

Teacher Guide

Paper 3: Language Analysis

Cambridge International A Level English Language 9093

For examination from 2021



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Introduction

The purpose of the teacher guide

This teacher guide is designed to help you to organise and plan your teaching for Cambridge International A Level English Language 9093, and focuses on Paper 3 Language Analysis, Section A.

The guide offers advice and guidance on teaching strategies and preparing your learners for the final assessment in Paper 3, Section A.

As an international awarding body, many of our candidates are either multi-lingual or use English as a second language which presents them with great opportunities but also with potential barriers.

What do I need to get started?

The [School Support Hub](#) provides a wide range of teaching and learning resources to help you get started, including:

- syllabuses
- past examination papers and specimen papers
- mark schemes
- examiner reports
- example candidate responses
- schemes of work
- community resources and discussion forum.

For access to the [School Support Hub](#) you will need a login from your Examinations Officer.

All of these teaching and learning resources are very useful for helping you and your learners to understand what is expected of candidates in examinations and will help you to prepare your learners appropriately.

When planning your course, your starting point should be the syllabus. This contains information on the curriculum content but also covers the overall aims and assessment objectives. It gives details of the papers, the grade descriptions and additional information (such as the minimum marks needed for particular grades). It is most important that you become thoroughly familiar with all parts of the syllabus document.

You will then need to devise a scheme of work. To do this, you need to think how you will organise the time that you have available to help learners to understand and learn all of the facts and concepts required by the syllabus, and to develop the necessary skills. Cambridge provides a scheme of work that you could use as a starting point but you will undoubtedly want to produce your own at some point.

Your scheme of work will help you to determine what resources you will require to deliver the course and this will help you to build up teaching, learning and reference resources such as web addresses for online materials. These may include access to *n*-gram graphs representing changes in language use over time, word tables derived from corpus data and images of examples of early modern to contemporary English, textbooks and worksheets.

1. Syllabus overview

This section of the Teacher Guide focuses on material from the syllabus available on our public website at www.cambridgeinternational.org

Aims

The aims describe the purpose of a course based on the syllabus. The aims are to enable students to:

- enjoy the experience of studying the English language
- develop a critical and informed response to texts in a range of forms, styles and contexts, produced for a variety of audiences
- communicate effectively, creatively, accurately and appropriately in their writing.
- develop the interdependent skills of reading, analysis and research
- develop the appreciation of concepts and techniques in the study of English language
- build a firm foundation for further study of language and linguistics.

Assessment objectives (AO)

Candidates should:

- AO1 Read and demonstrate understanding of a wide variety of texts.
- AO2 Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes.
- AO3 Analyse the ways in which writers' and speakers' choices of form, structure and language produce meaning and style.
- AO4 Demonstrate understanding of linguistic issues, concepts, methods and approaches.
- AO5 Analyse and synthesise language data from a variety of sources.

The assessment structure

Cambridge International AS Level English Language makes up the first half of the Cambridge International A Level course and provides a foundation for the study of English Language at Cambridge International A Level. An A Level qualification in English Language can be achieved either as a staged assessment over different examination series or in one examination series.

Learners can take three different combinations routes to obtaining either an AS Level or A Level qualification:

- **AS Level only:** Paper 1 and 2 are taken at the end of the first year.
- **A Level:** taken over two years with Paper 1 and 2 taken at the end of the first year and Paper 3 and 4 taken at the end of the second year.
- **A Level:** all components are taken in the same examination series.

If, after achieving the AS Level, any candidate wishes to go on and take the A Level, you must notify Cambridge using the procedure explained in the *Cambridge Handbook* available [here](#).

Advanced Subsidiary (AS Level) candidates take:

Paper 1	Time and marks	Weighting
Reading	2 hours 15 minutes 50 marks	50% of the AS Level 25% of the A Level

and

Paper 2	Time and marks	Weighting
Writing	2 hours 50 marks	50% of the AS Level; 25% of the A Level

Advanced Level (A Level) candidates take:

Paper 3	Time and marks	Weighting
Language Analysis	2 hours 15 minutes 50 marks	25% of the A Level

and

Paper 4	Time and marks	Weighting
Language Topics	2 hours 15 minutes 50 marks	25% of the A Level

The table below shows how the assessment objectives relate to the components of the scheme of assessment as an approximate percentage of each component:

Assessment objectives	Paper 1	Paper 2	Paper 3 (A Level only)	Paper 4 (A Level only)
AO1	30		10	40
AO2	10	80	10	20
AO3	60	20		
AO4			40	40
AO5			40	

For the **Advanced Subsidiary (AS Level)** qualification, each paper is worth 50% of the total marks and each question carries equal marks.

For the **Advanced (A Level)** qualification, each paper is worth 25% of the total marks and each question carries equal marks.

Description of components

Paper 1 Reading

In preparation for Paper 1 Reading, learners should be encouraged to read widely. Learners should be able to understand and identify the conventions associated with different genres, styles and contexts. When learners approach Paper 1, they should be able to respond reflectively, analytically, discursively and creatively to diverse tasks and contexts.

Candidates answer two compulsory questions: Question 1 from Section A and Question 2 from Section B.

Section A: Directed response

Question 1 has two parts. part (a) and part (b):

- In **Question 1(a)**, candidates are required to read a text of approximately 550–750 words, and write a directed response of 150–200 words, choosing their vocabulary, style and structure to fit a specific form, purpose and audience. (10 marks, assessed against AO1 and AO2).
- In **Question 1(b)**, candidates are required to compare their **own** writing to the original text. They should comment on their language and style relate these features to purpose, audience and context (15 marks, assessed against AO1 and AO3).

