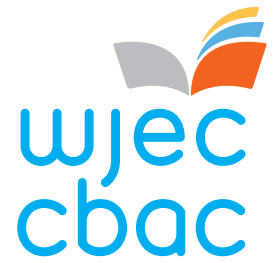


GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in ENGLISH LANGUAGE

ACCREDITED BY WELSH GOVERNMENT

SPECIFICATION

Teaching from 2015

For award from 2016 (AS)
For award from 2017 (A level)

Version 2 March 2019

This Welsh Government regulated qualification is not available to centres in England.

SUMMARY OF AMENDMENTS

Version	Description	Page number
2	'Making entries' section has been amended to clarify resit rules and the carry forward of NEA marks.	18

WJEC GCE AS and A LEVEL in ENGLISH LANGUAGE

For teaching from 2015

For AS award from 2016

For A level award from 2017

This specification meets the GCE AS and A Level Qualification Principles which set out the requirements for all new or revised GCE specifications developed to be taught in Wales from September 2015.

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GCE AS and A LEVEL ENGLISH LANGUAGE (Wales)

SUMMARY OF ASSESSMENT

This specification is divided into a total of 5 units, 2 AS units and 3 A2 units. Weightings noted below are expressed in terms of the full A level qualification.

AS (2 units)

AS Unit 1 Exploring Language Written examination: 1 hour 45 minutes 20% of qualification	80 marks
Section A: Analysing language Section B: Contemporary English One question in each section based on unseen material	
AS Unit 2 Language Issues and Original and Critical Writing Written examination: 2 hours 20% of qualification	80 marks
One question in three parts: one essay on a language issue, and one original writing task plus commentary linked to the language issue selected	

A Level (the above plus a further 3 units)

A2 Unit 3 Language Over Time Written examination: 1 hour 30 minutes 20% of qualification	80 marks
One multi-part question and one essay question analysing language change over time	
A2 Unit 4 Spoken Texts and Creative Re-casting Written examination: 2 hours 20% of qualification	80 marks
Section A: Analysing spoken language One question based on unseen transcripts Section B: Creative re-casting One creative writing task using Section A as stimulus	
A2 Unit 5 Language and Identity Non-examination assessment: 2500-3500 words 20% of qualification	80 marks
An investigation based on one of the following: <ul style="list-style-type: none">• language and self-representation• language and gender• language and culture• language diversity	

This is a unitised specification which allows for an element of staged assessment. Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available in 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

Qualification Number
listed on [The Register](#):
GCE AS: 601/5390/8
GCE A level: 601/5346/5

Qualifications Wales Approval Number
listed on [QiW](#):
GCE AS: C00/0723/1
GCE A level: C00/0722/6

GCE AS and A LEVEL ENGLISH LANGUAGE

1 INTRODUCTION

1.1 Aims and objectives

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

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

This specification is designed to foster learners' independence as they explore English language in a variety of contexts. It provides learners with opportunities to develop a wide and deep knowledge of the systems of the English language and of issues relating to language and its uses. Throughout this course learners are presented with opportunities to develop their own creativity, both in the ways they think about language and in the ways they develop expertise in using language to communicate in different ways.

1.2 Prior learning and progression

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

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

This specification provides a suitable foundation for the study of English language or a related area through a range of higher education courses, progression to the next level of vocational qualifications or employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

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

1.3 Equality and fair access

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

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

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

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

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

We will be following the principles set out in this document and, as a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

1.4 Welsh Baccalaureate

In following this specification, learners should be given opportunities, where appropriate, to develop the skills that are being assessed through the Core of the Welsh Baccalaureate:

- Literacy
- Numeracy
- Digital Literacy
- Critical Thinking and Problem Solving
- Planning and Organisation
- Creativity and Innovation
- Personal Effectiveness.

1.5 Welsh perspective

In following this specification, learners should be given opportunities, where appropriate, to consider a Welsh perspective if the opportunity arises naturally from the subject matter and if its inclusion would enrich learners' understanding of the world around them as citizens of Wales as well as the UK, Europe and the world.

2 SUBJECT CONTENT

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

Learners will be required to show knowledge and understanding of the different language levels, and to show how these can be applied to language use in a range of contexts, including how texts and discourses are shaped and interpreted. Learners' contextual study will be based on sound theoretical knowledge relevant to the respective units.

