis is often more on coherent written expression and using appropriate terminology.

A01

- In questions where there is data to analyse and an 'evaluate' question posed, there needs to be a balance struck between the different elements of AO1.
- The material for Paper 1 in this Hub meeting will help address this.

A02

- AO2 is perhaps most closely linked to knowledge about the different areas of Children's Language Development and Language Discourses.
- AO2 relates to 'ideas from language study', which is the wording used in several questions where AO2 is assessed.
- These ideas might relate to studies, research, theories and a wider understanding of language concepts.

A02

- A02 is assessed, like all the AOs, across different levels, rewarding more detailed and conceptualised understanding at the higher levels.
 - knowledge of findings and studies would generally be Level 3
 - understanding of the issues and concepts they are linked to would be L4/5
 - evaluation of ideas, research and data would be L5
- It is important to remind students that data and examples for discussion can come from a range of sources, including their own examples and research.

A0s 3-5

- A03 – analysing and evaluating the contextual factors and language features associated with the construction of meaning – is focused on in the material for Paper 2.
- A04 – exploring connections across texts, informed by linguistic concepts and methods – is focused on in the material for Paper 2.
- A05 – which is only assessed in Question 4 of Paper 2 – is discussed briefly in the material for Paper 2.

Discourse and language discourses

- **Discourse** is a term that has developed several meanings in several disciplines. For AQA Paper 2, a useful application of the term is to view discourses as ways of **thinking** about, **talking** about, **arguing** about and **describing** how we feel about something.
- Because language – and views about language change and diversity – are under the spotlight for Paper 2, language discourses might therefore be described as ways of **thinking** about, **talking** about, **arguing** about and **describing** how we feel about language.

Language Discourses

Discourse

- Norman Fairclough, a pioneer of what is termed Critical Discourse Analysis (CDA), focuses on the power that discourse has in influencing how ideologies are constructed and maintained, and on how personal and social identities are constructed.
- The material provided here for Section B of paper 2 is designed to encourage students to:
 - see how views about language are presented and framed
 - help them develop an approach to the two texts they will be analysing and responding to.

Paper 2 Question 3 (June 2018)

Text A and **Text B** are on the insert.

Text A is an extract from an article about politically correct language from the website Waking Times, accessed in 2016.

Text B is an extract from the website Political Correctness – The Awful Truth, accessed in 2016.

0 3 Analyse how language is used in **Text A** and **Text B** to present views about politically correct language.

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]

Paper 2 Question 3

- A successful response to Q3 would be one that demonstrates an understanding of the arguments being made and the language being used to do that.
- Students will also need to connect ideas and approaches across the two texts but also to wider social and linguistic contexts.
- A three-pronged analytical approach is suggested.

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Three-pronged analysis

Prong one

How the subject matter is being represented

Prong two

How the writers are presenting themselves and creating a voice

Prong three

1. How the writers are addressing and positioning the reader

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Paper 2 Question 3

Question 3 lesson/activity ideas:

1. introducing language discourses
2. developing understanding through independent reading
3. applying understanding of discourses within analysis
4. challenging dominant discourses
5. developing a full analysis
6. making connections between texts and wider discourses
7. using ideas from Q3 to develop work on Q4.

Paper 2 Question 3

Introducing/revising discourses

Worksheet 1: designed to explain the concept of language discourses and how it is relevant to this task.

Paper 2 Question 3

Developing understanding through independent reading

Worksheet 2: a research task designed to give students the opportunity to read a range of texts and identify common discourses.

Paper 2 Question 3

Applying understanding of discourse within analysis

Worksheet 3: using short extracts to try out an approach that encourages the discussion of language discourses.

Paper 2 Question 3

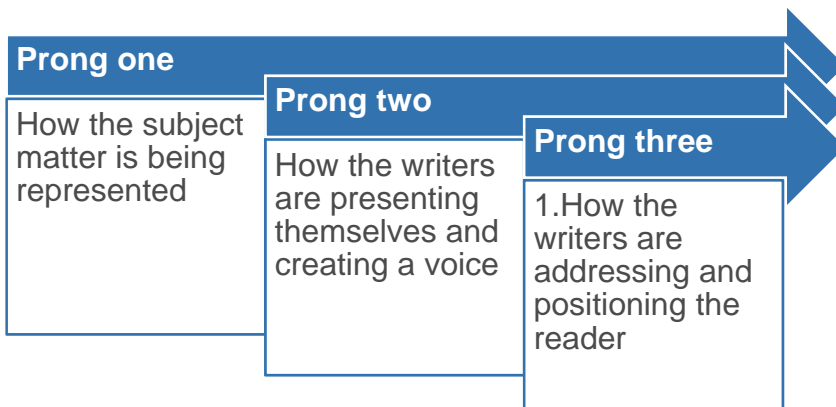
Evaluating and challenging dominant discourses

- Often the discourses that dominate the media tend to represent language change and diversity in ways that are at odds with the views of many modern linguists.
- Students who are familiar with a more informed linguistic perspective will be able to evaluate and perhaps challenge the representations they encounter.
- Worksheet 4 offers a starting point.

