Qualification Accredited

OCR
Oxford Cambridge and RSA

A LEVEL

Specification

ENGLISH LANGUAGE

H470

For first assessment in 2017

Version 1.4 (February 2021)

ocr.org.uk/alevelenglishlanguage

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Specifications are updated over time. Whilst every effort is made to check all documents, there may be contradictions between published resources and the specification, therefore please use the information on the latest specification at all times. Where changes are made to specifications these will be indicated within the document, there will be a new version number indicated, and a summary of the changes. If you do notice a discrepancy between the specification and a resource please contact us at: resources.feedback@ocr.org.uk

We will inform centres about changes to specifications. We will also publish changes on our website. The latest version of our specifications will always be those on our website (ocr.org.uk) and these may differ from printed versions.

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Introducing…
A Level in English Language (from September 2015)

At OCR, the English team aims to develop new A levels that prepare students for university study, and engage and enthuse aspiring students and teachers alike. By A level, English students are cultivating their own critical responses and engaging with the richness of language and literature. Our A levels enable depth and breadth of study, with flexible content that supports independence, research skills and wider reading.

For A Level in English Language, in particular, we offer clear continuity from GCSE in such areas as creativity, exploration of unseen texts, and application of linguistic terminology. The course incorporates a variety of assessment types suitable for the concept or topic assessed, and there's a clear sense of development throughout the course, culminating in the opportunity to undertake a creative, personal investigative study. This allows students to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level.

Contact the team

We have a dedicated team of people working on our A Level in English Language qualifications.

If you need specialist advice, guidance or support, get in touch as follows:

- **01223 553998**
- **english@ocr.org.uk**
- **@OCR_English**

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Teaching and learning resources

We recognise that the introduction of a new specification can bring challenges for implementation and teaching. Our aim is to help you at every stage and we're working hard to provide a practical package of support in close consultation with teachers and other experts, so we can help you to make the change.

Designed to support progression for all

Our resources are designed to provide you with a range of teaching activities and suggestions so you can select the best approach for your particular students. You are the experts on how your students learn and our aim is to support you in the best way we can.

We want to…

- Support you with a body of knowledge that grows throughout the lifetime of the specification
- Provide you with a range of suggestions so you can select the best activity, approach or context for your particular students
- Make it easier for you to explore and interact with our resource materials, in particular to develop your own schemes of work
- Create an ongoing conversation so we can develop materials that work for you.

Plenty of useful resources

You'll have four main types of subject-specific teaching and learning resources at your fingertips:

- Delivery Guides
- Transition Guides
- Topic Exploration Packs
- Lesson Elements.

Along with subject-specific resources, you'll also have access to a selection of generic resources that focus on skills development and professional guidance for teachers.

Skills Guides – we've produced a set of Skills Guides that are not specific to English Language, but each covers a topic that could be relevant to a range of qualifications – for example, communication, legislation and research. Download the guides at **ocr.org.uk/skillsguides**

Active Results – a free online results analysis service to help you review the performance of individual students or your whole school. It provides access to detailed results data, enabling more comprehensive analysis of results in order to give you a more accurate measurement of the achievements of your centre and individual students. For more details refer to **ocr.org.uk/activeresults**

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Professional development

Take advantage of our improved Professional Development Programme, designed with you in mind. Whether you want to look at our new digital training or search for training materials, you can find what you're looking for all in one place at the CPD Hub.

An introduction to the new specification

We'll be running events to help you get to grips with our A Level English Language qualification.

These events are designed to help prepare you for first teaching and to support your delivery at every stage.

Watch out for details at **cpdhub.ocr.org.uk**

To receive the latest information about the training we'll be offering, please register for A level email updates at **ocr.org.uk/updates**

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1 Why choose an OCR A Level in English Language?

1a. Why choose an OCR qualification?

Choose OCR and you have got the reassurance that you're working with one of the UK's leading exam boards. Our new A Level in English Language has been developed in consultation with teachers, employers and Higher Education to provide students with a qualification that is relevant to them and meets their needs.

We're part of the Cambridge Assessment Group, Europe's largest assessment agency and a department of the University of Cambridge. Cambridge Assessment plays a leading role in developing and delivering assessments throughout the world, operating in over 150 countries.

We work with a range of education providers, including schools, colleges, workplaces and other institutions in both the public and private sectors. Over 13,000 centres choose our A levels, GCSEs and vocational qualifications including Cambridge Nationals and Cambridge Technicals.

Our specifications

We believe in developing specifications that help you bring the subject to life and inspire your students to achieve more.

We've created teacher-friendly specifications based on extensive research and engagement with the teaching community. They're designed to be straightforward and accessible so that you can tailor the delivery of the course to suit your needs. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

We provide a range of support services designed to help you at every stage, from preparation through to the delivery of our specifications. This includes:

- A wide range of high-quality creative resources including:
  - Delivery Guides
  - Transition Guides
  - Topic Exploration Packs
  - Lesson Elements
  - …and much more.
- Access to Subject Advisors to support you through the transition and throughout the lifetimes of the specifications.
- CPD/Training for teachers to introduce the qualifications and prepare you for first teaching.
- Active Results – our free results analysis service to help you review the performance of individual students or whole schools.

All A level qualifications offered by OCR are accredited by Ofqual, the Regulator for qualifications offered in England. The accreditation number for OCR's A Level in English Language is QN: 601/4702/7.

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1b. Why choose an OCR A Level in English Language?

This A Level in English Language specification is designed to give teachers and learners a well-structured, coherent and engaging course of study.

The three components of OCR's A Level in English Language complement and connect with each other in ways that support preparation for a linear A level qualification. The specification has been produced in consultation with experts from Higher Education and provides excellent preparation for further study in English Language or Linguistics as well as other academic disciplines and careers.

Through a rich and varied programme of study, learners will develop a deep knowledge of how English language works and a secure understanding of the language system. They will explore data and examples of language in use and apply concepts and methods appropriate for the analysis of language.

All learners will undertake an independent investigation in an area of particular and individual interest, and develop their skills as producers and interpreters of language. They are expected to engage creatively with topical issues relevant to language in use and develop their interest in and enjoyment of English.

Aims and learning outcomes

The aims of this specification are to encourage learners to develop their interest in 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
- independently investigate language in use.

