

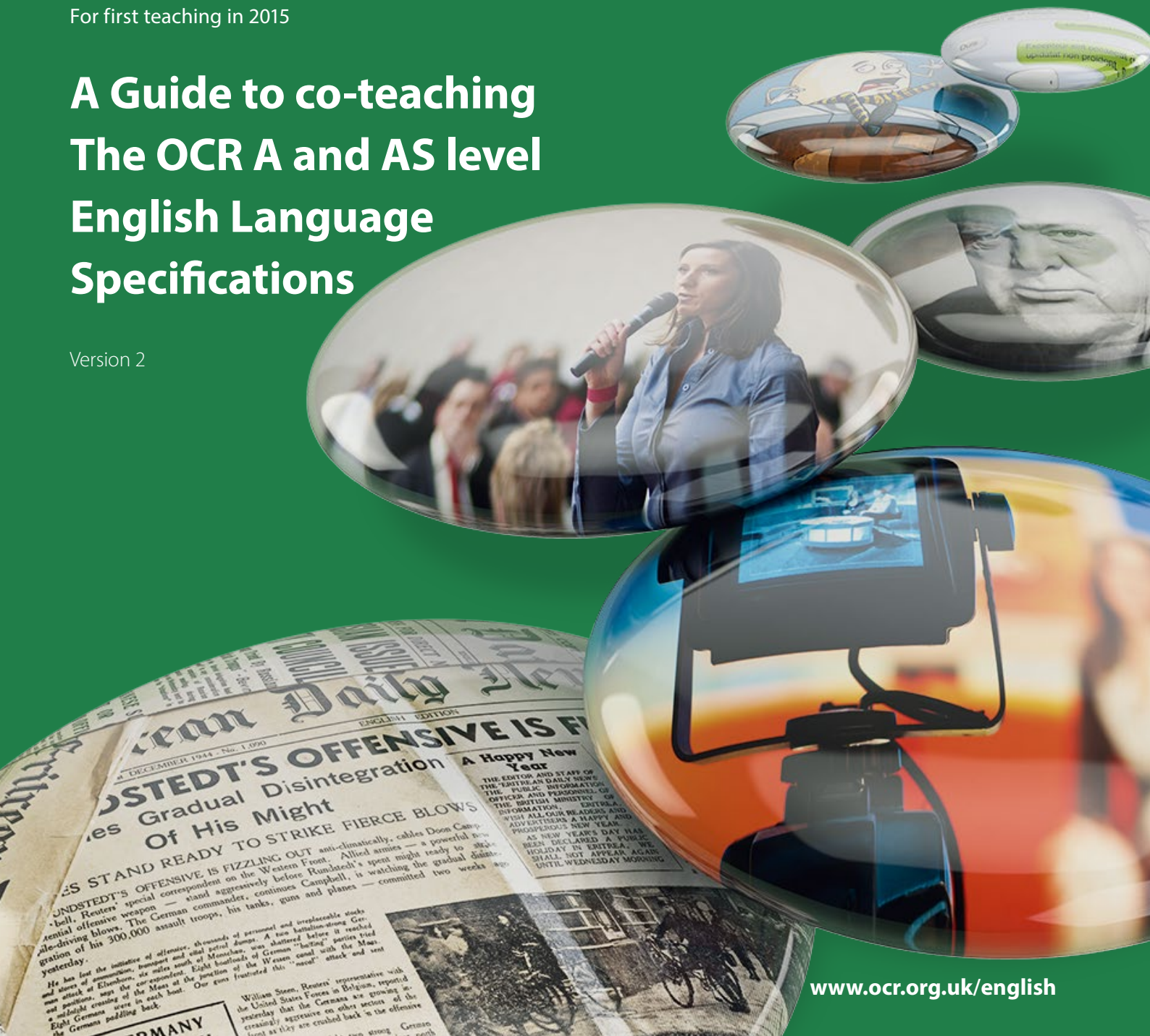
**A LEVEL**  
Teacher Guide

# ENGLISH LANGUAGE

H470  
For first teaching in 2015

## A Guide to co-teaching The OCR A and AS level English Language Specifications

Version 2



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# INTRODUCTION

It is important to note that although this is a proposed way through teaching both AS and A level simultaneously, in no sense is this the only way. Nor are we trying to suggest that centres and candidates must follow this plan in order to be successful – indeed centres would be well advised to reflect on what has worked well in language teaching for them in the past and adapt and build upon these previously fruitful approaches. This should mean that there are a variety of approaches possible and this document is meant purely to provide a starting point for your planning.