Section B: Text analysis

- In **Question 2**, candidates are required to read a text of approximately 550–750 words, and comment on its form, structure and language (25 marks, assessed against AO1 and AO3).
- Candidates are required to identify features of the text in relation to meaning, context and form and comment on aspects of form, structure and language.
- In all answers, candidates must show understanding of the text and an informed independent opinion. They must communicate their ideas clearly and appropriately.

Dictionaries may **not** be used.

Paper 2 Writing

To prepare learners for Paper 2 Writing, they should be given the opportunity to explore and experiment with writing in a wide variety of styles and genres and for a range of audiences.

Candidates answer **two** questions: Question 1 in Section A and **one** question in Section B.

Section A: Shorter writing and reflective commentary

Question 1 has two parts, part (a) and part (b).

- In **Question 1(a)** candidates are required to write a text of no more than 400 words in response to a prompt (15 marks, assessed against AO1 and AO2).
- In **Question 1(a)** examples of the text types candidates may be required to produce include advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, travel writing, diaries, essays, scripted speech, narrative writing, and descriptive writing.
- In **Question 1(b)** candidates are required to write a reflective commentary which explains how their language choices fulfil the question in Question 1(a). Candidates need to focus on form, structure and language, and analyse how their choices relate to the audience of the piece. (10 marks, assessed against AO1 and AO3).

Section B: Extended writing

- Candidates are required to choose to answer one question from the following three categories – imaginative/descriptive; discursive/argumentative; review/critical (25 marks, assessed against AO2).
- Depending on the category, examples of the text types candidates may be required to produce include advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, travel writing, diaries, essays, scripted

speech, narrative writing, and descriptive writing.

Dictionaries may **not** be used.

Paper 3 Language Analysis

To prepare for Paper 3 Language Analysis, learners should be encouraged to develop skills where they can analyse data and then use this to write an essay. The essay should draw on knowledge and understanding of linguistic theory and wider reading.

Candidates answer one question from Section A and one question from Section B; both are compulsory questions.

Section A: Language change

- **Section A, Question 1**, is worth 25 marks and is assessed across AO2, AO4 and AO5.
- In **Section A, Question 1**, candidates are required to write an analytical response to three texts – a prose text of approximately 300–400 words, written at any time from c.1500 to the present day and two sources of quantitative language data (an n-gram graph and a word table of corpus data).
- The candidates should be able to explain how the prose text shows the ways the English language has changed over time and should use references from the two sources of language data. The candidate should also be able to reference wider theories and ideas about language change over time.
- Examples of the prose text may be drawn from a diverse range of genres including advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, travel writing, diaries, essays, scripted speech, narrative writing, and descriptive writing.

Dictionaries may **not** be used.

Section B: Child language acquisition

- **Section B, Question 2**, is worth 25 marks and is assessed against AO1, AO4 and AO5.
- In **Section B, Question 2**, candidates are required to respond to a transcript which features language spoken by children between the ages 0 and 8, possibly alongside other speakers.
- Candidates should analyse how the speakers are using language and should refer to specific details from the transcript, whilst also relating their observations to ideas and examples from their wider study of child language acquisition.
- Candidates need to show knowledge and understanding of research in child language acquisition and should be able to relate the transcript to wider contexts and theories.

Dictionaries may **not** be used.

Paper 4 Language Topics

In preparation for Paper 4 Language Topics, learners need to explore issues related to how language is used, moving beyond the practical application of the English language. Learners should be able to discuss how different forms of English are influenced by and interact with one another. Learners should also think about how English relates to other languages around the world and how language helps us to construct and develop the self.

In this paper, there are two key topics to be studied: English in the World (Section A), and Language and the Self (Section B). Learners should be able to read and critically understand Unseen texts and should be able to select and analyse ideas and examples from the texts, relating these ideas to theories and wider research.

Candidates will answer two compulsory questions: one from Section A and one from Section B.

Section A: English in the world

- In Section A, Question 1, candidates need to write a discursive response of approximately 400–500 words on the topic of ‘English in the world’.
- Section A, Question 1, is worth 25 marks and assesses AO1, AO2 and AO4.
- Candidates are required to discuss the most important issues raised in the text in relation to a specified

aspect of the role and status of the English language in the world.

- Candidates should refer to specific details from the text, relating ideas to examples from their wider study of the topic of English in the world. Candidates should not analyse the language of the text but should instead use the text as a way of discussing wider ideas and topics surrounding English in the world.

Section B: Language and the self

- In Section B, Question 2, candidates are required to write a discursive response to approximately 400–500 words of text on the topic of ‘Language and the self’.
- Section B, Question 2, carries 25 marks and assesses across AO1, AO2 and AO4.
- Candidates are required to discuss the most important issues in the text with regard to a specific aspect of the relationship between language and the self.
- Candidates should refer to specific details from the text, relating their ideas to examples from their wider study of the topic of language and the self. Candidates should not analyse the language of the text but should instead use the text as a way of discussing wider ideas and topics surrounding English in the world.

Dictionaries may **not** be used.

2. Language Analysis

Language change

In Paper 3, Section A candidates have an opportunity to demonstrate their knowledge and understanding of how the English language has changed over time. Candidates will need to be familiar with texts from around the year 1500 to the present day and be able to offer a thorough analysis of three unseen texts. In the examination, the first text will be a prose text of approximately 300–400 words; the second will be an *n*-gram graph, and the third will be a word table derived from corpus data.