1c. What are the key features of this specification?

- The two examined components are distinctive and together support a coherent course of study.
- Component 01 focuses on knowledge and understanding of the language levels and application of critical analysis skills. It also includes an engaging writing production task where learners demonstrate their own language skills.
- Component 02 specifies interesting and varied contexts for further exploration of language in use: child language acquisition, language in the media and language change.
- The clear distinction between the two examined components retains a balance between learners learning to analyse the language levels effectively (Component 01) and learners exploring particular contexts or functions of language (Component 02).
- The independent investigation allows learners to pursue individual interests and is excellent preparation for Higher Education.
- The academic poster presentation in Component 03 is highly regarded by Higher Education and facilitates innovative teaching and learning.
- Using language creatively in Component 01 offers an opportunity for learners to demonstrate their engagement with contentious issues regarding language use. This allows teachers to incorporate current debates into their curriculum delivery, keeping the course fresh and modern.

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1d. How do I find out more information?

If you are already using OCR specifications you can contact us at: **www.ocr.org.uk**

If you are not already a registered OCR centre, you can find out more information at **www.ocr.org.uk**

Want to find out more?

Ask a Subject Advisor:

Email: **ocrenglish@ocr.org.uk**

Customer Contact Centre: 01223 553998

Teacher support: **www.ocr.org.uk**

1

2 The specification overview

2a. Overview of A Level in English Language (H470)

Learners must complete all components (01, 02 and 03) to be awarded the A Level in English Language.

Content Overview	Assessment Overview	
• Linguistic analysis of authentic texts. • Original writing for a real-world purpose on a topical language issue. • Analysis of how children acquire language. • Language in the media. • How language changes over time. • An investigation into an area of each learner's particular individual interest.	Exploring language (01)* 80 marks 2 hours 30 minutes Written paper	**40%** of total A level
	Dimensions of linguistic variation (02)* 80 marks 2 hours 30 minutes Written paper	**40%** of total A level
	Independent language research (03)* 40 marks Non-exam assessment	**20%** of total A level

* Indicates synoptic assessment.

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component.

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2b. Content of A Level in English Language (H470)

The OCR A Level in English Language introduces learners to the concepts and methods of English language. Learners develop an ability to analyse a wide range of spoken and written forms of English, including electronic and multi-modal forms.

Learners will develop contextual and theoretical knowledge and understanding through their course of study.

Learners will develop a broad knowledge and understanding of the language levels, including:

- ***Phonetics, phonology and 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.

At A level, learners will apply the language levels to a range of contexts:

- historical
- geographical
- social and individual varieties of English
- aspects of language and identity.

This specification requires learners to apply language concepts and methods of analysis appropriately and systematically to data. Learners will apply critical and creative skills in close reading, description, evaluation, analysis, interpretation, and production of texts and discourses as well as accurately using a range of terminology associated with the study of language. Making accurate references to texts and sources is also a requirement.

The term 'data' in the context of this specification refers to any source of English language that can be analysed. This may mean written texts, multi-modal texts or transcriptions of speech. In the course of study this may also include speech or media sources which are experienced and explored without transcription.

In addition, A level learners will be expected to critically evaluate attitudes towards language and its users and undertake independent investigations of language, selecting appropriate methods and techniques. Learners will also synthesise and reflect on language knowledge and understanding drawn from different areas of their studies.

Exploring language (Component 01) offers learners the opportunity to develop their ability to apply the analytical tools to texts in varying modes, as well as to engage with current debates around language use.

Dimensions of linguistic variation (Component 02) explores language use in particular contexts across time and place.

Independent language research (Component 03) allows learners to pursue an independent language investigation, developing the skills most valued by Higher Education and employers.

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2c. Content of Exploring language (Component 01)

Exploring language (Component 01) focuses on linguistic analysis of authentic texts and original writing for a real-world purpose on a topical language issue.

There are three sections to this component:

- Section A: Language under the microscope
- Section B: Writing about a topical language issue
- Section C: Comparing and contrasting texts.

2

Exploring language		
Section	**Topic coverage**	**Learners should be able to:**
A: Language under the microscope The focus of this section is on the effect of lexical choices and grammatical features in a short written text.	Learners should study a range of texts and genres. They are expected to be able to identify significant features or patterns in a text and to explore their effects. Learners should analyse language features in a range of contexts, exploring the possible effects of contextual factors on the way language is produced in the text and is received and understood by its audience.	• show, in relation to unseen texts, knowledge and understanding of: – ***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 • show knowledge and understanding of how the language levels (above) can be applied to a range of contexts for language use, including: social and individual varieties of English; aspects of language and identity • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses (discourses in this context means extended stretches of communication) • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources.

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Section	Topic coverage	Learners should be able to:
B: Writing about a topical language issue This section focuses on an issue or concept related to language in use. Engaging with a variety of texts and contexts in Section A will help to prepare learners to emulate these styles in this section.	Learners should present and explore their ideas and attitudes towards language issues through short pieces of original writing. Learners should be encouraged to engage with a range of topical language issues in the course of their studies. They should develop the skills needed to critically explore such issues, evaluating and responding to the underlying attitudes towards language and language users. In writing about topical issues, learners should be given a real-world purpose, form and audience, and their writing should be shaped to match the genre, mode and context specified.	• show critical understanding of issues and concepts relevant to language use • critically evaluate attitudes towards language and its users • demonstrate how texts and discourses are shaped in different genres, modes and contexts • apply critical and creative skills in the production of texts and discourses.
C: Comparing and contrasting texts The focus of this section is on exploring linguistic connections and comparisons between different modes of communication.	Learners should be prepared to compare a variety of texts, exploring the effects of mode and of language variations. For example, learners should be prepared to compare spoken and written texts; spontaneous and crafted speech; and different forms of spoken English, including individual and social varieties of English, and British regional dialects. Learners should focus on analysing linguistic features. However, they may choose to apply theoretical concepts and issues broadly, for example with reference to gender or power.	• show, in relation to unseen texts, knowledge and understanding of the language levels, including: – ***phonetics, phonology and prosodics:*** how speech sounds and effects are articulated and analysed – ***lexis and semantics:*** the vocabulary of English, including social 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

Section	Topic coverage	Learners should be able to:
C: Comparing and contrasting texts		• show knowledge and understanding of how the language levels on page 7 can be applied to a range of contexts for language use, including: geographical, social and individual varieties of English; aspects of language and identity • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • explore connections across different texts and discourses • show understanding of how the different areas of study connect across their course as a whole.

