

AS and A LEVEL
Teacher Guide

ENGLISH LANGUAGE

H070/H470

For first teaching in 2015

How to plan for transferring from AQA to new OCR AS and A Level English Language

Version 1

www.ocr.org.uk/english



Introduction

What follows is a suggested overview of year 12 / 13 that has been adapted from the teaching of the old spec AQA spec B. It has been put together by an established English department who are actually following the plan outlined below.

If there are similar things that you taught for AQA B and they worked, then they are very likely to be similarly easily adapted for the new OCR course.

Also in terms of assessment, it should be noted that nearly all of the exam markers are going to be old AQA B teachers and so they are tuned in to a text based approach. This reflects the growth of the OCR English Language specification and where this growth has come from, rather than a casual boast. This can be evidenced by looking at OCR specimen papers (there should be three sets), with 'exemplar' answers for at least two sets of the specimen papers, which have been drawn from old AQA B centres. After 2017, there will of course, be 'real' A Level exam exemplars (the AS exemplars should be available on Interchange in 2016).

Context

It might be worth just stressing the main features of the new OCR A Level Language course:

- Conceptual skills based A Level built around analysis of unseen texts/data. With an exam featuring largely unseen texts, because the data changes, the questions are unlikely to change
- Exam questions offer bullet point guidance
- Shorter question times for questions for similar topics as the old AQA B, but this does encourage students to be focussed, concise and selective for their answers
- Creative element kept in Topical Issues and Academic Poster
- Personalised and prompt support for Investigation titles/ areas of study
- Supportive website with resources designed by teachers teaching the specification.

Legacy AQA 'B'	New and current OCR
Paper 1 -AS <ul style="list-style-type: none"> • Textual variations and representations • Language and Gender/Power/Technology • Methods of language analysis are integrated into the activities assessed 	Component 01 <ul style="list-style-type: none"> • No 'groupings' activity but comparisons between spoken and written as well as single non-fiction text analysis • Methods of language analysis are integrated into the activities assessed
AS Coursework <ul style="list-style-type: none"> • Two pieces of original writing and commentaries 	<ul style="list-style-type: none"> • Creative writing in a set form and for an audience in Topical Issues task (Component 01)
Paper 2 – A2 <ul style="list-style-type: none"> • Children's language development (0–11 years) • Language diversity and change • Methods of language analysis are integrated into the activities assessed 	Component 02 <ul style="list-style-type: none"> • Children's spoken language development (0–7) • Language diversity and change • Media texts and Language and Gender /Power / Technology • Methods of language analysis are integrated into the activities assessed
A2 Coursework <ul style="list-style-type: none"> • Language Investigation • Media Text 	NEA <ul style="list-style-type: none"> • Language Investigation • Transformative Writing for Academic Poster – similar task, different format

There is already a Resource on the OCR Website that goes into more detail about these comparisons and this can be found at <http://www.ocr.org.uk/Images/323730-switching-to-ocr-english-language-gce-from-aqa.pdf>

A two year scheme

What follows is a two year scheme, split into the six terms of the two year course. Also included are four resources that were used in teaching and delivering the legacy AQA B qualification but have successfully been employed for the new OCR qualification. They are included purely to indicate that adapting already successful resources is straightforward.

The scheme presumes that the teaching group will be shared between 2 teachers but can be adapted to suit another staffing approach.

Year 1

Teacher A	Teacher B
<p>Term 1</p> <p>Introduction to Spoken Language</p> <p>What is a spoken text?</p> <p>Key points</p> <p>Q3 of Comp01 will always include a spoken text Context/ Audience is important</p> <p>Prepare for comparison</p> <ul style="list-style-type: none"> • Differences between spoken and real speech • Phonology and prosody (IPA/ mini case study on stand-up comedy?) • Transcribing speech • Accent and dialect/ dialect levelling • Idiolect and sociolect • Accent study e.g. Geordie (use British Library website) • Conversational analysis/ non fluency features • Compare interview and chat show (Cheryl Cole/ Fernandez-Versini?) <p>Half term (ish)</p> <p>Language and the media</p> <ul style="list-style-type: none"> • Represented speech – e.g. soap operas, occupational scripts – e.g. crime, hospital drama, reality TV and fictional accounts • Mini-investigation into a TV genre, and its represented speech – e.g. cops shows, medical shows etc. • Students must create own data, transcribe and commentary <p>Language and Technology</p> <ul style="list-style-type: none"> • Theorists and Grammar • ‘Mobi’ speak • Email vs epistolary writing • Blogs/ forums/Twitter • Websites and discourse • Radio scripts and conventions • Compare technology and printed text(see exam board examples) 	<p>Term 1</p> <p>Language under the Microscope</p> <p>Introduction to ‘Levels’</p> <p>What is a written text? Key points</p> <p>Prepare students for discursive essay (Comp 01 Q2)</p> <p>Prepare for comparison</p> <ul style="list-style-type: none"> • Recognition of features of different genres /modes / registers • Uses of language– ‘pockets out’ activity; analysis of language around them in school (e.g. signs, exam papers, letters) • Work through levels for analysis(Lexis morphology etc.) • Grammar and word classes...use Lewis Carroll’s ‘Jabberwocky’ (Learner Resource 1) for this or Dick. King Smith ‘Sheep Pig’. <p>Consider:</p> <ul style="list-style-type: none"> • Portmanteau words/Verbs /adverbs /phrases/clauses/ Sentences • How character created through language <p>Half term (ish)</p> <p>Journalism</p> <ul style="list-style-type: none"> • Front Pages and Headlines and noun phrase/minor sentence analysis – bias and ideology <p>Topical Issues</p> <ul style="list-style-type: none"> • Read opinion pieces...suggest diary/ set one piece a week • Polemics vs blogs Brooker (Guardian blog on Gun crime is really good) / contrast J.Clarkson/ T.Parsons • Here is a link to great article about ‘Bake off’ going to Channel 4 by Katie Hopkins http://www.dailymail.co.uk/news/article-3789069/KATIE-HOPKINS-says-Bake-debacle-shows-BBC-incapable-managing-talent.html • Look at style/ linguistic features of polemical writing.

