



2017/2018

English Language and Literature

A Level Handbook



CARDINAL NEWMAN CATHOLIC SCHOOL COVENTRY

A Level English Language and Literature Overview

2 Year A Level Course

Exam Board: Edexcel

Unit Overviews: All exam units are Open Book

Component 1: Voices in Speech and Writing (2 hours 30 minutes examination)

40% of the total qualification

Students study:

- Voices in Speech and Writing: An Anthology
- One drama text from a prescribed list – A Streetcar Named Desire by Tennessee Williams.

Component 2: Varieties in Language and Literature (2 hours 30 minutes examination)

40% of the total qualification

Students study:

- A wide range of non-fiction texts on their chosen theme, in preparation for responding to an unseen text
- Two literary texts from a chosen theme: Encounters. A Room With A View by EM Forster and The Bloody Chamber by Angela Carter

Coursework: Investigating and Creating Texts (3000 words)

20% of the total qualification

- Students study a chosen topic (journeys) in one fiction (The Kite Runner by Khaled Hosseini) and one non-fiction text (The Lost Continent by Bill Bryson).
- Students produce one fiction text (dramatic monologue), one non-fiction text (travel writing) and a written commentary on both creations.

| | | Teacher 1 | Teacher 2 |
|--------|-----------|---|--|
| Year 1 | Term 1 | Voices in Speech and Writing Anthology Mock | Literary texts: Theme ● Encounters A Room With A View |
| | | | Literary texts: Theme ● Encounters The Bloody Chamber |
| | Term 2 | One drama text from a prescribed list – A Streetcar Named Desire Mock Mock reflection to inform teaching until Easter | Mock Mock reflection to inform teaching for 3 weeks |
| | | | Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed). |
| | Term 3 | Assignment 1 – Two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing (AO5 assessed). Assignment 2 – one analytical commentary reflecting on their studied texts and the pieces of writing they have produced (AO1, AO2, AO3, AO4 assessed). | Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed). |
| | | | Assignment 1 – Two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing (AO5 assessed). |
| Year 2 | Term 4 | One drama text from a prescribed list – A Streetcar Named Desire revision Voices in Speech and Writing Anthology Revision | Assignment 1 – Two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing (AO5 assessed). |
| | | | Assignment 1 – Two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing (AO5 assessed). |
| | Term 5 | Mock Mock Reflection to inform teaching Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed) - Revision | Literary texts: Theme Revision ● Encounters The Bloody Chamber |
| | | | Literary texts: Theme Revision ● Encounters The Bloody Chamber |
| | | | Mock Mock reflection to inform teaching |
| Term 6 | Exam Prep | Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme (AO1, AO2, AO3 assessed) - Revision | |
| | | Exam Prep | |

Assessment Objectives

| Students must: | | % in GCE |
|----------------|---|-------------|
| AO1 | Apply concepts and methods from integrated linguistic and literary study as appropriate, using associated terminology and coherent written expression | 25 |
| AO2 | Analyse ways in which meanings are shaped in texts | 25 |
| AO3 | Demonstrate understanding of the significance and influence of the contexts in which texts are produced and received | 25 |
| AO4 | Explore connections across texts, informed by linguistic and literary concepts and methods | 13 |
| AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways <i>Note: this Assessment Objective must be targeted with at least one of AO2, AO3, or AO4, either in the same task or in two or more linked tasks.</i> | 12 |
| Total | | 100% |

Course Breakdown

| Component/ paper | Assessment Objectives | | | | | Total for all Assessment Objectives |
|--|-----------------------|------------|------------|------------|------------|---|
| | AO1 | AO2 | AO3 | AO4 | AO5 | |
| Paper 1: Voices in Speech and Writing | 11.5% | 11.5% | 11.5% | 5.3% | 0% | 40% |
| Paper 2: Varieties in Language and Literature | 11.5% | 11.5% | 11.5% | 5.7% | 0% | 40% |
| Coursework: Investigating and Creating Texts | 2% | 2% | 2% | 2% | 12% | 20% |
| Total for this qualification | 25% | 25% | 25% | 13% | 12% | 100% |

Component 1: Voices in Speech and Writing

Overview

This component has an explicit focus on the concept of 'voice'. Students will study how spoken voices are formed and written voices created in literary, non-literary and digital texts. Students will develop their understanding of how writers and speakers shape and craft language to present an identity or persona, and will look at connections between texts as well as the significance and influence of context.