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2c. Content of Dimensions of linguistic variation (Component 02)

Dimensions of linguistic variation (Component 02) covers the topics of how children acquire language, language in the media, and how language changes over time.

There are three sections in this component:

- Section A: Child language acquisition
- Section B: Language in the media
- Section C: Language change.

2

Dimensions of linguistic variation		
Section	**Topic coverage**	**Learners should be able to:**
A: Child language acquisition The focus of this section is on children's acquisition of spoken language. The age range to be explored is 0–7 years old.	Learners focus on linguistic analysis of a short sample of authentic children's spoken text. Some aspects of spoken text will be transcribed phonemically, using symbols from the International Phonetic Alphabet (IPA). A copy of the IPA is found in Section 5c and will be included in the exam paper. Learners should develop their analysis of linguistic features in the text with reference to theoretical concepts of child language acquisition to aid interpretation of the data.	• show knowledge and understanding of the language levels, including: – ***phonetics, phonology and prosodics:*** how speech sounds and effects are articulated and analysed – ***lexis and semantics:*** the vocabulary of English – ***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 • apply knowledge of the language levels (above) to a range of contexts for language use, including social and individual varieties of English and aspects of language and identity • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources.

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Section	Topic coverage	Learners should be able to:
B: Language in the media This section focuses on discourse in a multi-modal media text and requires learners to apply language concepts and theories to their analysis of linguistic and graphological features. This section is synoptic and will require learners to draw together their understanding of these different language concepts and issues, alongside the contextual aspects of a media text, in order to effectively analyse and evaluate language use in media texts.	Learners should consider relevant theories of language and power, language and gender, or language and technology in exploring media texts. In preparing for this section, learners should explore: • ***language and power:*** the ways power is represented in a variety of texts and discourses • ***language and gender:*** the ways gender is represented and reproduced in a variety of texts and discourses • ***language and technology:*** the ways language varieties are shaped by the mode of communication and how different modal influences impact language use beyond that specific mode.	• show knowledge and understanding of the language levels, including: – ***phonetics, phonology and prosodics***: how speech sounds and effects are articulated and analysed – ***lexis and semantics***: the vocabulary of English, including social 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 • apply knowledge of the language levels (above) to a range of contexts for language use, including social and individual varieties of English and aspects of language and identity • show understanding of how the different areas of study connect across their course as a whole • apply language concepts and methods of analysis appropriately and systematically to data • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • consider the contextual aspects of language use and evaluate language in different genres, modes and contexts • synthesise and reflect on language knowledge and understanding drawn from different areas of their studies of English language.

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Section	Topic coverage	Learners should be able to:
C: Language change The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times.	Learners should study the ways that the English language has developed and changed over time, including methodologies for the study of language change. Learners should study a range of historical texts and genres. They are expected to be able to identify and compare significant features or patterns in texts from two different times and to explore their effects. Learners should analyse language features in a range of contexts, comparing and contrasting the possible effects of contextual factors on the way language is produced in each text and is received and understood by their audiences.	• show knowledge and understanding of the language levels including: – ***phonetics, phonology and 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 • show knowledge and understanding of how the language levels (above) can be applied to a range of contexts for language use, including historical varieties of English • understand how the different areas of study connect across their course as a whole • apply language concepts and methods of analysis appropriately and systematically to data • explore connections across different texts and discourses • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • critically evaluate attitudes towards language and its users • synthesise and reflect on language knowledge and understanding drawn from different areas of their studies of English language.

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2d. Content of non-exam assessment in A Level in English Language: Independent language research (Component 03)

2

Independent language research (Component 03) comprises two sections. Section A, An independent investigation of language, provides learners with the opportunity to pursue an area of study which is of particular personal interest. Section B, The academic poster, allows learners to present their research from their independent investigation in a concise and visually accessible way.

In Section B, only the poster will be assessed in this section. However, the 'real-world' purpose of the academic poster is for use in conferences and to present research projects to a group of peers. This piece of work therefore provides an excellent opportunity for learners to present their research to each other, and could also be used to give the next year's cohort an insight into the types of investigation that have been undertaken, in order to stimulate their thinking. This provides excellent preparation for the types of activities undertaken in universities as a means to disseminate current research findings.

The task title for Component 03, Independent language research, should be chosen by the learner in discussion with their teacher but all task titles must be checked by OCR. Centres **must** use the *Task Titles Proposal Form* to submit all chosen task titles to OCR for approval.

You can access the *Task Titles Proposal Form* through the OCR website (see also Appendix 5d). Centres must submit their *Task Titles Proposal Form* every series even if the task titles have been approved previously. There is no restriction on the number of learners choosing the same topic for their investigation. However, there is no limit to the range of topics appropriate for an independent investigation, and individuality of approach is in the spirit of the specification.

OCR will confirm to the centres that appropriate task titles have been chosen. It is the centre's responsibility to ensure that the task titles **for all learners** are acknowledged in the *Task Titles Proposal Form*.

OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the task title(s). Centres are advised to wait until they have received confirmation from OCR that the chosen task titles are suitable before learners begin working on the tasks.

More information about the deadlines for submitting the form and expected turnaround times can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: **www.ocr.org.uk**.

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Independent language research		
Section	**Topic coverage**	**Learners should be able to:**
A: An independent investigation of language	Learners should: • introduce a field of interest • identify a research focus • select and apply an appropriate methodology for data collection • apply an appropriate method of linguistic analysis to the data collected • present and analyse their results • suggest possible conclusions • evaluate their investigation • include a bibliography. All learners will be expected to demonstrate the methodology used to conduct their investigation as part of their report, and to include some use of quantitative data analysis. The word count for this part of the independent language research is 2000–2500 words, excluding raw data and any appendices. There is no limit to the range of topics appropriate for an independent investigation, and individuality of approach is in the spirit of the specification. Guidance and advice on the suitability of non-exam assessment investigations is available from OCR.	• undertake an independent investigation of language, selecting and applying appropriate methods and techniques systematically • demonstrate knowledge of the language levels and how these can be applied in the chosen context • demonstrate understanding of how the different areas of study connect across their course as a whole • apply language concepts and methods of analysis appropriate and systematically to data. • apply critical skills in close reading, description, evaluation, analysis and interpretation of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • critically evaluate attitudes towards language and its users • demonstrate critical understanding of concepts and issues relevant to their chosen area of language study • analyse how contextual factors and language features shape meaning in their chosen area of study • synthesise and reflect on language knowledge and understanding drawn from different areas of their study of English language.