Reading suggestions on language discourses

- *Talk on the wild side* – Lane Green
- *Attitudes to language* – Dan Clayton
- *Language change* – Ian Cushing
- *Words on the move* – John McWhorter

Developing a full analysis



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Paper 2 Question 3

Developing a full analysis

Worksheet 5

- Modelling the approach
- Commentary

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Paper 2 Question 3

Making connections between the two texts and building an overall analysis

Worksheet 6

Paper 2 Question 3

Applying this approach to new texts

Worksheet 7

Paper 2 Question 4 (June 2018)

0 4

Write an opinion article about politically correct language in which you assess the ideas and issues raised in **Text A** and **Text B**. You should refer to ideas from language study and argue your own views.

[30 marks]

Paper 2 Question 4

General improvements:

- More sense of writing for a non-specialist audience.
- More grounding of the response in the ideas and arguments of the sources.
- More recognition of the need to use linguistic ideas, concepts and research.

Paper 2 Question 4

Ongoing issues:

- In general, AO2 is not done as well as AO5
- The need to classify and challenge the views in the sources.
- The need for concrete examples of language use in the given topic.
- The need for more use of linguistic ideas, concepts and research.

Children's language development

Discussion

Why do more students choose to answer Q4 (Children's Spoken Language Development) rather than Q5 (Children's Literacy Development)?

Building 'literacy development' confidence

The activities and resources in this session will be directed to the teaching and learning of children's literacy development.

That said...

The key messages apply to **both** children's spoken language development and children's literacy development.

Paper 1 Section B Q4 and 5 (June 2018)

Either

0 4

'The best way to explain children's language development is to focus on what they use it for.'

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

[30 marks]

Or

0 5

'In learning to write, children should develop their accuracy before learning to write for different contexts.'

Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children's language development.

[30 marks]

The data and the view

Two key areas to address

Recap: What is the task asking students to do?

'In learning to write, children should develop their accuracy before learning to write for different contexts.'

Referring to data Set 2 and data Set 3 in detail, and to relevant ideas from language study, evaluate this view of children's language development.

AO1 = 15 marks/AO2 = 15 marks

(7702/1 Paper 1 Section B Question 5 – June 2018)

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Recap: What is the task asking students to do?

- Produce a discursive and evaluative essay which will argue about the nature of how children learn language.
- Apply methods of language analysis to the **data** in reference to the **view** using correct and relevant terminology.
- Use coherent written expression in order to efficiently evaluate the **view**.
- Evaluate and challenge different ways of explaining children's language development, integrating well chosen and accurately labelled examples from the **data** to support or challenge a model of language development as presented in the **view** statement.

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What do students need to do to be successful?

AO1 Linguistic analysis

- Use the **data** more comprehensively.
- More Examples - quote + label + analysis + link to AO2 and the **view**.
- Use all **datasets** making connections and recognising patterns across the **data**.
- Cover a wider range of linguistic methods (child, adult, stimulus text): grammar, discourse structure, pragmatics
- Label with greater precision and detail.
- Develop a line of argument which links back to the **view** throughout.

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What do students need to do to be successful?

AO2 Evaluate different views

- Answer the question set in all its detail by directly addressing the **view** statement.
- Evaluate relevant theoretical approaches and ideas in relation to the **view**.
- Link directly to the **view** throughout.
- Integrate relevant examples from the **data**.
- Choose the best examples from the **data** to support/challenge the **view**.
- Discuss with precision, clarity and detail.
- Explore the +/- of each approach ie critically evaluate it.

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Engaging with the data

- What type of **data** will students be presented with in the exam?
- Six examples of possible **data**.

What type of data will students be presented with in the exam?

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

Examples of possible data (Appendix A)

1. Transcripts of children's spoken language in a range of contexts
2. Texts written by children in different genres for various audiences and purposes
3. Children's use of multimodal language
4. Children's progress in writing during their early years at school
5. How adults' use of reading with children influences spoken language development
6. Ideas about the role of reading to support written language development

(Appendix A page 14 in booklet)

Transcripts featuring children learning to read

- The specification requires that students study **children's spoken and written language development**. As such it does **not** require the study of reading development in its own right.
- However, students might look at:
 - how adults' use of reading with children influences spoken language development
 - ideas about the role of reading to support written language development.