Learning outcomes

Students are required to:

- apply relevant methods for text analysis, drawing on linguistic and literary fields
- apply varied strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received
- apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts
- explore connections across a wide range of literary and non-literary texts
- use English appropriately, accurately and creatively
- use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening
- show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse
- make accurate reference to texts and sources
- synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of texts.

Content

Anthology

Students will study a wide range of non-literary and digital texts from the 20th- and 21st centuries.

The anthology contains a variety of non-literary and digital texts from different forms, such as interviews, broadcasts, podcasts, blogs, screenplays and travelogues. This anthology constitutes a non-literary set text for this qualification and will be assessed in Section A of the examination.

Drama

Students will also study one literary drama text:

A Streetcar Named Desire, Tennessee Williams

Component 1: Voices in Speech and Writing

Section A: Anthology

Mark Scheme

| Please refer to the specific marking guidance on page 2 when applying this marking grid. | | | | | |
|--|-------|--|----------------------|----------------------|----------------------|
| | | A01 = bullet point 1 | A02 = bullet point 2 | A03 = bullet point 3 | A04 = bullet point 4 |
| Level | Mark | Descriptor (A01, A02, A03, A04) | | | |
| | 0 | No rewardable material | | | |
| Level 1 | 1-5 | Descriptive <ul style="list-style-type: none"> Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer's/speaker's crafting of the text. Limited reference to contextual factors. Has limited awareness of significance and influence of how texts are produced and received. Approaches texts as separate entities. | | | |
| Level 2 | 6-10 | General understanding <ul style="list-style-type: none"> Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. Gives surface reading of texts. Applies some general understanding of writer's/speaker's techniques. Describes general contextual factors. Makes general links between the significance and influence of how texts are produced and received. Gives obvious similarities and/or differences. Makes general links between the texts. | | | |
| Level 3 | 11-15 | Clear relevant application <ul style="list-style-type: none"> Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. Shows clear understanding of how meaning is shaped by linguistic and literary features. Able to support this with clear examples. Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received. Identifies relevant connections between texts. Develops an integrated connective approach. | | | |
| Level 4 | 16-20 | Discriminating controlled application <ul style="list-style-type: none"> Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology. Analyses the effects of linguistic and literary features and of the writer's craft. Shows awareness of nuances and subtleties. Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received. Analyses connections across texts. Carefully selects and embeds examples to produce controlled analysis. | | | |
| Level 5 | 21-25 | Critical evaluative application <ul style="list-style-type: none"> Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Exhibits critical evaluation of writer's/speaker's linguistic and literary choices. Evaluates their effects on shaping meaning. Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received. Evaluates connections across texts. Exhibits a sophisticated connective approach with exemplification. | | | |

Component 1: Voices in Speech and Writing

Section B: A Streetcar Named Desire

Mark Scheme

| Please to refer to the specific marking guidance on page 2 when applying this marking grid. | | | | |
|---|-------|--|----------------------|----------------------|
| Level | Mark | A01 = bullet point 1 | A02 = bullet point 2 | A03 = bullet point 3 |
| | | Descriptor (A01, A02, A03) | | |
| | 0 | No rewardable material | | |
| Level 1 | 1–5 | Descriptive <ul style="list-style-type: none">• Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.• Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer’s/speaker’s crafting of the text.• Describes contextual factors. Has limited awareness of significance and influence of how texts are produced and received. | | |
| Level 2 | 6–10 | General understanding <ul style="list-style-type: none">• Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.• Gives surface reading of texts. Applies some general understanding of writer’s/speaker’s techniques.• Describes general contextual factors. Makes some links between significance and influence of how texts are produced and received. | | |
| Level 3 | 11–15 | Clear relevant application <ul style="list-style-type: none">• Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology.• Shows clear understanding of how meaning is shaped by linguistic and literary features. Able to support this with clear examples.• Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received. | | |
| Level 4 | 16–20 | Discriminating controlled application <ul style="list-style-type: none">• Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology.• Analyses the effects of linguistic and literary features and of the writer’s craft. Shows awareness of nuances and subtleties.• Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received. | | |
| Level 5 | 21–25 | Critical evaluative application <ul style="list-style-type: none">• Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.• Exhibits critical evaluation of writer’s/speaker’s linguistic and literary choices. Evaluates their effects on shaping meaning.• Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received. | | |

Component 2: Varieties in Language and Literature

Overview

This component focuses on the ways in which different writers convey their thoughts or ideas on a theme in literary and non-fiction writing. Students will develop their understanding of how writers use language techniques and literary devices to craft their work and communicate ideas or issues, making connections between texts as well as looking at the significance and influence of the contexts in which they were produced and received.