## CO-TEACHING MODELS: NOTES FOR GUIDANCE

Effective co-teaching of OCR's AS and A Level language is easily achievable with only minor concessions to different assessment requirements for each element of the course. Both courses seek to develop the textual analysis skills of students when reading a variety of linguistic texts. As a consequence there is a significant overlap between the 2 courses and while there is a clear distinction between the assessment methods of the 2 courses, preparation for the AS exam is also a useful building block for the full A level.

## CO-TEACHING LINGUISTIC ANALYSIS OF AUTHENTIC TEXTS

Both AS and A level require analysis of single texts using the language levels referred to in the specifications; it is the first question on the first exam papers for both AS and A level. Therefore it is straightforward to start to teach both sets of students the required tools for this analysis. Similarly both cohorts compare 2 linguistic texts (1 of which will be spoken) so to develop the initial analytical skills used for a single text into those that require comparison across 2 texts is a logical progression for both courses. Both AS and A level require knowledge of spoken English in this comparison as both courses expect analysis that compares a spoken text and a written one, however the A level expects a synoptic approach that demonstrates awareness of how speech reflects individual and social identity, concepts that are not required at AS.

## CO-TEACHING ORIGINAL WRITING ON A TOPICAL LANGUAGE ISSUE

Both AS and A level require knowledge of topical language issues. These issues are not pre-determined in the Specification so that students can be introduced to current debates– say about 'accurate' use of grammar – throughout both courses and this gives room for teachers to guide students to areas of interest. Both the AS and A level then expect students to use this understanding in an original writing task that is not purely creative but has an awareness of form and audience. At AS there will be a link between the topical issue in the exam, and one of the contexts in the second task of component 2 (ie power or gender), whereas at A level any topical issue could be presented.

## CO-TEACHING OF THE INFLUENCE OF LINGUISTIC ISSUES UPON TEXTS

The A level specification does recommend exploring similar concepts and contexts to those of the AS – 'Language and gender' and 'Language and power' – so that both cohorts of students can be taught simultaneously. At A2 students should go on to explore 'Language and Technology'. Both exams for AS and A level are seeking to ensure that students can apply this knowledge of concepts and issues relevant to language use to authentic texts so that a real world context exists for these theories.



## SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR ENGLISH LANGUAGE

YEAR ONE AS AND A LEVEL	Component/Content
<b>Autumn Term</b> September and October	<p><b>Introductory Concepts and Ideas</b></p> <p>Understanding language features/levels</p> <p>What is a Language text? – a variety of different genres of texts should be explored, and it is important that spoken texts are part of this so that students are aware of the way that speech functions in different contexts.</p> <p><b>A level Key Component - Exploring Language (Question1)</b></p> <p><b>AS Key Component – Exploring Language (Question 1)</b></p> <p>Examine a range of texts and apply the different language levels to understand the meanings and significance of individual texts.</p> <p>Key terms to study – <b>lexis</b>, semantics, <b>grammar</b> structures –varieties of sentence, clause, phrase and word level – <b>pragmatics</b> and context, modes of <b>discourse</b></p>
<b>Autumn Term</b> November and December	<p><b>A level Key Component ‘Dimensions of Linguistic Variation’ (Question 2) and possibly coursework as well.</b></p> <p><b>AS Key Component – Exploring Contexts (Question 2)</b></p> <p>Because of co- teachability this unit should focus on the 2 topics in the AS exam:</p> <p><b>Language and gender</b></p> <p><b>Language and power</b></p> <p>(both serve as a useful introduction to coursework for A level which should be done later in the year)</p> <p>Examine the linguistic theories associated with these areas and see how they apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts mentioned above.</p> <p>Introduce notion of a multi-modal text as multi-modal texts will appear in both AS and A level exams. Look at a variety of multi-modal texts and explain how different genres can create layers of meaning.</p>
<b>Spring Term</b> January and February	<p><b>A level Key Component ‘Language Under the Microscope’ (Question 3)</b></p> <p><b>AS Key Component – Exploring Language (Question 2)</b></p> <p>Return to analysis of authentic texts and now practise comparing 2 different texts –this could be done earlier but it might be regarded as too similar in approach to work in the first term with the weight of textual analysis perhaps offering a similarity of approach. Build on linguistic analytical skills developed in first half term.</p> <p>Analyse aspects of <b>Spoken English</b> as 1 text for comparison in both AS and A level will always be a spoken text.</p> <p>Look at a variety of spoken texts so that students feel confident when presented with different contexts.</p> <p>Key terms to look at: <b>phonetics, phonology</b> and <b>prosodics</b> – lexis (including <b>social variation</b>), <b>grammar</b> of utterances, <b>pragmatics</b> and modes of <b>discourse</b>.</p>
<b>Spring Term</b> February and March	<p><b>A level Key Component ‘Language Under the Microscope’ (Question 2)</b></p> <p><b>AS Key Component – Exploring Contexts (Question 1)</b></p> <p>The practice of original writing for a specified audience and form should be an important focus of study in this unit. Areas that might be usefully looked at could include the use of rhetoric in speech writing – different features of rhetoric for different audiences – and journalistic writing styles with different formats of expression depending on form and audience.</p> <p>Introduce a series of controversial points for research and then discussion about language – eg ‘Texting is gr8’, ‘everyone should speak standard English’ and ‘do men dominate conversation?’ and encourage students to give a variety of written responses after the research and discussions.</p>