Knowledge, understanding and accurate application of the language levels below underpin this specification:

- phonetics, phonology, prosodics: how speech sounds and effects are articulated and analysed
- lexis and semantics: the vocabulary of English, including historical, geographical, social and individual varieties 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.

Throughout their study of English language, learners will also have opportunities to explore diversity and the distinctive use of language in Wales. In their studies learners will be required to engage with contemporary language use incorporating local, regional and national examples that learners may encounter on a daily basis. This specification provides learners with the means to engage with language on a practical level and it encourages learners to investigate an area of language and identity that is of social, cultural and academic interest to them.

2.1 AS UNITS

Unit 1 Exploring Language

Written examination: 1¾ hours

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

There are two sections, each containing **one** compulsory question. Candidates must answer **both** questions.

Section A: Analysing language

Candidates are required to answer one question. Section A is based on the study of spoken and written texts, and covers a range of different contexts. It is designed to introduce learners to the ways in which speakers and writers use language to shape meaning in the light of different audiences, purposes and contexts.

In this section, there will be at least two texts linked in some way, usually by theme or genre. The question will require candidates to analyse and interpret the effects created by the speakers' or writers' use of language, and to make connections between the texts.

In preparation for this question, learners will need to have studied a range of examples of spoken and written texts, and to be familiar with key features of spoken and written language. Spoken texts will not always be presented as transcripts.

Candidates will need to demonstrate that they can:

- explore how language features shape meaning
- analyse relevant contextual factors
- use appropriate terminology and methods of analysis accurately
- support points with apt quotation
- organise their response effectively using clear written expression
- explore connections between the texts.

Section B: Contemporary English

Section B is based on the study of the ways in which language is used distinctively in the twenty-first century. It is designed to introduce learners to the ways in which language is evolving to meet the needs of its users.

There will be a single text or a set of data with a focused question. These may be spoken or written texts. There may be a Welsh focus. This section requires candidates to write an extended response in which they show their understanding of contemporary language concepts and issues. They must consider the effect of contextual factors (pragmatics), and analyse the way language is used to construct meaning.

In preparation for this section, learners should be familiar with concepts such as new channels of communication, code shifting, changes in vocabulary linked to technological, social or regional influences, and the structural patterns of twenty-first century English.

Candidates will need to demonstrate that they can:

- show critical understanding of concepts and issues underpinning language use
- provide appropriate examples to support their argument
- critically evaluate how contextual factors affect form and structure
- analyse how language features shape meaning.

Unit 2 Language Issues and Original and Critical Writing

Written examination: 2 hours

This unit encourages learners to engage with language issues and to use language creatively.

Candidates are required to answer one question in three parts. Candidates must choose to complete **either** Question 1 **or** Question 2. In each question, there are three parts.

Part (a): Language issues

Part (a) is based on the study of two language topic areas: language and power, and language and situation. It is designed to introduce learners to the ways in which language affects our everyday lives.

Candidates are required to choose **either** Question 1(a) **or** Question 2 (a). Each question requires an extended response in which candidates show their knowledge and understanding of language issues, using associated terminology to explore how meaning is constructed. In preparation for this section, learners should study both topic areas.

Candidates will need to demonstrate that they can:

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

Part (b): Original writing

Part (b) requires candidates to produce original writing linked to the language topic area they have considered in part (a). The tasks are designed to give them the opportunity to demonstrate their creativity and expertise in the use of English.

The tasks could be literary or non-literary. In preparation for this writing, learners will need to have studied a range of literary and non-literary texts and practised producing writing in a variety of genres.

Candidates will need to demonstrate that they can:

- produce engaging writing in response to the language topic area they have selected in part (a)
- write an accurate and controlled piece with an awareness of audience, form and purpose

Part (c): Critical writing

Part (c) requires candidates to produce a commentary on their writing for part (b). This task is designed to encourage candidates to analyse and evaluate the language choices they have made and to show understanding of the chosen language topic area.

Candidates are required to demonstrate that they can:

- apply critical skills to their writing
- analyse and evaluate contextual features
- show understanding of relevant concepts and issues
- articulate reasons for the language choices made
- support points with apt quotation.

2.2 A2 UNITS

Unit 3 Language over Time

Written examination: 1½ hours

This unit encourages learners to engage with language across time. It gives them the opportunity to apply their analytical skills and their knowledge of language change.