Learning outcomes

Students are required to:

- apply relevant methods for text analysis, drawing on linguistic and literary fields
- apply varied strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts
- explore connections across a wide range of literary and non-literary texts
- show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received
- use English appropriately, accurately and creatively
- use a range of techniques and evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening
- show knowledge and understanding of the ways in which individual texts are interpreted by different readers or listeners
- show awareness of the different language levels, as appropriate, drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse
- make accurate reference to texts and sources
- synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of texts.

Content

Students will study one theme: Encounters.

In addition to the study of two literary texts within a theme, students will also be expected to read widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Students will explore and evaluate the ways different writers convey similar themes and issues in different texts. The two studied texts will be assessed in Section B of the examination.

Teaching will cover the study of one prose fiction anchor text and one other text from the prescribed list below. Both anchor texts may be studied if desired.

Component 2: Varieties in Language and Literature

Section A: Unseen Prose Non-Fiction

Mark Scheme

| | | A01 = bullet points 1 | A02 = bullet point 2 | A03 = bullet point 3 |
|----------------|-------|--|----------------------|----------------------|
| Level | Mark | Descriptor (A01, A02, A03) | | |
| | 0 | No rewardable material | | |
| Level 1 | 1–4 | Descriptive <ul style="list-style-type: none"> • Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer’s/speaker’s crafting of the text. • Describes contextual factors. Has limited awareness of significance and influence of how texts are produced and received. | | |
| Level 2 | 5–8 | General understanding <ul style="list-style-type: none"> • Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Gives surface reading of texts. Applies some general understanding of writer’s/speaker’s techniques. • Describes general contextual factors. Makes some links between significance and influence of how texts are produced and received. | | |
| Level 3 | 9–12 | Clear relevant application <ul style="list-style-type: none"> • Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Shows clear understanding of how meaning is shaped by linguistic and literary features. Able to support this with clear examples. • Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received. | | |
| Level 4 | 13–16 | Discriminating controlled application <ul style="list-style-type: none"> • Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology. • Analyses the effects of linguistic and literary features and of the writer’s craft. Shows awareness of nuances and subtleties. • Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received. | | |
| Level 5 | 17–20 | Critical evaluative application <ul style="list-style-type: none"> • Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Exhibits critical evaluation of writer’s/speaker’s linguistic and literary choices. Evaluates their effects on shaping meaning. • Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received. | | |

Component 2: Varieties in Language and Literature

Section B: Encounters Prose Fiction

Mark Scheme

| | | A01 = bullet points 1 | A02 = bullet point 2 | A03 = bullet point 3 | A04 = bullet point 4 |
|----------------|-------------|--|-----------------------------|-----------------------------|-----------------------------|
| Level | Mark | Descriptor (A01, A02, A03, A04) | | | |
| | 0 | No rewardable material | | | |
| Level 1 | 1–6 | Descriptive <ul style="list-style-type: none"> • Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Uses a narrative or descriptive approach or paraphrases. Shows little understanding of the writer’s/speaker’s crafting of the text. • Limited reference to contextual factors. Has limited awareness of significance and influence of how texts are produced and received. • Approaches texts as separate entities. | | | |
| Level 2 | 7–12 | General understanding <ul style="list-style-type: none"> • Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Gives surface reading of texts. Applies some general understanding of writer’s/speaker’s techniques. • Describes general contextual factors. Makes general links between the significance and influence of how texts are produced and received. • Gives obvious similarities and/or differences. Makes general links between the texts. | | | |
| Level 3 | 13–18 | Clear relevant application <ul style="list-style-type: none"> • Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Shows clear understanding of how meaning is shaped by linguistic and literary features. Able to support this with clear examples. • Explains clear significance and influence of contextual factors. Makes relevant links to how texts are produced and received. • Identifies relevant connections between texts. Develops an integrated connective approach. | | | |
| Level 4 | 19–24 | Discriminating controlled application <ul style="list-style-type: none"> • Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully-chosen language and use of terminology. • Analyses the effects of linguistic and literary features and of the writer’s craft. Shows awareness of nuances and subtleties. • Provides discriminating awareness of links between the text and contextual factors. Consistently makes inferences about how texts are produced and received. • Analyses connections across texts. Carefully selects and embeds examples to produce controlled analysis. | | | |
| Level 5 | 25–30 | Critical evaluative application <ul style="list-style-type: none"> • Presents critical application of concepts and methods with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Exhibits critical evaluation of writer’s/speaker’s linguistic and literary choices. Evaluates their effects on shaping meaning. • Critically examines context by looking at subtleties and nuances. Examines multi-layered nature of texts and how they are produced and received. • Evaluates connections across texts. Exhibits a sophisticated connective approach with exemplification. | | | |

Coursework: Investigating and Creating Texts

Overview

The coursework component has been designed to allow students to demonstrate their skills as writers, crafting their own original texts for different audiences and purposes. In exploring the various forms of writing and the ways different writers use linguistic and literary techniques in texts, students will acquire the synthesised knowledge and understanding required to produce original pieces of writing. This component permits students to pursue their own interests, applying the skills they have developed to investigate a topic they are interested in.