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Section	Topic coverage	Learners should be able to:
B: The academic poster	The academic poster is a way to communicate about a complex topic (the learner's investigation) in a concise and visually accessible way. The aim of the learner's academic poster is to produce a well-researched and effectively organised overview of the learner's own independent investigation in a form that would be suitable for display at an undergraduate conference for English language research. The poster presentation is a recognised academic discipline and provides an opportunity for learners to demonstrate their ability to distil the detail of their investigation into its core features and findings. Elements that would be expected in an example of good practice for the poster would be: • An introduction or description of the context • Aims and/or influences • An explanation of the methodology • A presentation of results • Conclusions • An evaluation exploring limitations to the study, and potential next steps. The academic poster allows for creativity in its construction. It is multi modal in nature, communicating via text, graphics (often including graphs and charts) and colour. Graphological features should be used to aid the reader in navigating through the text, and to stimulate interest.	• show understanding of how the different areas of study connect across their course as a whole • apply critical and creative skills in production of texts and discourses • use accurately a range of terminology associated with the study of language • make accurate references to texts and sources • synthesise and reflect on knowledge and understanding drawn from their studies of English language • apply critical and creative skills in the production of their poster • demonstrate expertise in the use of English to communicate effectively.

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Section	Topic coverage	Learners should be able to:
B: The academic poster	The text should be concise and logically constructed, and divided into columns. Parts of the text are often framed, and graphs or charts used to visually present data. Clarity and readability should take priority over aesthetics. The poster will assess the extent to which the learner has matched the requirements of the academic poster discipline. The total word count for this activity is 750–1000 words.	

2e. Prior knowledge, learning and progression

The specification builds on the knowledge, understanding and skills established in GCSE English and in the National Curriculum Programmes of Study for Key Stage 4. It is expected that learners for A Level in English Language will have studied English Language at GCSE level or equivalent.

Throughout the course of study learners are encouraged to develop a critical awareness of the structure of English and the ways in which the language is used, and to become confident and skilled in using English accurately and creatively.

This specification therefore provides a suitable foundation for the study of English Language, linguistics, or related courses in Higher Education. Equally it is also suitable for learners of various ages and backgrounds as part of a course of general education and lifelong learning.

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3 Assessment of OCR A Level in English Language

3a. Forms of assessment

The assessment of the OCR A Level in English Language is split into three linear components – two examined components each worth 40% of the qualification and one non-exam component worth 20%.

Exploring language (Component 01)

Exploring language is an externally-assessed written paper testing AO1, AO2, AO3, AO4 and AO5 through linguistic analysis of authentic texts and original writing for a real-world purpose on a topical language issue.

This component is worth 80 marks and represents 40% of the marks for A level. There are three sections to this component.

3

Section A: Language under the microscope

The focus of this section is on the effect of lexical choices and grammatical features in a short sample of written text. There is one question with two parts. The first part of the question requires learners to identify and analyse a lexical feature of the text, and the second part of the question requires learners to identify and analyse the use of a particular grammatical feature. Both parts of the question require consideration of the influence of contextual factors. Learners are expected to identify significant features or patterns in the text and to explore their effects. There are 20 marks available for this task.

Section B: Writing about a topical language issue

This section focuses on an issue or concept related to language in use and gives learners the opportunity to present and explore their ideas and attitudes towards language issues in a short piece of original writing.

A real-world purpose, form and audience for the writing will be given in the task. There are 24 marks available for this task.

Section C: Comparing and contrasting texts

The focus of this section is on exploring linguistic connections and comparisons between different modes of texts, for example, in spoken and written texts, spontaneous and crafted speech or different forms of spoken English, which could include British regional dialects. At least one spoken text will always be included in the paper.

The focus is on analysis of linguistic features and these could include individual and social varieties of English as well as British regional dialects. However, learners may choose to apply theoretical concepts and issues broadly, for example with reference to gender or power. There are 36 marks available for this task.

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Dimensions of linguistic variation (Component 02)

Dimensions of linguistic variation is an externally-assessed paper testing AO1, AO2, AO3 and AO4 through analysis of how children acquire language, language in the media, and how language changes over time. This component is worth 80 marks and represents 40% of the marks for A level. There are three sections in this component.

Section A: Child language acquisition

The focus of this section is on children's acquisition of spoken language. The age range to be explored is 0–7 years old. The focus is on linguistic analysis of a short sample of authentic children's spoken text. Transcribed spoken text will include phonemic features and a copy of the list of phonemic symbols and signs will be provided in the exam paper (see Appendix 5c).

Learners should develop their analysis of linguistic features in the text with reference to theoretical concepts of child language acquisition to aid interpretation of the data. There are 20 marks available for this task.

Section B: Language in the media

This section focuses on discourse in a multi-modal media text and requires learners to apply language concepts and theories to their analysis of linguistic and graphological features. For example, they may consider relevant theories of language and power; language and gender or language and technology. There are 24 marks available for this task.

Section C: Language change

The focus of this section is on the analysis of historical varieties of English. The analysis will be based on drawing connections and comparisons between two texts from different times. Texts chosen for the assessment will be from the 1600s to present day. There are 36 marks available for this task.

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Independent language research (Component 03)

Independent language research is an internally assessed, externally moderated component testing AO1, AO2, AO3 and AO5 through independent research into an area of language study which is of particular individual interest. This component is worth 40 marks and represents 20% of the marks for A level. There are two sections to this component.

Section A: An independent investigation of language

3

Learners should produce a report of their independent investigation of language. The word count for this part of the independent language research component is 2000–2500 words, excluding raw data and appendices. There are 30 marks available for this section.

