

# AS/A level English Language, English Language and Literature, and English Literature Newsletter

Happy New Year! We hope that you had a relaxing Christmas and that you are ready for the challenges of the new term. In this term's edition we hope to remind you of the summary of the advance information for the summer 2023 exam series. The full details of the advance information will be published during this term. We also have some general and subject-specific updates and information that you may need as you begin this new term.

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## 1. Arrangements for Summer 2023

The impact which the pandemic has had on teachers and learners over the last two years, and the disruption it caused to teaching and learning, is still an on-going challenge for those aiming to complete their qualifications in 2023.

Qualifications Wales has confirmed that the grading for this year's results will fall broadly midway between the 2019 and 2022 results. The current trajectory means that there will be a return to pre-pandemic standards in 2024. You can find more information [here](#).

In order to further support teachers delivering our GCE English qualifications in this challenging period, we have given advance information of some aspects of our AS and A level exams in 2023.

The full details of the advance information will be published on the subject-specific websites during this term. The summary of this information is already available, however, and teachers and lecturers can download this summary for the AS/A level English qualifications under the 'Key Documents' tabs on each subject's homepage. We have also included the relevant information below for you.

Subject	Level	Advance Information Summary
English Language	AS & A level	<p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> <li>the genre/purpose of the texts in Section A and Section B of Unit 1</li> <li>the genres of writing in Unit 2</li> <li>the genre/purpose of the texts in Unit 3</li> <li>the genre/purpose of transcripts in Section A of Unit 4</li> <li>the genre/purpose of the creative writing task in Section B of Unit 4.</li> </ul>

Subject	Level	Advance Information Summary
English Language and Literature	AS & A level	<p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> <li>a reduced range of poems, from the pre-1914 Anthology, from which candidates will be assessed in Unit 1, Section A</li> <li>the start and end points of a section of the set texts from which the specific extracts will be taken within Unit 2, Section A (Post-1900 drama)</li> <li>the Act from which the extract will be taken for the chosen Shakespeare text in Unit 3, Section A.</li> </ul> <p>In addition, on 05 May 2023, we will pre-release one of the three unseen extracts in Unit 4, Section A.</p>

Subject	Level	Advance Information Summary
English Literature	AS & A level	<p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> <li>the start and end points of a section of the text from which the extract in Unit 1, Section A part (i) will be taken</li> <li>a prescribed list of poems for each collection, from which the named poem in Unit 2, Section A part (i) will be taken</li> <li>a reduced list of poems/number of lines on which the assessment of Unit 3, Section A Part (i) will be based</li> <li>the Act from which the extract will be taken in Unit 4, Section A.</li> </ul>

## Key points to remember for advance information:

- it must be read alongside the specification so that the information provided is clearly understood and placed in the right context
- it can be used flexibly by centres to achieve its purpose of supporting revision. Advance information should not, however, be used to narrow teaching and learning
- it can be used by teachers in supporting their learners' revision and referred to by learners in their revision and final examination preparation
- it cannot be brought into the examinations
- it will not be at a level that allows questions to be predicted or answers prepared.

A good, broad understanding of all the content of the specification is always the best preparation for success in an examination. Teachers and learners should bear in mind that prior learning in a key idea or topic area might provide useful knowledge and understanding and be required for learners to be able to answer questions fully. This is particularly the case, for instance, for synoptic questions (those questions that give learners the opportunity to draw together knowledge, skills and understanding from across the full course of study and those questions marked using a levels of response mark scheme.

Learners' preparation for examinations should continue to focus on knowledge and understanding that can be applied appropriately in the context of unseen examination questions. The format and structure of the examination papers will remain unchanged, i.e. in 2023 the examinations will be as described in the relevant specification, with no adaptations or amendments.

## 2. Resources

For each of our GCE English qualifications, our support teams have created Resource Guides for each of our subject areas:

[GCE English Language](#)  
[GCE English Language and Literature](#)  
[GCE English Literature](#)

These are essential dynamic documents for teachers as they curate the key support, guidance and resources offered by WJEC.