YEAR ONE AS AND A LEVEL	Component/Content
<b>Summer Term</b> April and May	<p>AS students <b>revise</b> and prepare for exam.</p> <p>A level students could revise and prepare for <b>end-of-year/mock exam</b> that will inform UCAS predicted grade.</p> <p><i>And/or:</i></p> <p>Discuss with the A level students an outline of research methodology. Then suggest a straightforward language topic for students to produce a 'reduced' <b>language investigation</b> (such as 'compare the use of language in 2 different modes of adverts for the same product') so students become familiar with the issues associated around individual research projects. Some degree of free choice should be encouraged here, to prepare students for the self-directed nature of the full language investigation.</p>
<b>Summer Term</b> June and July	<p>If the option immediately above was chosen, a nice way to start the half term would be for the A level students to feedback to each other, and to the AS students who were considering continuing to the full A level, about their experiences with the task and how these observations might inform future investigations.</p> <p>Prepare for <b>coursework</b>. Encourage students to find a topic of interest and start to teach research techniques.</p> <p>To help topic choices, briefly revisit theories around gender and power in language.</p> <p>This could be a good time to introduce <b>Child Language Acquisition Theory 'Dimensions of Linguistic Variation' (Question 1)</b> as this might well interest students in terms of research but only if enough time.</p> <p>End the term by having a series of 1:1 meetings with students about research to be carried out in summer months – make sure AS students are included in this.</p>



## SAMPLE CURRICULUM PLAN FOR A LEVEL ONLY

YEAR TWO A LEVEL	Component/Content
<b>Autumn Term</b> September and October	<p><b>Independent language investigation (coursework)</b></p> <p>Follow through 1st part of coursework (independent language investigation) and develop drafts. Look at exemplars provided by OCR for Language Investigations and explore comments by senior moderators/examiners.</p> <p>Students to present research to peer groups for discussion and advice at the end of September – this can not only help coursework but also but also develops explication skills when discussing language theories.</p> <p>Keep looking at wider language issues (eg ‘Would it be better if everyone used Standard English?’ or ‘Is language acquired through Nature or Nurture?’) for <b>A level Key Component ‘Language Under the Microscope’ (Question 2)</b> so that lessons have a purpose – again this can help with coursework. Do timed work in class with students on these topics thinking about style and form of writing.</p> <p>Then further develop (or start) <b>Child Language Acquisition Theory for ‘Dimensions of Linguistic Variation’ (Question 1)</b></p> <p>Students could be introduced to the IPA as well as examining issues around data collection and transcription. Also ensure that there has been a full coverage of appropriate theorists.</p>
<b>Autumn Term</b> November and December	<p>Continue to look at <b>Child Language Acquisition</b> and also return to analysis of multi-modal texts (children’s books for instance).</p> <p>This also might be a good time to develop further the study of spoken texts – especially in response to the demands of the A level exam for understanding of speech variation and identity - <b>A level Key Component ‘Language Under the Microscope’ (Question 3)</b></p> <p><i>(Some centres might like to consider a <b>Mock Exam</b> at start of December but this is very much centre specific)</i></p> <p>End term with 1:1s on progress of coursework.</p>
<b>Spring Term</b> January and February	<p><b>‘Dimensions of Linguistic Variation’ (Question 3)</b></p> <p>Introduce concept of <b>Language Change</b>.</p> <p>Analyse different language levels in texts that are on the same topics but come from different eras. Keep looking at wider language issues for <b>A level Key Component ‘Language Under the Microscope’ (Question 2)</b></p>
<b>Spring Term</b> February and March	<p><b>Collect final draft of coursework in after the half term holiday</b></p> <p>Return to analysis of multi-modal texts that was introduced in the first year of study <b>A level Key Component ‘Dimensions of Linguistic Variation’ (Question 2)</b></p> <p>Introduce concept of <b>Academic Poster (coursework)</b> – Use exemplars provided by OCR to support student understanding of the genre. Students have to develop the poster on the topic they followed in their <b>coursework Language Investigation</b>.</p> <p>While students are working on Academic poster cover the final topic for <b>A level Key Component ‘Dimensions of Linguistic Variation’ (Question 2)</b> - ‘language and technology’. This could also be a start to revision – might go on to look at the 2 topics studied in the first year ‘language and gender/power’.</p> <p>Start to revise – consider a ‘full’ mock exam before Easter to give students clear idea of which areas to concentrate on for revision.</p>
<b>Summer Term</b> April and May	<p><b>Revision</b> of 2 year course in preparation for terminal exams.</p>



## SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR ENGLISH LANGUAGE (TAUGHT BY 2 TEACHERS)

YEAR ONE AS AND A LEVEL	Component/Content	
	Teacher 1	Teacher 2
Autumn Term	<p><b>Introductory Concepts and Ideas</b> Understanding language features/levels</p> <p><b>What is a Language text?</b> – a variety of different genres of texts should be explored, so there is a beginning of an awareness of how varied the range of texts, and the validity of texts, is compared to previous study.</p> <p><b>A level Key Component - Exploring Language (Question1)</b> <b>AS Level Key Component – Exploring Language (Question 1)</b></p> <p>Examine a range of texts and apply the different language levels to understand the meanings and significance of individual texts.</p> <p>Key terms to study – <b>lexis</b>, semantics, <b>grammar</b> structures –varieties of sentence, clause, phrase and word level – <b>pragmatics</b> and context, modes of <b>discourse</b>.</p> <p>Introduce a series of ‘controversial’ points about language for discussion –such as ‘Texting is gr8’ and, ‘do men dominate conversation?’ and then encourage students to give a variety of written responses after the research and discussions.</p>	<p><b>Introductory Concepts and Ideas</b> Understanding language features/levels</p> <p><b>What is a Spoken text?</b> Analyse aspects of Spoken English, as 1 text for comparison in both AS and A level will always be a spoken text in the following components:</p> <p><b>A level Key Component ‘Language Under the Microscope’ (Question 3)</b> <b>AS Level Key Component – Exploring Language (Question 2)</b></p> <p>Look at a variety of spoken texts so that students feel confident when presented with different contexts.</p> <p>Key terms to look at: <b>phonetics, phonology</b> and <b>prosodics</b> – lexis (including <b>social variation</b>), <b>grammar</b> of utterances, <b>pragmatics</b> and modes of <b>discourse</b>.</p> <p>Introduce the idea of comparing texts that are in different modes (although 1 text should always be a spoken text) so that students are preparing for the exam.</p> <p>Practice the skills of comparison.</p>
Spring Term	<p><b>A level Key Component ‘Language Under the Microscope’ (Question 2)</b> <b>AS Level Key Component – Exploring Contexts (Question 1)</b></p> <p>Continue to discuss topical language issues – such as ‘everyone should speak standard English’.</p> <p>Then the practice of original writing for a specified audience and in a specified form should be an important focus of study in this unit. Areas that might be usefully looked at could include rhetoric in speech writing – different features of rhetoric for different audiences – and journalistic writing styles, with different formats of expression depending on form and audience.</p>	<p><b>A level Key Component ‘Dimensions of Linguistic Variation’ (Question 2) and possibly coursework as well.</b> <b>AS Level Key Component – Exploring Contexts (Question 2)</b></p> <p>Because of co- teachability this unit should focus on the 2 topics in the AS exam:</p> <p><b>Language and gender</b> <b>Language and power</b> (both serve as a useful introduction to coursework for A level which should be done later in the year)</p> <p>Examine the linguistic theories associated with these areas and see how they apply to different texts by looking at how features or patterns of different language levels create meaning that applies to the contexts mentioned above.</p> <p>Introduce the notion of a multi-modal text as these will appear in both AS and A level exams. Look at a variety of multi-modal texts and explain how different genres can create layers of meaning.</p>