The report should follow this structure:

- introduction and research focus
- methodology
- results
- analysis – including some use of quantitative data analysis
- conclusions
- evaluation
- bibliography
- appendices.

Section B: The academic poster

Learners should produce an academic poster that offers a well-researched and effectively organised overview of the learner's own independent investigation in a form which would be suitable for display at an undergraduate conference for English language research. Learners are expected to demonstrate their ability to distil the detail of their investigation into its core features and findings. The poster should also include a reflection section, exploring limitations to the study, and potential next steps. The word count for this activity is 750–1000 words.

The poster will assess the learner's ability to use English in a way that matches the requirements of the academic poster discipline. The focus of the task is to meet the purpose of this form of writing, rather than to present in an artistic manner, although the graphology employed does have a role. Assessment therefore will consider control of style and accuracy, but not the aesthetic nature of the final poster. There are 10 marks available for this section. It is suggested the poster follows the outline below:

- An introduction or description of the context
- Aims and/or influences
- An explanation of the methodology
- A presentation of results
- Conclusions
- An evaluation exploring limitations to the study, and potential next steps.

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3b. Assessment objectives (AO)

There are five assessment objectives in OCR's A Level in English Language.

These are detailed in the table below. Learners are expected to demonstrate their ability to:

	Assessment Objective
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. *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.*

AO weightings in A Level in English Language:

The relationship between the assessment objectives and the components is shown in the following table:

Component	% of A level					
	AO1	AO2	AO3	AO4	AO5	Total
Exploring language (H470/01)	11%	6%	11%	6%	6%	40%
Dimensions of linguistic variation (H470/02)	11%	11%	12%	6%	0%	40%
Independent language research (H470/03)	5%	5%	5%	0%	5%	20%
	27%	22%	28%	12%	11%	100%

3c. Assessment availability

There will be one examination series available each year in May/June to **all** learners.

All examined components must be taken in the same examination series at the end of the course.

This specification will be certificated from the June 2017 examination series onwards.

3d. Retaking the qualification

Learners can retake the qualification as many times as they wish. Learners must retake all examined components but they can choose to either retake the non-exam assessment (NEA) or carry forward (re-use) their most recent result (see Section 4d).

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3e. Assessment of extended responses

The assessment materials for this qualification provide learners with the opportunity to demonstrate their ability to construct and develop a sustained and coherent line of reasoning and marks for extended responses are integrated into the marking criteria.

3f. Non-exam assessment

Internal assessment criteria for Independent language research.

3

Section A: An independent investigation of language

All learners will be expected to demonstrate the methodology used to conduct their investigation, and to include some use of quantitative data analysis. The word count for this part of the independent language research is 2000–2500 words, excluding raw data and any appendices.

A learner will not be penalised for exceeding the word count; however, any response that significantly differs from the word count will be self-penalising either by not demonstrating the AOs to the required level or through lacking coherence and concision.

There are 30 marks available for this section.

Section B: The academic poster

The poster presentation is a recognised academic discipline and provides an opportunity for learners to demonstrate their ability to distil the detail of their investigation into its core features and findings. The poster should also include a reflection section, exploring limitations to the study, and potential next steps. The word count for this activity is 750–1000 words.

A learner will not be penalised for exceeding the word count; however, any response that significantly differs from the word count will be self-penalising either by not demonstrating the AO to the required level or through lacking coherence and concision.

There are 10 marks available for this section.

Non-exam assessment guidance

There are four different stages in the production of the non-exam assessment: planning of the task; first draft; marking; final submission.

1. Planning of the task

It is expected that the teacher will provide detailed guidance to learners in relation to the purpose and requirement of the task. The teacher should ensure that learners are clear about the assessment criteria which they are expected to meet and the skills which they need to demonstrate in the task.

Any explanation or interpretation given by teachers must be general and not specific to learners' work.

Further guidance about the nature of advice that teachers can give to learners can be found in the JCQ publication *Instructions for conducting coursework*.

The language study research topic should be chosen by the learner in discussion with their teacher. The tasks must be checked by OCR, see section 2d and Appendix 5d for details.

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2. First draft

What teachers can do:

Teachers may review work before it is handed in for final assessment. Advice must remain at the general level, enabling candidates to take the initiative in making amendments. One review should be sufficient to enable learners to understand the demands of the assessment criteria.

What teachers cannot do:

Teachers may not give detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria.

This includes indicating errors or omissions and personally intervening to improve the presentation or content of the work.

Provided that advice remains at the general level, enabling the learner to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks.

3. Marking

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria in the relevant table. Teachers should use their professional judgement in selecting level descriptors that best describe the work of the learner to place them in the appropriate level for each assessment objective strand. Teachers should use the full range of marks available to them and award full marks in any level for which work fully meets that descriptor. Teachers must clearly show how the marks have been awarded in relation to the marking criteria. A combination of the following approaches should be adopted:

- Summary comments either on the work (usually at the end) or on a cover sheet.
- Key pieces of evidence flagged throughout the work by annotation either in the margin or in the text.

Indications as to how marks have been awarded should:

- be clear and unambiguous
- be appropriate to the nature and form of the work
- facilitate the standardisation of marking within the centre
- enable the moderator to check the application of the assessment criteria to the marking.

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4. Final submission

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all candidates entered for each component. In order to help set the standard of marking, centres should use exemplar material provided by OCR, or, where available, work in the centre from the previous year.

Prior to marking, teachers should mark the same small sample of work to allow for the comparison of marking standards.

Where work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

- **Either** a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation.
- **Or** all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the relevant teacher(s) should make adjustment to their marks or reconsider the marks of all learners for whom they were responsible.

If centres are working together in a consortium, they must carry out internal standardisation of marking across the consortium. Centres should retain evidence that internal standardisation has been carried out.

A clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series.

Once work is submitted for final assessment it must not be revised:

- under no circumstances are 'fair copies' of marked work allowed
- adding or removing any material to or from coursework after it has been presented by a learner for final assessment will constitute malpractice.

If a learner requires additional assistance in order to demonstrate aspects of the assessment, the teacher must award a mark which represents the learner's unaided achievement.

Further information can be found on the **OCR website** and in Section 4, Admin: what you need to know.

