

GCE AS

WJEC Eduqas GCE AS in  
**ENGLISH LANGUAGE**

ACCREDITED BY OFQUAL

**SPECIFICATION**

Teaching from 2015  
For award from 2016





# WJEC Eduqas GCE AS in ENGLISH LANGUAGE

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# AS ENGLISH LANGUAGE

## SUMMARY OF ASSESSMENT

Component 1: Analysis of Texts in Context

Written examination: **2 hours**

**50% of qualification**

**Section A: Spoken language of the media**

One question based on the reading of unseen transcriptions

**Section B: Written language**

One question based on the reading of unseen texts

Component 2: Using Language

Written examination: **2 hours**

**50% of qualification**

**Section A: Investigating data**

One question presented in several parts based on the reading of a corpus of data

**Section B: Critical and creative writing**

One original writing task from a choice of two and commentary

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2016.

**Qualification Accreditation Number: 601/5044/0**

# AS ENGLISH LANGUAGE

## 1 INTRODUCTION

### 1.1 Aims and objectives

The WJEC Eduqas AS in English language encourages learners to develop their interest and enjoyment of English as they:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- explore data and examples of language in use
- engage creatively and critically with a varied programme for the study of English
- develop their skills as producers and interpreters of language.

This specification offers an exciting introduction to English language studies. It is designed to encourage learners to become increasingly independent as they learn to apply a range of methods of analysis in their exploration of the English language in a variety of contexts, including spoken language, print-based language and multi-modal forms. As learners progress through the course they are encouraged to demonstrate increasing confidence in their knowledge and understanding of the systems of the English language and issues relating to language use and its users. Learners are introduced to the concepts of language investigation and have opportunities to develop their creativity, both in the ways they think about language and in the ways they develop expertise in using language to communicate in different ways.

### 1.2 Prior learning and progression

Any requirements set for entry to a course following this specification are at the discretion of centres. It is reasonable to assume that many learners will have achieved qualifications equivalent to Level 2 at KS4. Skills in Numeracy/Mathematics, Literacy/English and Information Communication Technology will provide a good basis for progression to this Level 3 qualification.

This specification builds on the knowledge, understanding and skills established at GCSE.

This specification provides a suitable foundation for the study of English language at A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

This specification is not age specific and, as such, provides opportunities for candidates to extend their life-long learning.

## 1.3 Equality and fair assessment

This specification may be followed by any learner, irrespective of gender, ethnic, religious or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The specification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review.

Reasonable adjustments are made for certain learners in order to enable them to access the assessments (e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): *Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications*.

This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

## 2 SUBJECT CONTENT

This specification provides a framework for learners to develop their appreciation of the interconnectedness of the different areas of study. As learners progress through their studies, they are given the opportunity to hone their skills of interrogating data, interpretation, analysis and evaluation. Across both components, learners are introduced to concepts and methods of the disciplines of English language/linguistics in relation to a wide range of spoken and written forms of English, including electronic and multimodal forms.

Learners will be required to show knowledge and understanding of the different language levels below, and how these can be applied to a range of contexts for language use, including how texts and discourses are shaped and interpreted.

Learners' contextual study will be based on sound theoretical knowledge relevant to the respective components. Knowledge, understanding and accurate application of the language levels underpin this specification.

The language levels are:

- phonetics, phonology, prosodics: how speech sounds and effects are articulated and analysed
- 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.

### 2.1 Component 1

#### **Analysis of Texts in Context**

Written examination: 2 hours (100 marks)

50% of qualification

This component encourages learners to engage with language use in different situations. It gives them the opportunity to apply their critical skills and their language knowledge.

There are two sections of equal weight, each comprising **one** compulsory question. Candidates must answer **both** questions.

#### **Section A: Spoken language of the media**

Section A is based on the study of spoken language of the media (language transmitted for a potential mass audience), and covers a range of contexts. It is designed to introduce learners to the ways in which speakers use language and interact. For reference, a list of phonemic symbols will be printed on the question paper.

There will be at least two transcripts. The question will require candidates to explore and interpret the effects created by spoken language, and make connections between the transcripts.

In preparation for this question, learners will need to have studied a range of examples of spoken media texts, and to be familiar with the features of spoken language.