This unit is based on the study of unseen written texts from different periods, linked by genre. It is designed to introduce learners to orthography, etymology, and to lexical, semantic and grammatical changes in context.

There will be three texts, none earlier than 1500. There will be two questions. Question one will require candidates to answer several short questions based on archaic language features taken from the texts. Question two will require learners to write an extended response in which they explore and make connections across the texts in the light of a given focus.

In preparation for this question, candidates should study a wide range of written texts from different periods, and understand the key features of language from the Middle English period onwards.

Candidates will need to demonstrate that they can:

- apply critical skills in close reading
- describe and analyse key features of language change, using associated terminology accurately
- analyse and evaluate contextual factors
- explore connections between the texts
- support points with apt quotation
- organise their response effectively using coherent written expression.

Unit 4 Spoken Language and Creative Re-casting

Written examination: 2 hours

This unit encourages learners to engage with spoken language and to produce an original piece of writing. It is designed to give them opportunities to apply their analytical skills and to communicate creatively in different ways.

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

Section A: Analysing spoken language

Section A is based on the study of spoken language and covers a range of situations and genres. It is designed to introduce learners to the ways in which speakers use language and interact. The texts will be in the form of transcripts. For reference, a list of phonemic symbols will be printed on the question paper.

There will be two or more transcripts. The question requires candidates to write an extended analytical response in which they explore the effects created by key language features.

In preparation for this question, candidates must study a range of examples, and should be familiar with the features of spoken language, with distinctive spoken genres and with relevant theoretical perspectives.

Candidates will need to demonstrate that they can:

- apply critical skills in close reading
- describe spoken features using associated terminology accurately
- apply appropriate linguistic concepts such as, but not limited to, register, genre and variation
- evaluate how contextual factors and language features shape meaning
- support points made with apt quotation
- organise their response effectively using coherent written expression.

Section B: Creative re-casting

Section B will require candidates to produce a creative piece of writing linked to one or both of the transcripts in Section A. It is designed to engage candidates in the creative process, giving them the opportunity to demonstrate their expertise in presenting material in a different form and for a different audience and purpose. They will be required to produce original writing in any genre.

There will be **one** compulsory question. The task could be literary or non-literary.

In preparation for this question, learners should study a range of literary and non-literary texts, and should practise recasting stimulus texts in a variety of genres.

Candidates will need to demonstrate that they can:

- apply creative skills in the production of engaging writing
- recognise the importance of key concepts such as audience, form and purpose
- show expertise in their use of English to communicate in different ways.

Unit 5 Language and Identity

Non-examination assessment: 2500-3500 words

This unit gives opportunities for language research which has a personal relevance. It is designed to engage learners with the theme of language and identity.

Learners are required to conduct a language investigation **independently** and to develop their methods of language analysis through research, data collection and interpretation. The material they select should be culturally, personally and academically of interest to them.

Learners must select **one** of the following four areas for the language investigation.

1. Language and self-representation

A study of how context affects the learner's own language choices.

This topic would allow learners to use their knowledge of the levels of language, and of key concepts and issues, to explore and interpret their own idiolect. Learners are free to define their own area(s) of investigation, but possible topics could include:

- register
- communication strategies
- accommodation
- politeness.

2. Language and gender

A study of how gender might affect language choices.

This topic would allow learners to use their knowledge of the levels of language, and of key concepts and issues, to explore and interpret the relationship between language and gender. Learners are free to define their own area(s) of investigation, but possible topics could include:

- representation
- attitudes
- gender neutral language
- linguistic conventions.

3. Language and culture

A study of how language reflects cultural diversity.

This topic would allow learners to use their knowledge of the levels of language, and of key concepts and issues, to explore and interpret cultural ideologies. Learners are free to define their own area(s) of investigation, but possible areas could include:

- the arts
- sports and entertainment
- education
- belief systems.

4. Language diversity

A study of how a distinctive variety of English differs from Standard English.

This topic would allow learners to use their knowledge of the levels of language, and of key concepts and issues, to explore and interpret aspects of diversity. Learners are free to define their own area(s) of investigation, but possible areas could include:

- geographical and social variation
- African American Vernacular English (AAVE)
- other Englishes
- occupational language.