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3f. Non-exam assessment marking criteria for Section A: An independent investigation of language

There are a total of 30 marks available for this section. Decide on a mark for AO1 out of 10, then a separate mark for AO2 out of 10, and a separate mark for AO3 out of 10. Add the three marks together to reach a total out of 30 marks. It is possible that candidates may achieve different levels for each AO: allocate the mark according to the level of competency demonstrated for each AO individually. An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.

Level	Marks	AO1	Marks	AO2	Marks	AO3
Level 5	AO1 9–10	• Candidates apply a wide range of appropriate methods in an incisive and systematic way, using appropriate terminology. • The investigation is written in a secure academic register.	AO2 9–10	• Candidates show an assured knowledge and understanding of concepts and issues relevant to the focus of the language investigation. • Candidates engage critically with the application of the concepts and issues relevant to their investigation.	AO3 9–10	• Candidates offer a discerning exploration of a range of contexts and their association with how meanings are constructed in their data. • Candidates evaluate in perceptive detail how contextual features inherent in the text are associated with the construction of meaning, suggesting alternative interpretations.
Level 4	AO1 7–8	• Candidates apply a range of appropriate methods to the texts in a systematic way, using appropriate terminology. • The investigation is written in a clear and coherent manner.	AO2 7–8	• Candidates show a good knowledge and understanding of the concepts and issues relevant to the language investigation. • Candidates show that they can take a critical angle on the concepts and issues relevant to their investigation.	AO3 7–8	• Candidates respond in detail to a range of contexts and their potential influences on the construction of meaning from their data. • Candidates analyse in detail how contextual features inherent in the text are associated with the construction of meaning.

Level	Marks	AO1	Marks	AO2	Marks	AO3
Level 3	AO1 5–6	• Candidates apply some appropriate methods in a sound way, using mostly appropriate terminology. • Writing is coherent if uneconomical.	AO2 5–6	• Candidates show an essentially sound level of knowledge and understanding of concepts and issues relevant to the language investigation. • Candidates show that they have some ability to think and write critically about relevant concepts/ issues.	AO3 5–6	• Candidates make a sound attempt to respond to a range of contexts and their potential influences on construction of meaning from their data. • Candidates make clear, relevant response to the contextual features inherent in their data and how these are associated with the construction of meaning.
Level 2	AO1 3–4	• Candidates attempt to apply linguistic methods with some success, and terminology is at times appropriate. • Writing contains some errors or is assertive rather than analytical.	AO2 3–4	• Candidates' knowledge and understanding of relevant language concepts or issues is mostly accurate, although is likely to lack the depth needed to be convincing. • Candidates have addressed the relevant language concepts/issues, although not critically. •	AO3 3–4	• Candidates make some attempts to respond to contexts and make some points about their potential influences on the construction of meaning from their data. • Candidates make general or overly assertive or simplistic comments regarding the contextual features inherent in their data, showing some understanding of how these are associated with the construction of meaning.
Level 1	AO1 1–2	• Candidates make a vague attempt to apply linguistic methods to their data and some terms are used, with occasional appropriateness. • Writing is likely to contain errors which sometimes obscure meaning, or lacks analysis with evidence.	AO2 1–2	• Candidates' knowledge and understanding of relevant concepts/issues is likely to have inaccuracies or be muddled. • The language concepts/issues are presented in the investigation, although their treatment is somewhat indistinct or confused.	AO3 1–2	• Candidates make a limited response to contexts and to their potential influences on the construction of meaning from their data. • Candidates show a basic understanding of how contextual features inherent in their data contribute to overall meanings.

0 marks: No response or no response worthy of credit.

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3f. Non-exam assessment marking criteria for Section B: The academic poster

An answer does not have to meet all the requirements of a level descriptor before being placed in that level. The extent to which it meets all of the requirements of a level descriptor will determine its placement within that level. The extent to which the statements within the level have been achieved should be the only criteria used when deciding the mark within a level.

Level	AO5
Level 5 9–10 marks	• The candidate expertly transforms the register of the investigation into that required by the academic poster, producing accurate writing that is precisely suited to a general educated audience. • The candidate demonstrates flair in their creative manipulation of the academic poster form, synthesising writing and visual elements to fully engage a new audience.
Level 4 7–8 marks	• The candidate successfully transforms the register of the investigation into that required by the academic poster, producing accurate writing that would satisfy a general educated audience. • The candidate shows creativity in their handling of the academic poster form, combining writing and visual elements to engage a new audience.
Level 3 5–6 marks	• The candidate achieves a clear transformation of the register they used in their investigation in accurate, if somewhat laboured writing which takes account of the needs of a more general audience. • The candidate takes account of the academic poster form, using visual elements to enhance the writing and thus interest a new audience.
Level 2 3–4 marks	• The candidate makes a number of clear attempts to change their style from the investigation to that appropriate for an academic poster, but there is a lack of consistency shown in terms of register and accuracy; the audience is therefore not fully catered for. • The candidate makes some attempt to use visual elements and to make them work with their writing, but there is too little cohesion in the final product to maintain the audience's interest.
Level 1 1–2 marks	• The candidate occasionally appears to amend the register of their writing from that used in the investigation to that required by the academic poster, but more often than not it lacks coherence; the audience's expectations are barely met. • There are one or two attempts at employing presentational features to work with the writing, but the poster is haphazard in appearance and execution.

0 marks: No response or no response worthy of credit.

3g. Synoptic assessment

Synoptic assessment allows learners to demonstrate their understanding between different aspects of the subject.

Synoptic assessment involves the explicit drawing together of knowledge, skills and understanding of different aspects of the A level course. The emphasis of synoptic assessment is to encourage the understanding of English language as a discipline.

Synoptic assessment is embedded throughout the A level.

Synoptic assessment tests the learners understanding of the connections between different elements of the subject. Each A level component fulfils this requirement, although this is particularly evident in the non-exam assessment component. All elements of the A level require a synthesis of insights developed through the application of linguistic knowledge to the study of speech, writing and multi-modal texts in a variety of contexts, bringing a range of concepts and issues to bear when exploring texts.

Independent language research (Component 03) gives learners an opportunity to work independently, pursuing a particular interest and developing expertise that builds on study from elsewhere in the course. Component 03 allows learners to apply synoptically their knowledge and skills, demonstrating the coherent learning that has taken place across the course as a whole.