Remember to access the wide range of free digital resources available on the [Digital Resources website](#) to support the delivery of our English qualifications. Some recent additions to this site include:

### GCE English Language:

We have published some new resources as part of our recent CPD provision. The full suite of materials is available on the secure website. Navigate to Resources – Subject Specific Materials – CPD. There are four new exam walkthroughs from summer 2022 for each examined Unit.

### WJEC GCE English Language Resources Guide

This booklet provides an overview of the support, guidance and resources available to those teaching the WJEC GCE English Language specification across our suite of websites.

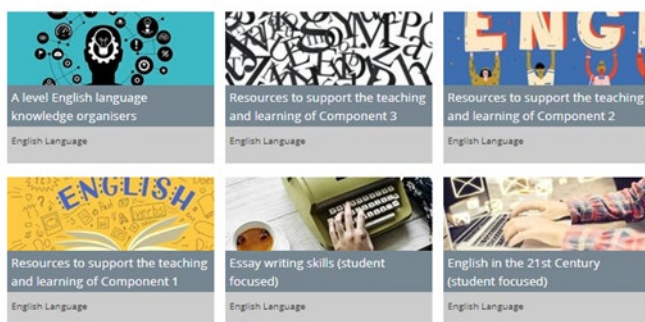
<p><b>Subject webpage</b></p> <p>The WJEC GCE English Language <a href="#">subject webpage</a> on the Eduqas website is the starting place for anyone leading the specification and contains a range of official documentation relating to the qualification including the specification, sample assessment materials and past papers.</p>	<p><b>Secure website</b></p> <p>The <a href="#">secure website</a> gives teachers access to past papers and marking schemes ahead of their publication on the public website as well as access to other resources such as the NEA standardising videos.</p> <p>For teachers to access the secure website, they will need a username and password, which can be set up by their Examinations Officer.</p>
<p><b>Online Exam Review</b></p> <p>The <a href="#">Online Exam Review website</a> hosts marked examination exemplar in an interactive digital format.</p>	<p><b>Educational Resources</b></p> <p>The <a href="#">Educational Resources website</a> hosts free digital resources created by our dedicated team of subject experts and web developers to support the teaching and learning of WJEC qualifications.</p>

Contents	
1.	<a href="#">Key Documents</a>
2.	<a href="#">Past Papers</a>
3.	<a href="#">Marking Schemes</a>
4.	<a href="#">Examiners' Reports</a>
5.	<a href="#">Online Exam Review (Marked Exemplar)</a>
6.	<a href="#">Newsletters</a>
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The Principal Examiners have also produced amplified assessment criteria which can be found on the [English Language page](#) under Key Documents – Resources for teachers.

**Knowledge Organisers:** written by Sara Thorne, a collection of sample knowledge organisers to support the learning of A level Language covering open word classes, phrases and spoken language.

Search All > English Language > KS5



These could be used for revision or as a starting point for creating your own knowledge organisers.

On the [GCE English Language](#) page, you will find a series of student booklets for teachers to use as part of any blended or flipped learning approaches.

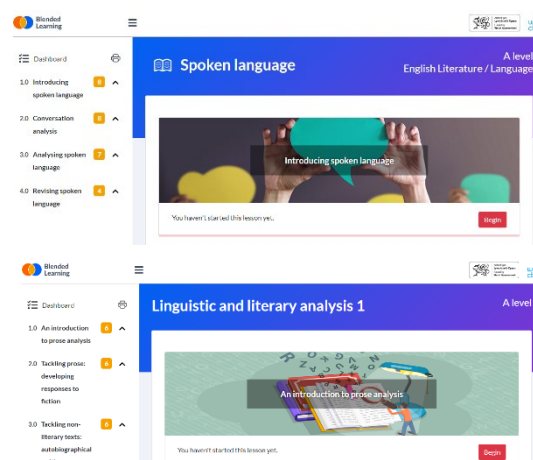
These editable materials collate many of the activities we have produced over the years in thematic booklets. These aim to support students develop their understanding of six different aspects of language study either working independently or as part of a curated programme put together by teachers to try to cover some learning remotely.