Learning outcomes

Students are required to:

- apply relevant methods for text analysis, drawing on linguistic and literary fields
- apply varied strategies for reading and listening according to text type and purpose for study
- identify and describe how meanings and effects are created and conveyed in texts
- apply linguistic and literary methodologies and concepts to inform their responses to and interpretations of texts
- explore connections across a wide range of literary and non-literary texts
- show knowledge and understanding of the ways in which texts relate to the contexts in which they are produced and received
- use English appropriately, accurately and creatively
- use a range of techniques to evaluate the effectiveness of texts for different audiences and purposes, informed by wide reading and listening
- explore the ways in which individual texts are interpreted by different readers or listeners
- show awareness of the different language levels, as appropriate drawn from: phonetics, phonology and prosodics, lexis and semantics, grammar and morphology, pragmatics, and discourse
- make accurate reference to texts and sources
- synthesise and reflect on their knowledge and understanding of linguistic and literary concepts and methods in the study of texts.

Writing assignments

Students will produce the two assignments:

- Assignment 1: **two** pieces of original writing, one piece of fiction writing and one piece of creative non-fiction writing
- Assignment 2: **one** separate analytical commentary reflecting on the studied texts and pieces of writing they have produced.

Assignment 1: Original writing

Students will focus on the theme of Journeys.

Fiction text: Producing a dramatic monologue based on: *The Kite Runner*, Khaled Hosseini

Non-fiction text: Producing travel writing based on: *The Lost Continent*, Bill Bryson

Fiction and creative non-fiction

Fiction deals with events that are imaginary, i.e. invented by the author.

Creative non-fiction uses literary styles and techniques to create factually accurate texts. The subject matter should be documentable, i.e. chosen from the real world rather than invented from the writer's mind.

Assignment 2: Commentary

Students will produce an analytical commentary to accompany their original writing. In their commentary, students will reflect on the writing process for both pieces.

They should evaluate:

- the findings of their initial research into the topic and texts
- the influence of their studied texts and how they are reflected in their written pieces
- the linguistic and literary features used in the style models that they have adopted in their own writing
- the language choices they made, through the drafting process, to achieve effects appropriate to the chosen function and target audience

Students should ensure that any texts and other sources used are accurately referenced.

Assignment 1- Original Writing Mark Scheme

Fiction and Non-Fiction Texts marked individually. Total /36

| Level | Mark | Coursework: Creating and Investigating Texts |
|------------------|-------|--|
| | | Original Writing |
| Descriptor (AO5) | | |
| | 0 | No rewardable material |
| Level 1 | 1–3 | <p>Low skill level</p> <ul style="list-style-type: none"> • Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function. • Writing is formulaic and predictable. |
| Level 2 | 4–6 | <p>General/imprecise skills</p> <ul style="list-style-type: none"> • Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function. • Writing has evidence of an engaging individual voice. Able to see obvious, though not always successful, attempts at crafting language for effect. |
| Level 3 | 7–10 | <p>Clear skills</p> <ul style="list-style-type: none"> • Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function. • Writing has an individual voice, with clear engaging attempts at crafting language. |
| Level 4 | 11–14 | <p>Controlled skills</p> <ul style="list-style-type: none"> • Writing is precisely edited and controlled. Demonstrates effective understanding of genre, mode and the requirements of audience and function. • Writing uses an individual voice that crafts an engaging response. Displays a skilful selection of techniques for effect. |
| Level 5 | 15–18 | <p>Assured skills</p> <ul style="list-style-type: none"> • Writing is assured, accurate and highly effective. Displays an assured control of genre, mode, and the requirements of audience and function. • Writing employs a clearly individual voice that differentiates in terms of audience and function. Crafts a highly engaging response, with sophisticated selection of techniques. |

Assignment 2- Commentary Mark Scheme

One mark given for commentary that explores both Fiction and Non-Fiction texts.