3h. Calculating qualification results

A learner's overall qualification grade for A Level in English Language will be calculated by adding together their marks from the three components taken to give their total weighted mark. This mark will then be compared to the qualification level grade boundaries for the entry option taken by the learner and for the relevant exam series to determine the learner's overall qualification grade.

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4 Admin: what you need to know

The information in this section is designed to give an overview of the processes involved in administering this qualification so that you can speak to your exams officer. All of the following processes require you to submit something to OCR by a specific deadline.

More information about the processes and deadlines involved at each stage of the assessment cycle can be found in the Administration area of the OCR website.

OCR's Admin overview is available on the OCR website at www.ocr.org.uk/administration.

4a. Pre-assessment

Estimated entries

Estimated entries are your best projection of the number of learners who will be entered for a qualification in a particular series. Estimated entries should be submitted to OCR by the specified deadline. They are free and do not commit your centre in any way.

Final entries

Final entries provide OCR with detailed data for each learner, showing each assessment to be taken. It is essential that you use the correct entry code, considering the relevant entry rules.

Final entries must be submitted to OCR by the published deadlines or late entry fees will apply.

All learners taking A Level in English Language must be entered for one of the following entry options below:

Entry code	Title	Component code	Component title	Assessment type
H470	English Language	01	Exploring language	External Assessment
		02	Dimensions of linguistic variation	External Assessment
		03	Independent language research	Non-Exam Assessment (Postal moderation)
H470C*	English Language (Non-exam assessment Carried Forward)	01	Exploring language	External Assessment
		02	Dimensions of linguistic variation	External Assessment
		80	Independent language research (Carried forward)	Non-Exam Assessment (Carried forward)

*Entry option H470C should only be selected for learners who are retaking the qualification who want to carry forward their mark for the non-exam assessment.

4b. Accessibility and special consideration

Reasonable adjustments and access arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. Applications for these should be made before the examination series. Detailed information about eligibility for access arrangements can be found in the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Special consideration is a post-assessment adjustment to marks or grades to reflect temporary injury, illness or other indisposition at the time the assessment was taken. Detailed information about eligibility for special consideration can be found in the JCQ publication *A guide to the special consideration process*.

4c. External assessment arrangements

4

Regulations governing examination arrangements are contained in the JCQ *Instructions for conducting examinations.*

Head of centre annual declaration

The Head of Centre is required to provide a declaration to the JCQ as part of the annual NCN update, conducted in the autumn term, to confirm that the centre is meeting all of the requirements detailed in the specification.

Any failure by a centre to provide the Head of Centre Annual Declaration will result in your centre status being suspended and could lead to the withdrawal of our approval for you to operate as a centre.

Private Candidates

Private candidates may enter for OCR assessments.

A private candidate is someone who pursues a course of study independently but takes an examination or assessment at an approved examination centre. A private candidate may be a part-time student, someone taking a distance learning course, or someone being tutored privately. They must be based in the UK.

Private candidates need to contact OCR approved centres to establish whether they are prepared to host them as a private candidate. The centre may charge for this facility and OCR recommends that the arrangement is made early in the course.

Further guidance for private candidates may be found on the OCR website: **www.ocr.org.uk**

4d. Non-exam assessment

Regulations governing arrangements for internal assessments are contained in the JCQ *Instructions for conducting non-examination assessments*.

Approval of task titles

Approval of non-exam assessment task titles is mandatory and centres must submit the chosen task titles to OCR for approval using the *Task Title(s) Proposal Form*. This must be done every series even if the same task titles have been approved previously. Centres should wait for approval before learners begin working on their non-exam assessment tasks.

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Authentication of learner's work

Centres must declare that the work submitted for assessment is the learner's own by completing a centre authentication form (CCS160). This information must be retained at the centre and be available on request to either OCR or the JCQ centre inspection service.

It must be kept until the deadline has passed for centres to request a review of results. Once this deadline has passed and centres have not requested a review, this evidence can be destroyed.

Internal standardisation

Centres must carry out internal standardisation to ensure that marks awarded by different teachers are accurate and consistent across all learners entered for the component from that centre.

Moderation

The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. This is achieved by checking a sample of each centre's marking of learners' work.

Following internal standardisation, centres submit marks to OCR and the moderator. If there are fewer than 15 learners, all the work should be submitted for moderation at the same time as marks are submitted.

Once marks have been submitted to OCR and your moderator, centres will receive a moderation sample request. Samples will include work from across the range of attainment of the learners' work.

The moderation for A Level in English Language will be postal moderation.

Centres will receive the outcome of moderation when the provisional results are issued. This will include:

Moderation Adjustments Report – Listing any scaling that has been applied to internally-assessed components.

Moderator Report to Centres – A brief report by the moderator on the internal assessment of learners' work.

Carrying forward non-exam assessment (NEA)

Learners who are retaking the qualification can choose to either retake the non-exam assessment – Independent Language Research (03), or carry forward their most recent result for that component.

To carry forward the NEA component result, you must use the correct carry forward entry option (see table in Section 4a).

Learners must decide at the point of entry whether they are going to carry forward the NEA result or not.

The result for the NEA component may be carried forward for the lifetime of the specification and there is no restriction on the number of times the result may be carried forward. However, only the most recent non-absent result may be carried forward.

When the result is carried forward, the grade boundaries from the previous year of entry will be used to calculate a new weighted mark for the carried forward component, so the value of the original mark is preserved.

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4e. Results and certificates

Grade scale

A level qualifications are graded on the scale: A*, A, B, C, D, E, where A* is the highest. Learners who fail to reach the minimum standard for E will be Unclassified (U). Only subjects in which grades A* to E are attained will be recorded on certificates.

Results

Results are released to centres and learners for information and to allow any queries to be resolved before certificates are issued.

Centres will have access to the following results information for each learner:

- the grade for the qualification
- the raw mark for each component
- the total weighted mark for the qualification.

The following supporting information will be available:

- raw mark grade boundaries for each component
- weighted mark grade boundaries for each entry option.

Until certificates are issued, results are deemed to be provisional and may be subject to amendment. A learner's final results will be recorded on an OCR certificate.