- Understanding Spoken Language
- Understanding The Language Levels
- Understanding The Nature Of Writing
- Understanding 21st Century English
- Understanding Concepts And Issues
- Understanding Language Change

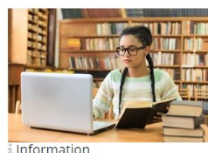
These can be found by following *Resources>Key Documents>Resources for Teachers*.

### GCE English Language and Literature:

A new set of Blended Learning Resources have been written to support teachers and learners with the AS/A level qualification. These aim to support learners in developing their understanding of linguistic and literary analysis, creative writing, spoken language and making connections between texts. These set of resources can be used either working independently or as part of a curated programme put together by teachers to try and cover some learning remotely. They can also be used in the classroom and they have been written by a team of senior examiners.



**Exam walk through:** written by Principal Examiners, these resources offer practical hints and tips on how to effectively approach questions in each examination paper. Using questions from 2019 exam papers, the PowerPoint with audio and script in the notes will walk you through a mock examination paper, helping students revise and practise useful exam techniques. Students can complete the “mock” in a single sitting, tackle one or two questions at a time or revisit some parts of the presentation to reinforce their learning. These could be used for revision or as a starting point for creating your own **knowledge organisers**.



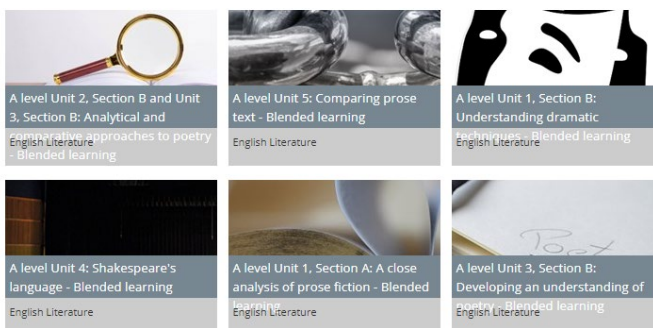
### Exam walk through - GCE AS/A Level English Language & Literature

English Language/Literature  
AS/A  
Aimed at learners, this Exam Walk Through resource offers practical hints and tips on how to effectively approach questions in the examination paper. Using questions from past exam papers, the PPT with audio help and audio script in the notes will walk you through a mock examination paper, helping you revise and practise useful exam techniques. You can complete the “mock” in a single sitting, tackle one or two questions at a time or revisit some parts of the presentation to reinforce your

WJEC AS English Language and Literature Unit 1 Section B: Creative writing and commentary			
<b>Key Words from Assessment Objectives</b> AOC: demonstrate expertise and creativity in the use of English to communicate in different ways. Total 10 marks per task x 2 = 30 marks	<b>Some task ideas</b> One task will ask for written text such as: a novel / short story an autobiography a magazine article a blog a review One task will ask for spoken text such as: a playscript a vlog a voiceover a speech	<b>Suggested approaches</b> Demonstrate attention to audience and purpose through language choices and use of literary and linguistic terms. Address word count suggestion of approximately 200 words and a revision, get to know what that amount looks like in your own handwriting. Avoid lengthy planning during exam time, best work on your idea first and on how you address genre, audience and purpose rather than what content you write. Quick edits can improve a piece of writing a lot: changing a verb, reordering a sentence in the imperative mood, using pre-modification before a noun, adding in a simile or metaphor, changing vocabulary to improve impact of phonology. Technical accuracy is important, not just in quality of written expression but also in deliberate choices of punctuation.	<b>Style controlled for genre, audience and purpose (part of AOS):</b> Prepare for a range of possible tasks by revising back and risk menus of literary and linguistic terms which demonstrate awareness of genre (e.g. instructional imperatives in speeches and reviews; mix of complex and minor declaratives in narrative prose) audience (e.g. simple premodification in speeches to young people, colloquialisms and informal register in vlogs) and purpose (e.g. lexical sets giving strong opinions in reviews, dynamic verbs in documentary voiceovers).  <b>Language choices</b> reveal knowledge of literary and linguistic features and their impact (part of AOS): Adverbials; stative/dynamic verbs; common/proper/concrete/abstract nouns; adjectives; pronouns; singular/plural/compound/complex/minor sentences; noun phrases; similes/metaphors; personification; alliteration; declaratives/imperatives/interrogatives; an exclamatory