| | | Coursework : Creating and Investigating Texts | | | |
|----------------|-------|--|----------------------|----------------------|----------------------|
| | | Commentary | | | |
| | | AO1 – bullet point 1 | AO2 – bullet point 2 | AO3 – bullet point 3 | AO4 – bullet point 4 |
| Level | Mark | Descriptor (AO1, AO2, AO3, AO4) | | | |
| | 0 | No rewardable material | | | |
| Level 1 | 1–4 | <p>Descriptive</p> <ul style="list-style-type: none"> Knowledge of concepts and methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. Uses a descriptive or narrative approach with little understanding of crafting of texts. Makes simple comments on how meaning is shaped in own writing. Shows limited understanding of how contextual factors can affect own writing. Makes limited links between stimulus texts and own writing. Recalls limited concepts and methods in own writing. | | | |
| Level 2 | 5–9 | <p>General understanding</p> <ul style="list-style-type: none"> Recalls concepts and methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. Shows superficial understanding of how meaning is shaped when describing own writing. Has general understanding of how contextual factors affect own writing, though this is not always securely applied. Describes obvious connections between stimulus texts and own writing. | | | |
| Level 3 | 10–14 | <p>Clear relevant application</p> <ul style="list-style-type: none"> Applies relevant concepts and methods of analysis to texts with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. Demonstrates clear understanding of how meaning is shaped when describing and explaining own writing. Explains clearly how contextual factors affect construction of meaning in own writing. Identifies connections between stimulus texts and own writing. Uses relevant concepts and methods to support this. | | | |
| Level 4 | 15–19 | <p>Discriminating controlled approach</p> <ul style="list-style-type: none"> Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. Discriminating analysis of how meaning shaped when explaining own writing. Shows a secure awareness of how contextual factors affect own writing. Discriminating analysis of connections between stimulus texts and own writing. Uses appropriate concepts and methods. | | | |
| Level 5 | 20–24 | <p>Critical evaluative approach</p> <ul style="list-style-type: none"> Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Exhibits critical evaluation of linguistic and literary choices in own writing. Evaluates their effects on shaping meaning. Critically examines context in own writing by looking at subtleties and nuances. Examines multi-layered nature of own writing. Evaluates connections between stimulus texts and own writing. Critically applies concepts and methods. | | | |

A Level Terminology

Word Classes

- Noun
- Proper Noun
- Collective Noun
- Abstract Noun
- Concrete Noun
- Pronoun
- First Person Pronoun
- Second Person Pronoun
- Third Person Pronoun
- Preposition
- Determiner
- Quantifier
- Verb
- Modal Verb
- Adverb
- Adjective
- Superlative
- Comparative
- Mental Verb Process
- Dynamic Verb

Punctuation

∴ ; - () , ' ...

Figurative Devices

- Simile
- Metaphor
- Personification
- Semantic Field
- Hyperbole
- Symbolism
- Connotations
- Denotation
- Religious Imagery
- Animalistic Language
- Pathetic Fallacy
- Imagery
- Oxymoron
- Antithesis
- Juxtaposition
- Irony
- Allusion
- Euphemism
- Dysphemism
- Cliché
- Ambiguity
- Synaesthesia
- Satire
- Humour

Sentence Devices

- Declarative Sentence
- Imperative Sentence
- Exclamatory Sentence
- Interrogative Sentence
- Rhetorical Question
- Conjunction
- Short Sentence
- Syntactic Parallelism
- Asyndetic Listing
- Syndetic Listing
- Tripling/Triadic List

Spoken Language

- + Idiolect
- + Adjacency pairs
- + Dialect
- + Ellipsis
- + Elision
- + Register
- + Expressive Talk
- + Deictic word
- + Tag Question
- + Prosodic Features
- + Paralinguistic Features
- + Back channeling
- + High Frequency lexis
- + Low frequency lexis
- Overlapping
- Hedging
- False Start
- Filler
- Sociolect
- Phonetic Spelling
- Accent
- Digression
- RP (Received Pron)
- Colloquial

Structure Devices

- + Anaphoric Reference
- + Cataphoric Reference
- + Intertextual Reference
- + Foreshadowing
- + Repetition
- + Juxtaposition
- + Discourse Markers
- + Interruptions
- + False Start
- + Heading/Subheading
- + Byline

Sound Devices

- + Sibilance
- Assonance
- + Consonance
- + Onomatopoeia
- Alliteration
- + Bilabial Plosive
- Fricatives
- + Italics = emphasis

Other

- Statistics
- + Anecdote
- Authoritative figure
- Reported Speech
- + Catharsis
- Pathos
- + Satire
- Humour
- Hamartia (Fict)
- + Stichomythia
- Staccato sentence
- + Tone
- Heading/Subheading/Byline
- Analogy
- + Fact
- Opinion
- + Pun
- Esoteric
- Internal Rhyme
- + Archaism