The qualification title will be shown on the certificate as 'OCR Level 3 Advanced GCE in English Language'.

4

4f. Post-results services

A number of post-results services are available:

- **Review of results** – If you are not happy with the outcome of a learner's results, centres may request a review of their moderation and/or marking.
- **Missing and incomplete results** – This service should be used if an individual subject result for a learner is missing, or the learner has been omitted entirely from the results supplied.
- **Access to scripts** – Centres can request access to marked scripts.

4g. Malpractice

Any breach of the regulations for the conduct of examinations and non-exam assessments may constitute malpractice (which includes maladministration) and must be reported to OCR as soon as it is detected. Detailed information on malpractice can be found in the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures.*

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5 Appendices

5a. Overlap with other qualifications

There is some overlap between the content of this specification and that of OCR's A Level in English Language and Literature (EMC). Learners who enter for this A Level in English Language specification may not also enter for any other A level specification with the certification title *English Language and Literature* in the same examination series. They may, however, enter for A Level in English Literature.

5b. Avoidance of bias

The A level qualification and subject criteria for English Language have been reviewed in order to identify any feature which could disadvantage candidates who share a protected Characteristic as defined by the Equality Act 2010. All reasonable steps have been taken to minimise any such disadvantage.

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5c. List of phonemic symbols and signs (RP)

1. CONSONANTS OF ENGLISH

/f/ — fat, rough
/v/ — very, village, love
/θ/ — theatre, thank, athlete
/ð/ — this, them, with, either
/s/ — sing, thinks, losses
/z/ — zoo, beds, easy
/ʃ/ — sugar, bush
/ʒ/ — pleasure, beige
/h/ — high, hit, behind
/p/ — pit, top, spit
/t/ — tip, pot, steep
/k/ — keep, tick, scare
/b/ — bad, rub
/d/ — bad, dim
/g/ — gun, big
/tʃ/ — church, lunch
/dʒ/ — judge, gin, jury
/m/ — mad, jam, small
/n/ — man, no, snow
/ŋ/ — singer, long
/l/ — loud, kill, play
/j/ — you, pure
/w/ — one, when, sweet
/r/ — rim, bread

2. PURE VOWELS OF ENGLISH

/iː/ — beat, keep
/ɪ/ — bit, tip, busy
/e/ — bet, many
/æ/ — bat
/ʌ/ — cup, son, blood
/ɑː/ — car, heart, calm, aunt
/ɒ/ — pot, want
/ɔː/ — port, saw, talk
/ə/ — about
/ɜː/ — word, bird
/ʊ/ — book, wood, put
/uː/ — food, soup, rude

3. DIPHTHONGS OF ENGLISH

/eɪ/ — late, day, great
/aɪ/ — time, high, die
/ɔɪ/ — boy, noise
/aʊ/ — cow, house, town
/əʊ/ — boat, home, know
/ɪə/ — ear, here
/eə/ — air, care, chair
/ʊə/ — jury, cure

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5d. Task Title(s) Proposal Form

English Language

Level 3 Advanced GCE, H470 (03) non-exam assessment

Independent language research – tasks proposal form

The purpose of this form is to ensure that the task(s) chosen are suitable.

This form must be submitted to OCR before your candidates begin their tasks. More information about this process, including details of the submission deadline for this form and expected turnaround times, can be found in the *OCR Admin Guide and Entry Codes: 14-19 Qualifications* which can be downloaded from the OCR website: **www.ocr.org.uk**

Complete this form electronically and return it using either the 'Submit' button at the bottom or by saving and attaching to an email to: **textandtaskapprovalservice@ocr.org.uk**.

5

Centre Name	
Centre Number	
Staff Name	
Position at centre	
Contact email	
Contact telephone	
Year of entry	

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Task 1 – An independent investigation of language (2000–2500 words): independent research into an area of language study which is of particular individual interest.

Provide the Task 1 Independent investigation of language title(s) in the box below.

5

Task 2 – The academic poster (750–1000 words): Learners should produce an academic poster that offers a well-researched and effectively organised overview of the learner's own independent investigation in a form which would be suitable for display at an undergraduate conference for English language research.

Since the content of the poster is derived from the investigation (task 1), there is no need to submit a separate proposal for task 2.

☐ I confirm that I believe that the task(s) I have outlined will allow my candidates to access the full range of marks for this component.

SUBMIT BY EMAIL **SAVE AND EMAIL LATER**

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Information and guidance

OCR will confirm receipt of this Task Title(s) Proposal Form.

OCR may, on occasion, require further details of your text(s) and/or task(s) prior to approval, in which case we will contact you.

OCR will provide confirmation to you once your text(s) and task(s) have been approved.

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Summary of updates

Date	Version	Section	Title of section	Change
May 2018	1.1	Front cover	Disclaimer	Addition of Disclaimer
August 2018	1.2	i) Multiple ii) 4d iii) 3d 4d	 Non-exam assessment Retaking the qualification Non-exam assessment	i) Minor typographical amends ii) Correction to sample size iii) Update to the wording for carry forward rules
2020	1.3	4d 4f	Non-exam assessment Post-results services	Wording amended from 'Enquiries about results' to 'Review of results'
February 2021	1.4			Update to specification covers to meet digital accessibility standards

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YOUR CHECKLIST

Our aim is to provide you with all the information and support you need to deliver our specifications.

- ☐ Bookmark OCR website for all the latest resources, information and news on A Level English Language
- ☐ Be among the first to hear about support materials and resources as they become available – register for A Level English Language
- ☐ Find out about our professional development
- ☐ View our range of skills guides for use across subjects and qualifications
- ☐ Discover our new online past paper service
- ☐ Learn more about Active Results
- ☐ Visit our Online Support Centre

Download high-quality, exciting and innovative A Level English Language resources from ocr.org.uk/alevelenglishlanguage

Resources and support for our A Level English Language qualification, developed through collaboration between our English Language Subject Advisors, teachers and other subject experts, are available from our website. You can also contact our English Language Subject Advisors who can give you specialist advice, guidance and support.

Contact the team at:

01223 553998

english@ocr.org.uk

@OCR_english

To stay up to date with all the relevant news about our qualifications, register for email updates at **ocr.org.uk/updates**

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