YEAR ONE AS AND A LEVEL	Component/Content	
	Teacher 1	Teacher 2
<b>Summer Term</b> April and May	For this half term it might be an idea to split the class into 2, with 1 teacher preparing the AS students for the upcoming exam and 1 teacher to initiate work on coursework for the A level students	
	<b>AS students revise</b> and prepare for exam.	A level students could revise and prepare for <b>end-of-year/mock exam</b> that will inform UCAS predicted grade. <i>And/or:</i> Discuss with the A level students with an outline of research methodology. Then suggest a straightforward language topic for students to produce a 'reduced' <b>language investigation</b> (such as 'compare the use of language in 2 different modes of adverts for the same product') so students become familiar with the issues associated around individual research projects. Some degree of free choice should be encouraged here, to prepare students for the self-directed nature of the full language investigation.
<b>Summer Term</b> June and July	Remind students about the theories around gender and power in language and then introduce the idea of 'language and technology' Also it might be a good time to start to introduce <b>Child Language Acquisition</b> Theory ' <b>Dimensions of Linguistic Variation</b> ' ( <b>Question 1</b> ) as this might well interest students in terms of research for coursework.	A level students to feedback to each other, and to the AS students who were considering continuing to the full A level, about their experiences with the project task and how these observations might inform future investigations. Prepare for <b>coursework</b> . Encourage students to find a topic of interest and start to teach research techniques.  Organise a series of 1:1 meetings with students about research to be carried out in summer months – make sure AS students are included in this.





## SAMPLE CURRICULUM PLAN FOR A LEVEL ONLY

YEAR TWO A LEVEL	Component/Content	
	Teacher 1	Teacher 2
Autumn Term	<p>Start, or develop further, <b>Child Language Acquisition - A level Key Component 'Dimensions of Linguistic Variation' (Question 2)</b>.</p> <p>Students could be introduced to the IPA as well as examining issues around data collection and transcription. Also ensure that there has been a full coverage of appropriate theorists.</p> <p>This might also be an appropriate time to return to analysis of multi-modal texts (children's books for instance) while looking at <b>'CLA'</b>.</p> <p>Develop further the study of spoken texts – especially in response to the demands of the A level exam for understanding of speech variation and identity - <b>A level Key Component 'Language Under the Microscope' (Question 3)</b></p> <p><i>(Some centres might like to consider a <b>Mock Exam</b> at start of December but this is very much centre specific)</i></p>	<p><b>Independent language investigation (coursework)</b></p> <p>Follow through 1st part of coursework (independent language investigation) and develop drafts.</p> <p>Look at exemplars provided by OCR for Language Investigations and explore comments by senior moderators/ examiners.</p> <p>Students to present research to peer groups for discussion and advice at the end of September – this not only helps coursework but also but also develops explication skills when discussing language theories.</p> <p>Keep looking at wider language issues (eg 'Would it be better if everyone used Standard English?' or 'Is language acquired through Nature or Nurture?') for <b>A level Key Component 'Language Under the Microscope' (Question 2)</b> so that lessons have a purpose – again this can help with coursework.</p> <p>Timed work in class on these topics thinking about style and form of writing.</p> <p>End term with 1:1s on progress of coursework.</p>
Spring Term	<p><b>'Dimensions of Linguistic Variation' (Question 3)</b></p> <p>Introduce concept of Language Change.</p> <p>Analyse different language levels in texts that are on same topics but come from different eras.</p> <p>Work on the written comparison of texts.</p> <p>Keep looking at wider language issues for <b>A level Key Component 'Language Under the Microscope' (Question 2)</b>.</p> <p>Start to revise – consider a 'full' mock exam before Easter to give students clear idea of which areas to concentrate on for revision.</p>	<p>Return to analysis of multi-modal texts that was introduced in the first year of study <b>A level Key Component 'Dimensions of Linguistic Variation' (Question 2)</b>.</p> <p>Introduce concept of <b>Academic Poster (coursework)</b> – Use exemplars provided by OCR to support student understanding of the genre. Students have to develop the poster on the topic they followed in their <b>coursework Language Investigation</b>.</p> <p>While students are working on Academic poster cover the final topic for <b>A level Key Component 'Dimensions of Linguistic Variation' (Question 2)</b> - 'language and technology'. This could also be a start to revision – might go on to look at the 2 topics studied in the first year 'language and gender/power'.</p>
Summer Term	<p><b>Revision</b> of 2 year course in preparation for terminal exams.</p>	<p><b>Revision</b> of 2 year course in preparation for terminal exams.</p>



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