### GCE English Literature:

Remember that there is a relatively new set of **Blended Learning Resources** available. These have been written to support teachers and learners with the AS/A level qualification. These aim to support students in developing their understanding of different aspects of prose, poetry and drama, either working independently or as part of a curated programme put together by teachers to try to cover some learning remotely. They can also be used in the classroom and have been written by our Principal Examiners.



**Exam walk through:** written by Principal Examiners, these resources offer practical hints and tips on how to effectively approach questions in each examination paper. Using questions from 2019 exam papers, the PowerPoint with audio and script in the notes will walk you through a mock examination paper, helping students revise and practise useful exam techniques. Students can complete the “mock” in a single sitting, tackle one or two questions at a time or revisit some parts of the presentation to reinforce their learning. These could be used for revision or as a starting point for creating your own **knowledge organisers**.

There is also an additional resource for those teaching **Unit 2**. We hope that these short booklets on the poets will support teachers during the year ahead.

In addition to those resources on the dedicated website, centres will find very useful material on the **WJEC secure website**, such as:



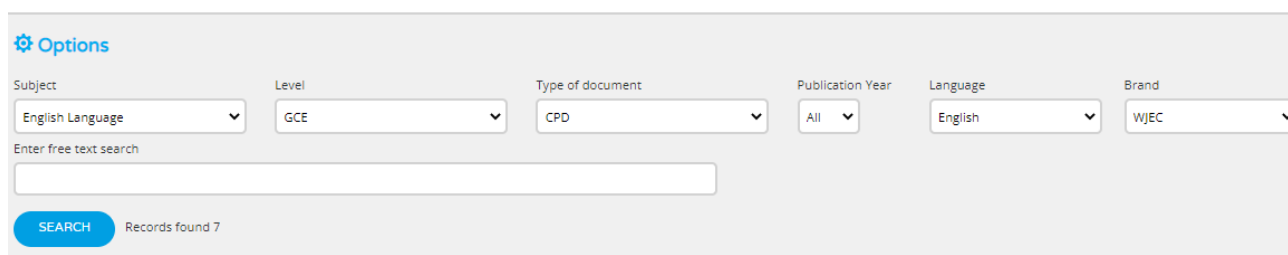


- previous A level CPD material: including lots of practical, classroom-focused activities
- NEA Standardising Material: videos and commentaries to help internal standardisation of NEA work
- past papers and mark schemes.

### 3. Professional Learning 2022/23

Many of you will have attended a variety of our Professional Learning events, either face-to-face or online in the last few months. It was great to see new and familiar faces as we returned to meeting in person for the first time since the pandemic. Some of you preferred to use the two-hour twilight online sessions instead and we are glad that we have been able to offer both types of events this year.

You can now access the materials from all our GCE English Professional Learning events on our [secure website](#). Once you log in to the site, go to the 'Resources' tab and choose the 'Subject-specific support material inc. CPD & exemplars'. This will take you to a page with a search engine which you should complete as below. Note that you will need to change the subject box depending on which qualification you teach.