Responses need to analyse the prose text, supported by ideas and observations gained from the data contained in the *n*-gram graph and the word table supplied.

Learners may be unfamiliar with the ways in which English has changed over this time period. They may also be unfamiliar with the different ways that data is presented. With that in mind, you may wish to explore a variety of methods to use. Some suggestions for how you might approach Section A in Paper 3 are given below.

To begin, you could describe the ways the English language has changed over time, including Caxton's introduction of the printing press, the early creation of dictionaries, vowel shift and regional differences. To consolidate this learning, you could ask learners to work in groups to make a timeline that plots changes to language against relevant dates. The posters could then form a classroom display to which learners have ready access for reference during the remainder of the course.

The internet can be useful to help learners research different images of the changes in English. You could make a slide presentation of a selection of these, which show what English would have looked like during the times detailed on their timeline posters. Learners could then place these examples on their timeline to help illustrate the ways English has changed

We have provided an example below, but many others are available:

Early Modern English (1500-1800)

- “The Great Vowel Shift”
- Britain's **contact** with many peoples and the Renaissance of Classical **learning**, meant that many new words and phrases entered the English language.
- Books became cheaper and more people learned to read. **Printing** also brought standardization to English.
- Spelling and grammar became **fixed**, and the dialect of **London**, where most publishing houses were, became the standard.
- In 1604 the first English dictionary was published. The King James Version of the Bible was published in 1611. “Macbeth” was published in 1623.

Enter Hamlet.

Cor. Madame, will it please your grace
To leaue vs here?

Que. With all my hart. *exit.*

Cor. And here *Ofelia*, reade you on this booke,
And walke aloofe, the King shal be vnscene.

Ham. To be, or not to be, I: here's the point,
To Die, to sleepe, is that all? I all:
No, to sleepe, to dreame, I mary there it goes,
For in that dreame of death, when wee awake,
And borne before an euerlasting Iudge,
From whence no passenger euer returnd,
The vndiscovered countrey, at whose sight
The happy smile, and the accuited damn'd.
But for this, the ioyfull hope of this,
Whol'd beare the scornes and flattery of the world,
Scorned by the right rich, the rich curst of the poore?

In this example, there are many instances of the Medial S. You could ask your learners to try to read this example aloud, which will probably result in a humorous few minutes of your lesson!

There are a number of new technical terms which your learners should use to describe how the English language has changed over time, including *etymology*, *derivation*, *inflection*, *telescoping*, *coalescence*, *acronym*, *conversion*, *compounding*, *backformation*, *blending*, *borrowing*, *amelioration*, *pejoration*, *broadening*, and *narrowing*. Try to introduce these gradually, using textbook or internet examples for each of these terms.

You could ask each learner to keep their own personal glossary where they can record each new technical term with a definition and example. To consolidate this new and continuing learning, you could create a classroom quiz as formative assessment. Your learners can use these personal glossaries throughout the English language course and could be used as a vital revision tool.

n-grams

Having introduced the ways in which early examples of English looked, and some terms to describe the changes, your next step may be to explore *n*-gram graphs with your class. These graphs show how the use and meaning of words found in books may have changed from the second type of text that candidates will see in Paper 3.

n-grams

n-grams are the second type of text that learners will see in Paper 3 of the English Language A Level. They may seem daunting at first but they are actually simple to use and can be fun for learners to create.

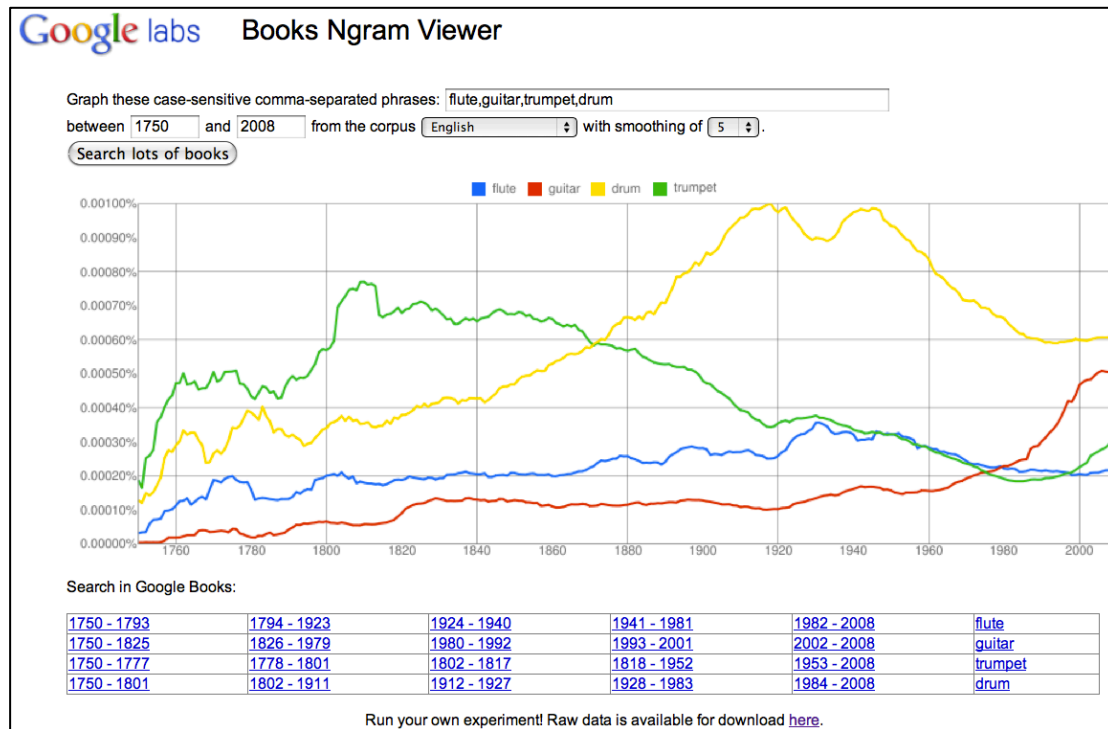
n-grams show the number of times words have been found in a vast selection of books. These numbers are plotted on the left-hand side (the *y* axis) against a timeline which is shown along the bottom (the *x* axis).