Teacher A	Teacher B
	<p>Speeches and rhetoric</p> <ul style="list-style-type: none"> • (speeches by Trump and Clinton/ Michelle Obama and Mrs. Trump...speeches of political leaders from current party conferences) • experiment with writing in different styles and 'finding a voice' (tip : try lots of opening paragraphs in different voices...e.g. Daily Mail reader/old person/ student • Look at exemplars from exam board - <i>Is technology destroying our language?</i>
<p>Term 2</p> <p>Language and Gender</p> <ul style="list-style-type: none"> • Slags v studs language debate • Mixed gender conversations • Mills and Boons • Effect of intransitive and stative verbs • Theorists Lakoff /Tannen etc • Create own data: boys guide blindfolded boy across room then repeat with girls. Record and transcribe both conversations • Sexism and its reporting: Sky news /Mary Beard Twitter and the word 'rape' • Gender on line: mini investigation into Mumsnet • Representation of gender in media e.g. TOWIE <p>Language and Power (five week block suggested):</p> <p>Theory Althusser/ Goffman</p> <ul style="list-style-type: none"> • Unequal exchanges <p>Influential power: speeches</p> <ul style="list-style-type: none"> • Analysis of famous speeches <p>Instrumental power:</p> <ul style="list-style-type: none"> • Law, medicine ,teaching • Deontic vs epistemic modality (see Learner Resource 2) • Power and advertising. 	<p>Term 2</p> <p>Language Change (1600 to present)</p> <ul style="list-style-type: none"> • Begin with 20th century change; Texts from 1950s books for boys and Empire • Consider multimodality • 50s mass media and advertising • Look at multi modal texts images e.g. Levi adverts / coca cola / cookers/ cars • Civil rights; race and sexism form 1970's • Cold war and propaganda • Immigration and ethnicity • Debate over "crumbling castles" etc. Jean Aitchison and Lord Roth <p>Exam Prep for Mock FEB?– Comparative Texts (Q3)</p> <ul style="list-style-type: none"> • Multi-Modality (Learner Resource 3) • Genre Study (e.g. travel Writing – David Attenborough transcript vs Lonely Planet Guide) • Students make own exam pairings and papers • Multi modal written/spoken and electronic texts. • Using images • Collocation (word level) tasks • http://www.ocr.org.uk/qualifications/as-a-level-gce-english-language-h070-h470-from-2015/delivery-guide/delivery-guide-ladg008-multimodality/
<p>Term 3</p> <p>Introduction CLA</p> <ul style="list-style-type: none"> • Initial theories – general; discussion and observations; nature vs nurture debates – first words and reasons. • Theories and theorists see Learner Resource 3 • Imitation (behaviourist) vs innateness (nativist) • Feral children and studies • LAD and Chomsky, • Piaget and cognition • zone of proximal development • Debate/Discussion which theory is most apt? <p>Allowance made for students having AS exams in other subject and trips.</p>	<p>Term 3</p> <p>Start Language investigation/Academic Poster:</p> <ul style="list-style-type: none"> • Research question • Hypothesis • Collect data <p>Mini-investigation arising from a visit to a local art gallery. This could be on:</p> <ul style="list-style-type: none"> • Language explaining exhibits • Audio guides • Reviews • Language of Art • Discussion on Art (what is Art ?) • Student use trip to collect own data and create a question or hypothesis <p>Allowance made for students having AS exams in other subject and trips.</p>

Year 2

Teacher A	Teacher B
<p>Term 1</p> <p>Child Language Acquisition (cont)</p> <ul style="list-style-type: none"> • IPA • Theorists LAD, Chomsky, Piaget, • Stages • Grammatical development • Transcript analysis <p>Language Change</p> <ul style="list-style-type: none"> • Rise of standard English • 18th century grammarians • Robert Lowth (eg split infinitive/ preposition at end of sentence etc) • Royal Society/Newton and language of science • Scientific discourse/ age of enlightenment • Industrial revolution • Rise of novel • Empire 	<p>Term 1</p> <p>Work on Language Investigations</p> <ul style="list-style-type: none"> • Investigation as before • Academic Poster new exciting format • Lots of guidance for this already on the website • Really creative opportunity • End of year 12/ early year 13 so present this posters to new year 12 or interested year 11 students? • Lesson by lesson approach and exemplars available on the website <p>Prepare for mid-year mock</p>
<p>Term 2</p> <p>Language Change (cont.)</p> <ul style="list-style-type: none"> • 20th century • 1st and 2nd War texts • 50s advertising/ radio/multi modal • 70s and civil rights • 21st century - twitter/ blogs/ text/ email <p>Revision and mini-mocks</p>	<p>Term 2</p> <p>Topical Issues – Use as a revision tool as there is a synoptic element to this question</p> <p>Debates that could be covered could include</p> <ul style="list-style-type: none"> • Influence of American English from the media • Influence of texting/ email on grammar • Influence of Afro Caribbean English and why attractive to males in southern England...London in particular • Are dialects on the verge of being a thing of the past? • Taboo language - more acceptable in 2016? • Is it now acceptable to not to use apostrophe as well as other 'sloppy' forms of English (compounding e.g. infront) <p>Use material from that worked well with AQA B.</p>
<p>Term 3</p> <p>Revision and exam</p>	<p>Term 3</p> <p>Revision and exam</p>



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