Candidates will need to demonstrate that they can:

- explore connections between the transcripts
- demonstrate understanding of spoken language concepts and issues
- use associated terminology accurately
- analyse appropriate contextual features
- support points with apt quotation
- organise their response effectively using clear written expression.

### **Section B: Written language**

Section B is based on the study of written language. It is designed to introduce learners to how written language is shaped by audience, purpose and context.

In this section there will usually be a single text, but there could be more than one. Candidates will be invited to respond perceptively to the text(s), focusing on a specified aspect, rather than on the text as a whole. They need to apply their knowledge of the language levels and demonstrate their understanding of genre and situation.

In preparation for this section, learners should study a range of written texts, both literary and non-literary. The range of texts that may be set for this unit is very wide, and in preparing for it candidates should study as wide a range as possible: texts could be from advertising, speeches, journalism, reviews, travel writing, writing for children, biographies, letters, etc. Candidates should also be familiar with literary uses of language, such as narrative forms.

Candidates will need to demonstrate that they can:

- show critical understanding of concepts and issues relevant to language use
- provide appropriate examples to support their points
- use and apply terminology accurately in analysis
- evaluate how contextual factors and language features shape meaning
- organise their response effectively using clear written expression.

## 2.2 Component 2

### **Using Language**

Written examination: 2 hours (100 marks)

50% of qualification

This component encourages learners to demonstrate their knowledge and understanding of language. It gives them the opportunity to apply their analytical and creative skills.

There are two sections of equal weight.

### **Section A: Investigating data**

Section A is based on the study of a corpus of data. This section is designed to encourage learners to use their knowledge of the language levels to explore language in use.

There will be a number of mini-texts linked by genre and/or topic. These may be spoken or written.

The question in this section will be presented in several parts and candidates must answer **all parts**. This section examines candidates' ability to demonstrate precise knowledge based on specified aspects of the corpus of data and, in considering the corpus of data as a whole, their ability to identify and explore linguistic patterns whilst making connections across the mini-texts.

In preparation for this section, learners should study a wide range of data and approaches to language analysis.

Candidates will need to demonstrate that they can:

- apply knowledge of the language levels
- use associated terminology accurately
- demonstrate understanding of relevant concepts and issues
- analyse and evaluate contextual factors
- explore connections between the texts
- support points with apt quotation
- organise their response effectively using coherent written expression.

### **Section B: Critical and creative writing**

Section B requires the production of **one** original piece of writing and a commentary. It is designed to give learners the opportunity to demonstrate their creativity and expertise in the use of English.

Candidates will choose **one** from a choice of two tasks linked to the corpus of data in Section A. The tasks could be literary or non-literary. In preparation for this section, learners will need to have studied a range of literary and non-literary texts and practised producing writing in a variety of genres.

Candidates will need to demonstrate that they can:

- produce engaging writing in response to a stimulus
- write an accurate and controlled piece with an awareness of audience, form and purpose
- make decisions about how context should inform their writing and shape their language choices
- show awareness of the different ways in which meaning can be constructed
- apply critical skills to their writing
- analyse and evaluate contextual features
- articulate reasons for the language choices made
- support points with apt quotation.

## 3 ASSESSMENT

### 3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must demonstrate their ability to:

#### **AO1**

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

#### **AO2**

Demonstrate critical understanding of concepts and issues relevant to language use

#### **AO3**

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

#### **AO4**

Explore connections across texts, informed by linguistic concepts and methods

#### **AO5**

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

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>	<b>AO5</b>	<b>Total</b>
<b>Component 1</b>	15%	15%	10%	10%	-	50%
<b>Component 2</b>	10%	5%	15%	5%	15%	50%
<b>Overall weighting</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>100%</b>

## 4 TECHNICAL INFORMATION

### 4.1 Making entries

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2016 will be the first assessment opportunity.

Where candidates wish to re-sit the qualification, all components must be re-taken.

The entry code appears below.

WJEC Eduqas AS English Language: B700QS

The current edition of our *Entry Procedures and Coding Information* gives up-to-date entry procedures

### 4.2 Grading, awarding and reporting

AS qualifications are reported as a grade on the scale from A to E. Results not attaining the minimum standard for the award will be reported as U (unclassified).

AS qualifications are free-standing and are awarded in their own right. Assessments at AS cannot contribute to an A level grade.