This unit provides key opportunities for research, investigation and independent study. It encourages learners to:

- undertake independent investigations of language, selecting appropriate methods and techniques for exploring data
- show critical understanding of meaning and variation in language, informed by the appropriate use of linguistic analysis and associated terminology
- synthesise insights developed through the application of linguistic knowledge to the study of speech and writing
- critically evaluate attitudes to language and its users
- explore connections informed by linguistic concepts and methods
- write insightful, accurate and well-argued responses making accurate references to texts and sources.

Refer to Section 3.2 for further details regarding 'Arrangements for Non-exam Assessment'.

3 ASSESSMENT

3.1 Assessment objectives and weightings

Below are the assessment objectives for this specification. Learners must:

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

Assessment objective weightings are shown below as % of the full A level, with AS weightings in brackets.

Unit	Unit Weighting	AO1	AO2	AO3	AO4	AO5
AS Unit 1	20% (50%)	5% (12.5%)	3.75% (9.4%)	6.25% (15.6%)	5% (12.5%)	-
AS Unit 2	20% (50%)	5% (12.5%)	5% (12.5%)	5% (12.5%)	-	5% (12.5%)
A2 Unit 3	20%	5%	5%	5%	5%	-
A2 Unit 4	20%	5%	5%	2.5%	-	7.5%
A2 Unit 5	20%	10%	5%	5%	-	-
Total	100%	30%	23.75%	23.75%	10%	12.5%

3.2 Arrangements for non-exam assessment

Non-exam assessment accounts for 20% of this A level. Please refer to the Joint Council for Qualifications (JCQ) *Instructions for Conducting Coursework* on the JCQ website, www.jcq.org.uk, for further information.

In this specification, non-exam assessment:

- enables learners to undertake independent and sustained studies into an aspect of language use
- encourages learners to hypothesise a theory in relation to language and identity; to gather data to support the investigation; to interrogate data and to reflect on the findings of the investigation
- encourages learners to use appropriate linguistic theory to inform their study

- develops learners' independent judgements in considering their findings and others' views of language use and, in turn, develops learners' confidence in rejecting or confirming views based on analysis of evidence
- allows centres and learners to select an area of study that is culturally, personally and academically relevant
- develops skills related to planning, drafting and editing
- requires learners to adopt an academic style.

Task-setting

It is important that centres give due consideration to the setting of assignments to ensure that they make full use of the non-exam assessment situation and allow candidates to display those skills necessary for attainment at the highest levels of performance.

Candidates should be directed to the assessment objectives relevant to the non-exam assessment for this unit. Refer back to Section 2.2 Unit 5 for full details of the requirements for this unit.

If in doubt about a non-exam assessment task, then it is always possible to consult the Subject Officer at WJEC.

Word count

It is the centre's responsibility to inform **learners** of the **guidance** relating to word count for the language investigation in Unit 5:

Unit 5	Advisory Word Count
Language Investigation: Language and Identity	2500-3500 words

The advisory word count includes quotations used within a candidate's assignment. References made through footnotes and bibliographies are excluded from the word count.

Candidates are expected to follow the guidelines on the length of folders as stated in this specification. Candidates who offer work that is too short are penalising themselves by not allowing appropriate coverage of the required assessment objectives. Candidates who exceed the advisory word count are penalising themselves through a lack of precision and focus.

Learners are required to record the total word count on the coversheet.

Authentication

It is important that **non-exam assessment is rigorously monitored by centres to ensure that candidates' work is their own.**

Centres should monitor in a number of ways, for example:

- careful record-keeping of the progress of learners' work, particularly the submission of drafts
- careful consideration of whether the work submitted is characteristic of the learner's ability/attainment
- keeping the work that students have submitted secure in a securely locked cabinet or cupboard.

All candidates are required to sign a statement endorsing the originality of their assignment(s) and centres must countersign that they have taken all reasonable steps to validate this. The **Non-Exam Assessment Folder coversheet** should be completed for **all candidates**, not just for those candidates selected for the sample to be sent to the moderator. The forms can be downloaded from the subject page at www.wjec.co.uk. Validity can be further enhanced by careful attention to the following points:

Acknowledgements

References to particular linguists' work or other sources must always be clearly acknowledged: by direct reference if a quotation is used; and **by an appended bibliography.**

Drafting

Guidance may be given by teachers in the re-drafting of assignments but this must only consist of general observations. Once an assignment is finally submitted and marked the work may not be further revised. In no cases are fair copies of marked work acceptable. Drafts must be included for the external moderator where they are likely to be important for a fair assessment of the final version.