Engaging with the data – concluding points

- The **data** needs to be related to the **view**.
- Students need to engage with the **data** by asking the question:
How does the **data** support or challenge the **view**?

Engaging with the view statement

- What examples of **view** statements might students be presented with in the exam?
 - Specification recap: what students should study
 - Looking at legacy and current spec questions
- Creating **view** statements for the data
- Activities:
 1. generating **view** statements
 2. engaging with **view** statements
 3. learning from example responses

Specification recap: Students should study

- The functions of children's language
- Phonological, pragmatic, lexical, semantic and grammatical development
- Different genres of speech and writing
- Different modes of communication (spoken, written, multimodal)
- Theories and research about language development

What examples of view statements might students be presented with in the exam?

Looking at legacy and current spec questions (Appendix B page 15 in booklet)

- 7702/1 Question 4 (Speech) – view statements
- ENGA1 Question 2 (Speech) legacy questions
- 7702/1 Question 5 (Literacy) – view statements
- ENGA1 Question 3 (Literacy) legacy questions

Activity 1: Generating view statements

This activity is designed to explore different ways of constructing view statements and will help students to think more widely around AO2 critical understanding of concepts and issues relevant to children's language development.

- Using **critical linguistic extracts** (Appendix B p24-29)

Activity 2: Engaging with view statements

These suggested activities are designed to encourage students to engage with a given view in a statement.

- a) Teaparty Activity using '**Approaches to Teaching Writing' Cards** (Appendix C p.30)
- b) Card Sort Activity using '**Linguistic Critical Extracts' Cards** (Appendix B)
- c) Using '**AO2 Development of Children's Writing' Cards** to develop an essay response (Appendix C pp.31-33)
- d) Using **Topical Examples from the Media** to develop an essay response (Appendix B p.29)

Activity 3: Learning from example responses

Compare the two student responses:

- Student A writes in some detail about children's literacy development in general, but doesn't relate these ideas directly to the view statement
- Student B engages directly with the view statement

Discuss:

How does Student B develop a line of argument that directly addresses the view? (deconstruct the essay)

What can student A do to improve the response?

Key message

Students need to take care when applying the Spoken Language theories (Behaviourist, Nativist, Cognitivist, Social Interactionist) to children's writing.

Although there might be a relevant link between speech and literacy, they need to be explicit about how they are relating the theory to children's literacy.

Discuss: How might spoken language theories be applied to the development of writing?

Engaging with the data

- What evidence is there in the **data** to support or challenge the **view**?
- Activities
 4. Following on from the Tea party
 5. Asking Questions of the **data**
 6. Learning from example responses
 7. Students self/peer assess AO1 and improve

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AQA 

Engaging with the data

- AO1 - pick out examples, label accurately, use to justify and explain your argument in relation to the **view**.
- AO2 - use as evidence to support or challenge the different linguistic ideas that you are evaluating.
- Needs to be detailed, accurate and wide ranging both in terms of the data:
 - lots of different examples from across the data,
 - but also in terms of different linguistic methods (grammar, discourse structure, pragmatics as well as lexis, phonology, graphology) and levels (letters-word-phrase-clause-sentence-text).

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AQA 

Activities engaging with the data

These activities are designed to help students engage with / interrogate the data which will inform their planning and essay writing.

Activity 4. Following on from the tea party

Activity 5. Asking questions of the **data**

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Activity 6: Learning from student exemplars

Compare the two student responses:

- Student A identifies examples from the data without using them to support/challenge the view statement and also makes unsupported comment about children's literacy development in general.
- Student B engages directly with the data and uses it to support/challenge the view statement.

How does Student B develop a line of argument that engages directly, accurately and in detail, with the data?
(deconstruct the essay)

What can student A do to improve the response?

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Activity 7: Students self/peer assess A01 and improve

Further resources

[Spring 2017 AS and A-level hub materials](#)

[Recommended reading list](#)

Feedback on exams course materials (eAQA)

Reports on the exams (eAQA)

Any questions?



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AQA 

Resources

The electronic materials from this event will be made available to you in the customer portal of our online booking system.

Once we receive notification that you have attended the course, you will be sent a certificate of attendance by email. When you receive your certificate, please log in to your account and the materials will be available on the my resources tab from the welcome screen.

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AQA 

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.

Thank you

Notes

Notes

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