You and your learners will be able to search on the internet at

https://books.google.com/ngrams/graph?content=Homestead%2C+Home&year_start=1800&year_end=2008&corpus=15&smoothing=2&share=&direct_url=t1%3B%2CHomestead%3B%2Cc0%3B.t1%3B%2CHome%3B%2Cc0 which is the Google *n*-gram viewer for your initial result.

You and your learners can then search words to create an *n*-gram of your own. If you type in two words of your own choice at the top, separating them by commas then click to search, you will see a comparison of popularity of chosen words and how this popularity has changed over time. Examples of how this may be useful to you and your learners are given below, where some keywords are also suggested.

The following image is an *n*-gram where you can analyse the relative popularity of four musical instruments and how their popularity in books has changed between the years 1750 and 2008. It may not be surprising that more modern, contemporary writing includes higher frequencies of guitars and drums than flutes and trumpets! You could present this example to your class, asking learners to refine this search by typing in acoustic guitar, electric guitar and bass guitar, or perhaps snare drum, drum kit and ear drum to receive an *n*-gram account of the frequencies of use in books of these categories.



Word tables

Once learners have become more familiar with how *n*-grams work, you may wish to explore the third type of text which candidates will see in Paper 3: a word table derived from corpus data. You may wish to begin by asking learners to research corpus linguistics:

- https://en.wikipedia.org/wiki/Corpus_linguistics
- <https://en.wikipedia.org/wiki/Collocation>
- [https://en.wikipedia.org/wiki/Concordance_\(publishing\)](https://en.wikipedia.org/wiki/Concordance_(publishing))
- https://en.wikipedia.org/wiki/Word_lists_by_frequency

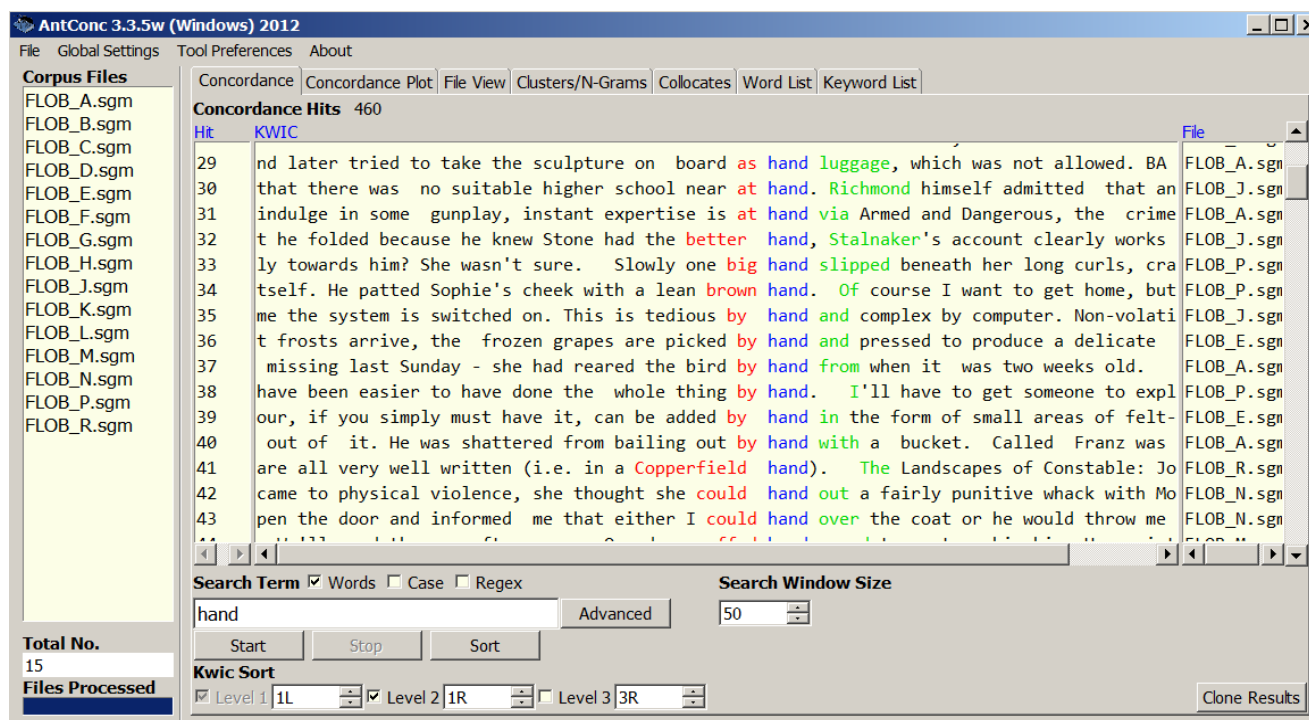
These sites may be good starting points to help your class to make notes in preparation for discussion. Learners are not required to make a full scientific investigation, although it is likely that they will be very interested in how the graphs are made and how even simple, every-day words can change due to circumstances and time passing.