The screenshot shows a search interface with the following filters and options:

- Options** (gear icon)
- Subject:** English Language (dropdown)
- Level:** GCE (dropdown)
- Type of document:** CPD (dropdown)
- Publication Year:** All (dropdown)
- Language:** English (dropdown)
- Brand:** WJEC (dropdown)
- Search:** Enter free text search (input field)
- SEARCH** (button) Records found 7

If you are teaching our English Literature specification in Northern Ireland, our face-to-face Professional Learning event will be held in Belfast on 2 February. You can find more details regarding the event and how to book a place [here](#).

### 4. NEA

The final date for the submission of NEA marks and for sending the folders to the moderator for all three GCE English subjects is **15 May**.

We would like to remind centres that all non-examination assessment marks need to be submitted on the WJEC Internal Assessment Mark Input System (IAMIS) in sufficient time to generate the sample and despatch to the external moderator by 15 May 2023. Along with your sample please send the cover sheets and NEA checklists available on the subject pages.

[A level NEA Cover Sheet – English Language](#)

[A level NEA Checklist – English Language](#)

[A level NEA Cover Sheet – English Language and Literature](#)

[A level NEA Checklist – English Language and Literature](#)

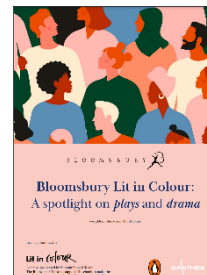
[A level NEA Cover Sheet – English Literature](#)

[A level NEA Checklist – English Literature](#)

## 5. Opportunities

### Lit in Colour

As part of our commitment to diversity we have been supporting Bloomsbury's [Lit In Colour: A Spotlight on Plays and Drama Research](#). The Lit in Colour campaign is committed to supporting English and Drama teachers to make the change to teach new texts, in particular new play texts, and introduce new writers of colour into the classroom. Change can't happen alone, which is why the campaign is supporting teachers with new play texts and resources to help create the change which we all want to see happen.



As part of the Lit in Colour campaign, there are [classroom resources](#), [author 'in conversation' events](#) and [texts to explore](#).



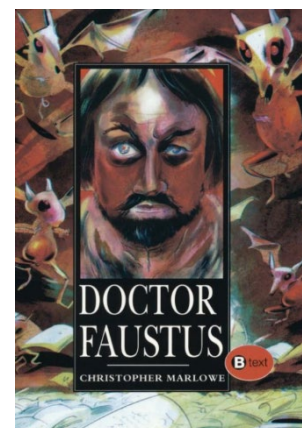
You can sign up to the [Lit in Colour newsletter](#) for updates.

### Teaching Marlowe?

Adam Hansen and Paul Frazer are co-editing a special online issue of the international publication, *The Journal of Marlowe Studies*, on 'Teaching Marlowe'. As *Doctor Faustus* appears as a set text on our Unit 1 paper, they are eager to get perspectives and contributions from those currently teaching the play. The aim would be to create a forum and resource for people to develop and share ways to teach this amazing author.

Some of the areas in which they are looking for contributions are:

- Teaching Marlowe not Shakespeare
- Marlowe and social justice
- The place of the stage (or drama) in the Marlowe classroom
- Marlowe and/as 'cultural capital'
- Resources for teaching Marlowe
- Marlowe and the decolonised or ecocritical curriculum
- Marlowe and queer pedagogies
- Feminism in the Marlowe classroom
- Marlowe and appropriation in the classroom
- Marlowe in the global/online classroom



We hope that some of you will be interested in sharing your expertise and that we will see your names appearing in the journal once it is published. You can get in touch with Adam and Paul and find more information about the project [here](#).

## 6. Key dates

Key dates for the coming year have been posted on the WJEC website under 'Key Documents' > 'Key dates' on the relevant subject page.

- [AS/A Level English Language](#)
- [AS/A Level English Language and Literature](#)
- [AS/A Level English Literature](#)

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