Plagiarism

Centres are required to be vigilant and to refuse to award marks or submit for moderation any work which they consider to be not the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found on the JCQ website.

Assessment grids

When assessing folders of non-exam assessment, teachers should study the assessment grids, which are designed to present a system that links the assessment objectives to marks, and which helps to discriminate clearly between the varying levels of achievement. Refer to **Appendix A.**

The grids will be of most value when used in conjunction with examples of non-exam assessment which will be issued annually to help centres identify the quality of work associated with the various mark bands.

Teachers must make specific reference to the assessment objectives in the comments that they write on the work and on the coversheets. Teachers are required to record separate marks for each assessment objective in the spaces provided on the coversheet and to total the overall mark in the box provided. A summative comment and individual assessment objective comments for each task must be included on each candidate's coversheet showing clearly how marks have been awarded by the centre.

A copy of the assessment grid can be located in Appendix A.

Submission of marks and administration

Centres need to submit marks for internally assessed work online during the summer term of the year when the work is to be submitted for moderation. When the marks have been submitted to WJEC, the online system will apply the sample formula based on the overall rank order for the total entry and immediately identify the sample of candidates whose work is selected for moderation.

- Only the candidates **selected for the sample** should be sent to the moderator **in rank order**.
- Each selected candidate's non-exam assessment folder must be accompanied by a **Non-Exam Assessment Folder coversheet** on which the candidate must supply a brief title and/or explanation of their area of investigation, and the teacher must provide an overall comment for the moderator.
- **The coversheet must be signed by both the candidate and the teacher.**

N.B. Please remember that **all** candidates' work, not just the sample, must be authenticated internally by signing a coversheet.

The moderation sample of candidates' work should be sent to the external moderator by an agreed date in the final summer term of the A level course.

Standardisation and moderation

It is essential that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved. Standardising material will be issued by WJEC to assist with this process.

In order that assessments may be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator is aware of the aims of the assignments and the way that criteria have been used to make a final assessment. All centres will receive detailed feedback from the moderation.

4 TECHNICAL INFORMATION

4.1 Making entries

This is a unitised specification which allows for an element of staged assessment.

Assessment opportunities will be available in the summer assessment period each year, until the end of the life of the specification.

Unit 1 and Unit 2 will be available in 2016 (and each year thereafter) and the AS qualification will be awarded for the first time in summer 2016.

Unit 3, Unit 4 and Unit 5 will be available in 2017 (and each year thereafter) and the A level qualification will be awarded for the first time in summer 2017.

A qualification may be taken more than once. However, if any unit has been attempted twice and a candidate wishes to enter the unit for the third time, then the candidate will have to re-enter all units and the appropriate cash-in(s). This is referred to as a 'fresh start'. When retaking a qualification (fresh start), a candidate may have up to two attempts at each unit. However, no results from units taken prior to the fresh start can be used in aggregating the new grade(s).

+

Marks for NEA units may be carried forward for the life of the specification.

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt. The candidate would, however, qualify as a resit candidate.

The entry codes appear below.

	Title	Entry codes
AS Unit 1	Exploring Language	2700U1
AS Unit 2	Language Issues and Original and Critical Writing	2700U2
A2 Unit 3	Language over Time	1700U3
A2 Unit 4	Spoken Texts and Creative Re-casting	1700U4
A2 Unit 5	Language and Identity	1700U5
AS Qualification cash-in		2700QS
A level Qualification cash-in		1700QS

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

There is no restriction on entry for this specification with any other WJEC AS or A level specification.

4.2 Grading, awarding and reporting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale A to E. The overall grades for the GCE A level qualification will be recorded as a grade on a scale A* to E. Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating candidates' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications. An AS GCE has a total of 200 uniform marks and an A level GCE has a total of 500 uniform marks. The maximum uniform mark for any unit depends on that unit's weighting in the specification.

Uniform marks correspond to unit grades as follows:

Unit Weightings	Maximum unit uniform mark	Unit grade				
		a	b	c	d	e
Unit 1 (20%)	100	80	70	60	50	40
Unit 2 (20%)	100	80	70	60	50	40
Unit 3 (20%)	100	80	70	60	50	40
Unit 4 (20%)	100	80	70	60	50	40
Unit 5 (20%)	100	80	70	60	50	40

The uniform marks obtained for each unit are added up and the subject grade is based on this total.