This link shows images of word tables:

www.google.com/search?q=word+table+from+corpus+data+images&client=firefox-b-ab&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwj_4fmYt9bfAhV0unEKHXErC64Q7Al6BAgFEA0&biw=739&bih=344#imgdii=6-M-yOAYC9U_zM:&imgsrc=D3ZSIIdgRaWHTJM: (accessed January 2019)

If you decide to use these, your learners will see that a keyword (or lemma) has been positioned centrally between the beginning and ends of sentence fragments. The word tables show a variety of uses and meanings of any particular chosen keyword.

The image below shows a concordance of the keyword 'hand', with sentence fragments taken from a variety of sources. Learners could work in small groups or pairs, selecting a keyword, then using the library or classroom books to search for sentences where their keyword appears, and finally creating a concordance set out as in the image below.



Now that you have investigated the three text types which will appear in Paper 3, you may want to draw these three elements together to set classroom tasks which will form examination preparation. As you are preparing teaching materials, it can be useful to find short prose texts first (from any period from c1500 onwards), course textbooks or online images. You could then select keywords from your chosen prose text to generate an *n*-gram search, and then create a brief concordance of one of these, or a related word of your choice. For your concordance, five lines should be enough.

From the three text types, learners will need to be able to select the most significant features of English language change over time. They must be able to support their ideas with evidence from the *n*-gram and the word table. They will need to describe the features they have selected using linguistic terminology to write a fluent and coherent essay. Initially, it may be useful to create a whole class discussion where your learners create mind maps or an essay plan that can be written in class time under your guidance, or for homework as formative assessment.

Learners will feel more confident if they have the opportunity to see a variety of different texts from different time periods. You may wish to contrast:

- a newspaper advertisement from 1920 with an advertisement from a popular contemporary magazine,
- an extract of travel writing from around 1850 to a holiday brochure from your local travel agent
- a song from the 1880s with a modern song.

3. Language Analysis lesson plan

Lesson plans and templates

A lesson plan is written by the teacher and should include details of how the lesson is intended to proceed. It should take account of:

- what is to be taught (learning objectives)
- what is to be achieved by the learners (lesson objectives, content and language)
- what the learners already know (previous learning and relevant knowledge)
- how learners understanding will be monitored (assessment of learning)
- how learners at different levels of ability are going to access the lesson (differentiation).

It should detail the learning activities which will take place and have approximate timings showing how long each part of the lesson will last. It should also note the language focus for the lesson in brief.

A lesson should ideally have three main parts:

- a **beginning** which engages and motivates the learners. This activity will also stimulate the background knowledge the learners can bring to the topic
- a **middle** which covers the main learning and language activities of the lesson
- an **end**, in which learners can assess and feedback their understanding of what has gone before.


It is most convenient to have a printed template to use in lesson planning. You could design your own but there are many available on the internet or in books. We have included an example lesson plan below and populated each section with helpful notes to guide you. A template is available in the Appendix of this guide for you to copy and use.

Constructing a lesson plan

Lesson: Creating <i>n</i>-grams and word tables		School: Wellington Secondary	
Date:		Teacher name:	
Class: A Level English Language	Number present: 20	Number absent: 0	
Learning objectives to which this lesson is contributing	Comparing data in <i>n</i> -grams and word tables for Paper 3.		
Lesson objectives	<p>By the end of the lesson, learners will:</p> <ul style="list-style-type: none"> • understand the way <i>n</i>-grams and word tables provide data • analyse how the meaning and use of keywords in the English language can change over time. <p>Note: This lesson will be suitable for second and first language learners. Dictionaries should be used, as should personal glossaries where learners can record any new technical terminology with its definition.</p>		
Vocabulary, terminology and phrases	Lemma Keyword Search		

	Analyse Corpus data Concordance <i>n</i> -gram
Previous learning	Learners are already familiar with prose texts which show how English may have changed over time, such as Early Modern English extracts from textbooks, websites and web images, and a variety of prose texts sourced from later time periods.

Plan

Planned timings	Planned activities	Resources
15 minutes	<p>Describe how language can be explored when it is in the form of data in a graph. Facilitate a short discussion to assess how familiar your learners are with graphic representation.</p> <p>You will find out whether in maths or science lessons they have learned about x and y axes, for example: it may be that you need to make a quick whiteboard drawing of a graph in its simplest form for learners to copy down, or you may find that your learners are ready to proceed straight away. Next draw a simple three-column table on the whiteboard for learners to copy, describing that these two graphic forms are those which the lesson will cover and those which they will be presented with in Paper 3.</p> <p>Give the vocabulary and definitions for lemma or keyword, <i>n</i>-gram, corpus data and concordance and relate these to the drawings you have made on the whiteboard. Learners should include these key terms into their personal glossaries.</p>	<p>You will need whiteboard and markers, connection to the internet and projector.</p> <p>Learners will need pens and paper, and their personal glossaries.</p>
 10 minutes 15 minutes	<p>Use the internet to search for Google <i>n</i>-grams and project your findings on the classroom screen. Explain the elements of the graph, showing the keywords Google has used and the timeline during which the frequencies were found in the search engine library.</p> <p>In pairs or small groups, learners should suggest two keywords: any common nouns will suffice at this stage. Make the search and allow the learners to view the changes in the graph, asking for any ideas about why this might have happened. Learners could consider any linguistic theories that they know and apply these to the results of the <i>n</i>-gram search.</p>	<p>Internet resources enabling students to work in small groups or pairs in the classroom are required so the middle section of this lesson could take place in the learning resource centre or school library if computers are situated there. You could also allow learners to use hand-held devices such as smart phones to make the required searches.</p>

Plan

5 minutes	<p>Next, learners need to access the internet and make the same search you have just made, but inserting two or three words of their choice into the <i>n</i>-gram search bar. They could work in pairs, making notes on their finding to feedback to the whole class.</p>	
15 minutes	<p>Next, refer to your initial diagram of the table, describing how a concordance can be created. You can use a drawing on the whiteboard or create a table electronically and project it onto the whiteboard. Insert a keyword of your choice into the middle column and ask learners for suggestions of a sentence which incorporates your chosen keyword. Write or type the parts of the sentence surrounding your keyword into the left and right columns of your table.</p>	
15 minutes	<p>Learners should create a similar three-column table, inserting the keyword 'like' into the central column. Distribute the variety of printed material you have resourced, such as magazines, textbooks, newspapers, and ask learners to search for sentences containing the word 'like' and insert the relevant parts of each sentence found into the left and right columns of their table in order to create a concordance.</p>	<p>Learners will need access to a variety of printed materials, from as diverse a range of time periods as possible. These can include old and current newspapers, travel brochures, magazines, off-prints of prose texts images, or advertisements for example.</p>
10 minutes	<p>Learners need to present their findings, facilitating a question and answer session as to how the use and meaning of the keyword differs according to the genre and age of the resource material. Use open questions to check understanding.</p>	
15 minutes	<p>Learners assess to what extent they are confident to describe the difference between an <i>n</i>-gram and a word table, how each can be created and the different purpose of each when analysing change in the English language over time.</p> <p>Issue the homework task: <i>Create an n-gram using the keywords 'work' and 'task' and a word table using the keyword 'task'. Print off your graphs and write a brief description of your findings, in coherent continuous prose.</i></p>	



Additional information		
<p>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment: How are you planning to check learners' learning?</p>	<p>Health and safety check: ICT links</p>
<p>For learners requiring extra support, provide keywords you have chosen.</p> <p>These learners may also benefit from printed flow-charts which show how to achieve an <i>n</i>-gram search.</p> <p>For learners who have responded quickly to <i>n</i>-grams, allow them to make multiple searches and searches of more than two keywords.</p> <p>For learners requiring extra support in creating a word table, ensure that some of your printed resources are in large type, contain clear images and short sentences with clear syntactical structure.</p> <p>For learners who have responded quickly to the creation of their word table, ensure that some of your printed material is more complex, and allow them to use a lower frequency keyword as a starting point.</p>	<ul style="list-style-type: none"> • Use questioning to check what your learners knew/understood before the lesson during the initial discussion. • Ensure that the content of learners' personal glossaries is accurate and up to date. • Assess how knowledge and understanding has changed after the lesson, including language and communication improvements during the final plenary session. • Mark the homework which will be submitted after this lesson. 	<p>Check for any trailing cables in the classroom which represent a health and safety risk.</p> <p>Check that all ICT links are safe.</p> <p>Ensure sightlines to the teaching whiteboard to avoid eye strain for your learners.</p>

Reflection and evaluation

Reflection

The lesson objectives are achievable in the 90 minutes provided for the activities in the lesson plan. If lessons are shorter than this, the lesson plan can be split to provide one whole lesson on *n*-grams and one whole lesson on word tables. A further consolidation lesson can be delivered combining the two graph forms, in which the central portion of the lesson can feature a compare and contrast exercise.

Learners should now be confident in describing the differences between the graphs visually, and how they can be created; they have learned the different uses and purposes of the data contained within the graphs.

The lesson aims to provide an interactive atmosphere, with pair, group and class discussion being facilitated.

The differentiation should work well for a group of diverse students all preparing for Paper 3 of A Level English Language. Timings of the activities can be altered to suit the learning needs of the class as well as the timetable structure of the school.

Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

The learners enjoyed the interactive nature of the lesson and engaged well when discussing each other's *n*-grams and word tables.

Although the topic of language data being represented in the form of graphs was new, students enjoyed being able to create their own graphs. The keyword 'like' was a useful springboard from which to create a word table as it is so often overused by learners of their age.

For subsequent lessons, an increasing variety of printed resources would be useful, especially resources from a wider variety of time periods.

Summary evaluation**What two things went really well? (Consider both teaching and learning.)**

1. Learners were surprised that graphs can contain such a lot of information about the meaning and use of words and how these can be shown to change over time.
2. Learners particularly enjoyed the practical aspect of the lesson, which enabled them to be creative.

What two things would have improved the lesson? (Consider both teaching and learning.)

1. Some learners worked more quickly than anticipated and a wider variety of printed resources would have been valuable.
2. Those learners who are studying science-based subjects were more quickly engaged than those who are not as they were used to seeing data in graphic form.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Perhaps for future lessons on this topic, those students who are more familiar with graphs could be paired with those who are not in order to gain a deeper sense of learning from peers.

In general, because of the interactive nature of the lesson and the creativity it empowered, learners were very well engaged with this topic.