	Maximum uniform marks	Qualification grade				
		A	B	C	D	E
GCE AS	200	160	140	120	100	80
GCE A level	500	400	350	300	250	200

At A level, Grade A* will be awarded to candidates who have achieved a Grade A (400 uniform marks) in the overall A level qualification and at least 90% of the total uniform marks for the A2 units (270 uniform marks).

APPENDIX A

Assessment grid for Unit 5 Language and Identity

BAND	AO1 Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
	Apply appropriate methods of language analysis 20 marks	Use associated terminology 10 marks	Use coherent written expression 10 marks
5	17-20 marks <ul style="list-style-type: none"> Sophisticated knowledge and methods of analysis Perceptive interpretation of topic 	9-10 marks <ul style="list-style-type: none"> Confident, precise use of a wide range of terminology 	9-10 marks <ul style="list-style-type: none"> Coherent, academic style; sophisticated organisation
4	13 -16 marks <ul style="list-style-type: none"> Effective knowledge and methods of analysis Secure interpretation of topic 	7-8 marks <ul style="list-style-type: none"> Sustained, apt use of a range of terminology 	7-8 marks <ul style="list-style-type: none"> Expression accurate and generally fluent; effective organisation
3	9 -12 marks <ul style="list-style-type: none"> Competent knowledge and methods of analysis Sensible interpretation of topic 	5-6 marks <ul style="list-style-type: none"> Generally sound use of terminology 	5-6 marks <ul style="list-style-type: none"> Mostly accurate, controlled expression; logical organisation
2	5-8 marks <ul style="list-style-type: none"> Basic knowledge and methods of analysis Uneven discussion of topic 	3-4 marks <ul style="list-style-type: none"> Using some terminology with some accuracy 	3-4 marks <ul style="list-style-type: none"> Straightforward expression; some technical inaccuracy; adequate organisation
1	1-4 marks <ul style="list-style-type: none"> Limited knowledge and methods of analysis Undeveloped discussion of topic 	1-2 marks <ul style="list-style-type: none"> Some grasp of basic terminology 	1-2 marks <ul style="list-style-type: none"> Errors in expression; lapses in clarity; difficulties organising material
0	0 marks: Response not credit worthy or not attempted		

BAND	AO2 Demonstrate critical understanding of language concepts and issues relevant to language use 20 marks	AO3 Analyse and evaluate how contextual factors and language features are associated with the construction of meaning 20 marks
5	17-20 marks <ul style="list-style-type: none"> Detailed critical understanding of concepts linked to chosen study Perceptive exploration of relevant issues Confident and concise selection of supporting examples 	17-20 marks <ul style="list-style-type: none"> Confident understanding of contextual factors Intelligent discussion of the construction of meaning Perceptive overview and assured evaluation
4	13-16 marks <ul style="list-style-type: none"> Secure understanding of concepts linked to chosen study Some intelligent discussion of relevant issues Consistent selection of apt supporting examples 	13-16 marks <ul style="list-style-type: none"> Effective understanding of contextual factors Some insightful discussion of the construction of meaning Focused overview and detailed evaluation
3	9-12 marks <ul style="list-style-type: none"> Sound understanding of concepts linked to chosen study Sensible discussion of relevant issues Generally appropriate selection of supporting examples 	9-12 marks <ul style="list-style-type: none"> Sensible understanding of contextual factors Generally clear discussion of the construction of meaning Relevant overview and competent evaluation
2	5-8 marks <ul style="list-style-type: none"> Some understanding of concepts linked to chosen study Straightforward discussion of relevant issues Some points supported by examples 	5-8 marks <ul style="list-style-type: none"> Some valid understanding of contextual factors Undeveloped discussion of the construction of meaning Inconsistent overview and some generalised evaluation
1	1-4 marks <ul style="list-style-type: none"> A few simple points made about concepts linked to chosen study Limited discussion of relevant issues Few examples cited 	1-4 marks <ul style="list-style-type: none"> Some awareness of context Little sense of how meaning is constructed Limited overview and evaluation
0	0 marks: Response not credit worthy or not attempted	