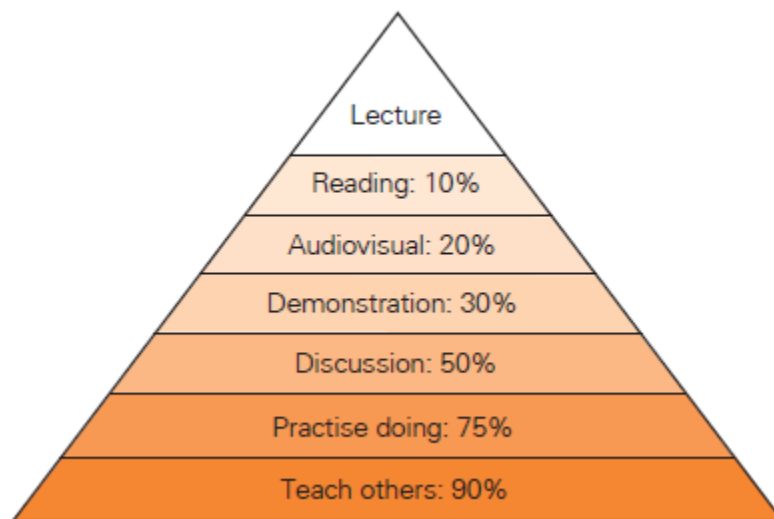
4. Preparing learners for Paper 3, Section A

Active learning

Not every topic in English language can be taught by means of a lecture from the teacher followed by textbook exercises and essay writing. A description/explanation by the teacher is easily forgotten by the learner, even if it was understood in the first place.

Slide presentations of explanations may certainly have a place in the classroom, but the learning remains passive. The learner is not involved in discovering the information, which is the process in which the learning becomes active. Research has shown that the more a learner is involved in the process of learning, the more they retain. This is also true of language acquisition, one of the topics of Paper 3.

The learning pyramid below shows the percentage of information retained as a result of different forms of delivery stimulating different learning processes.



From this it is clear that activities where the learners actually participate work better. The example lesson plan above contains ideas on how learners can become creative, and then learn actively rather than passively. At least some active learning should be used alongside explanation and textbook or worksheet exercises in order to maximise learning.

The timeline from 1500 to the present day will offer a wide range of prose texts and learners will need to be selective when they are researching material. You could encourage active learning by asking them to work in groups to source early texts that reflect and interest or hobby that they have. For example, an old recipe book which they can contrast with a more recent one, or an early theatre programme contrasted with a programme from a theatre visit they have just made. You could put learners into groups and ask them to source material of a particular genre, focussing on one of the changing use of graphological, orthographical, syntactical or morphological features. Learners could then present their findings to the class. This project will activate knowledge and language and will allow the learners to feedback the answers or contribute to the group discussion and peer learning more effectively.

Differentiation

Differentiation is a way of trying to ensure that members of your group with differing abilities can all access the material you are delivering. There are a number of ways of approaching this problem and, again, they can be found in books and on the web. They fall into three main categories.

- **Differentiation by outcome.** In this method, an open-ended task is set which can be accessed by all. For example, 'Create an *n*-gram using two keywords of your choice'. Learners will produce different results according to their individual choices, but all of their 'outputs' will be valid. Some learners will choose high frequency keywords and some will choose low frequency keywords. Sharing all findings will also assist in peer learning.
- **Differentiation by task.** Learners could do slightly different tasks based on the same objective. This may involve both easier and more challenging questions on the topics of lexis, then grammar, then syntax, and moving towards amelioration and pejoration, where different amounts of understanding are required.
- **Differentiation by support.** All learners do the same task but those who are weaker are given additional support. Writing frames, where a template is provided for them to record their work, are one way of doing this. You could also provide instructions in a flowchart on how to access *n*-grams or data provided in a word table.

Possible activities which may be useful for second language learners

- Starter – activate prior knowledge, using vocabulary already learned, e.g. nouns, verbs, adverbs and adjectives.
- Bring in everyday items, which are related to the topic, e.g. magazines, newspapers and leaflets.
- Personalisation – start the lesson by making the topic relevant to the learners, e.g. film posters or album covers.
- Vary the font and size of texts for reading exercises and use pictures or cartoons to explain concepts.
- Underline key words or phrases.
- Encourage learners to use personal glossaries and dictionaries whenever possible.
- Repeat the key language during the lesson in different exercises, e.g. use of the passive tense in writing up personal glossaries and when to use the definite and indefinite article.
- Ask simple questions using what, when, where and which, followed by more challenging ones using how and why. This works well in group and pair work.
- Give learners specific words and phrases to build the precise and more complex sentences they will need to use in their essays.
- Provide scaffolding, i.e. using activities where learners need to add correct answers from a choice to make the sentences correct. Follow this by freer practice of the same language used in the sentences.
- Ensure pronunciation and word stress is correct. You can use delayed feedback, e.g. make notes during the group discussion time of difficult language areas and highlight this to the whole group at the end of the lesson. Confidence in pronunciation will empower individual learners to play a more active part in sharing ideas in class discussion, deepening the learning experience of the whole class.

Study habits

By the start of the course, the learner will probably have explored preferred methods for studying and revising. However, not all of these methods are necessarily effective.

Research has been published on this subject, suggesting that some of the following methods are not effective:

- generous use of highlighters
- reading and re-reading notes
- working exhaustively and alone
- re-writing existing notes to create a more attractive set of notes.

Dedicated learners will often revise intensely for long periods and convince themselves that they have prepared thoroughly. Sadly, they may well have been largely wasting their time, especially if they are aiming to develop a deep and lasting understanding of the topic, in addition to just passing the examination.

Here are some methods that are proven to work for most learners:

- Distributive practice: that is, spreading out study over time. This method is believed to aid true understanding of the topics.
- Studying in short bursts, followed by testing themselves regularly over several weeks.
- At the end of a revision session, writing down what they can remember.
- Creating a revision timetable for the mock and final exams. This will ensure that they study different subjects little, but often.
- Answering practice questions/past papers.
- Connecting ideas together by the use of mind maps.
- Using revision guides rather than the subject textbook.

Deep subject understanding

If learners start to make connections between topics, not only will the study of the subject be more enjoyable for them, but a deeper understanding will be nurtured.

Learners can draw concept maps or mind maps to make connections between sub-topics in a unit, between units in a syllabus, and indeed between related subjects.

Technology in and out of the classroom

There is a range of technological tools that can be used. It is important for learners to experience their learning in different ways because this will help to maintain interest and motivation. This link provides access to a wide variety of revision resources to which you can signpost your learners: <https://revisionworld.com/a2-level-level-revision/english-language-gcse-level> including all topics covered in the syllabus.

Below are some of the possible ways that your learners can use technology in and out of the classroom.

Mobile apps

It is important to be careful when using mobile apps for education, but if chosen well, these can provide another mode of learning or revision for the learner. The options are numerous from games and quizzes to videos and animations.

'Socrative' is an excellent app for formative assessment and learners love it. You can create online multiple-choice style quizzes which provide immediate feedback to teachers, who can instantly identify problem areas. Correction and explanation can then be dealt with immediately.

Podcasts

These audio teaching aids are a handy alternative tool, which are especially useful while learners are travelling to and from school or do not want to disturb others. Listening to the same podcasts can be especially useful for the second language learner.

Videos

Videos can be stopped and questions asked or they can be edited with questions inserted/embedded within the video. This makes the process more active which increases learning potential. You can also record units of your own teaching in short, manageable sections. These can be made available to learners for homework assignment. This saves time, allowing you to concentrate on other areas of learning and formal assessment. The fact that these videos can be watched again and again is especially useful to the second language learner.

Providing feedback on learner work

Whichever type of assignment you have given your learners to complete, it is important to provide meaningful feedback so that they can improve the quality of their written answers and understanding of a subject. The learner may find the subject itself challenging and/or may not have the skills in English to deal fully with the question. Either way, meaningful feedback and reflection time are the answer. Feedback can be done in several ways such as:

- Provide feedback orally in class so that learners write down the extra information they would need to get full marks.
- Encourage use of personal glossaries which are continually added to, to ensure learners have knowledge and understanding of as much technical terminology as possible.
- Provide a situation where the learners are actively engaged in reviewing the questions in pairs or groups with teacher guidance. In this way they can collectively understand what information and terminology would have gained full marks. The teacher can point out command words used in the question and encourage the learners to develop an understanding of what each word means.

The last suggestion takes time and it could be set as a group exercise to be started in learners own study time.

The mock/practice examination

The mock/practice examination, taken as preparation for the final examination, is an important benchmark for teachers and learners, and it serves several purposes:

- It is an opportunity to be tested on the complete course material under authentic exam conditions.
- Many of the learners will have had to begin revising for these exams. Without the mock exams, they may have put off revision until only a month or less before for the final exam.
- Learners who are apprehensive or nervous about taking exams will have a chance to gain familiarity with the process so that 'on the day' they may feel less worried and more confident.

After reviewing the results of the mock exam, learners may gain an insight into the following:

- how successful their revision techniques have been
- which topics and sub-topics need more revision
- if they had enough time to complete the exam and check through their answers
- if they were able to perform properly under pressure
- whether there are questions in which they would have gained more marks had their English been clearer
- whether they lost marks because they did not use the correct terminology.

Some learners may take considerable persuasion to take the mock exams seriously enough to revise properly. They need to be encouraged to appreciate that the process is positive and supportive and one in which very useful feedback will be provided.

Even if learners have not completed the course by the time of the mock exams, an exam should be created which allows the learner to get the mock exam experience on the majority of the syllabus content.

Past examination papers

Working through past papers allows learners to become familiar with the question types they will encounter in the exam. They can be a useful tool as they allow learners to deliver their knowledge in the timed conditions of the real exam.

It is important to remember that mark schemes contain several alternative acceptable answers. When you review past paper questions used in tests and practice examinations, encourage learners to suggest the best possible answer, and talk broadly about the topic area on which the question is based.

Learners should be aware of any information provided in the syllabus and importantly any changes to this that might affect how they understand any practice questions you may have drawn from past papers.

The Principal Examiners Reports for Teachers are very helpful to use in conjunction with the mark schemes. They give very useful advice on areas in which the learners need to improve, as well as informing teachers which questions the learners performed well in. Some of the same advice is given year after year.

Remind your learners that in the exam they should do the following:

- Underline command words and key words to ensure they know exactly the question requires them to do.
- Some questions may span more than one page. A good idea would be for the learner to collect and jot down essential information near the questions themselves, which can then be neatly crossed out at the end of the exam. Doing this can prevent loss of marks through errors that are easily avoidable.
- For questions involving comparing two or more pieces of data, as in Section A of Paper 3, learners should make it clear as to which piece of data is being discussed and that comparative language is used properly.
- Learners should not avoid answering questions as fully as possible, using the mock examination as a guide to exam technique with regard to timings.

Command words

It is important that learners understand the vocabulary of the assessment objectives and the 'command words' of exam questions which indicate the approach they should take to answer.

These 'command words' are listed in the syllabus and are:

Command word	What it means
Analyse	examine in detail to show meaning, identify elements and the relationship between them
Compare	identify/comment on similarities and/or differences
Discuss	write about issue(s) or topic(s) in depth in a structured way

While definitions are helpful, the context of the whole question will affect the meaning of the command words.

Analysing, discussing and comparing require very different skills and techniques from each other. Becoming fluent in these skills will take practice. *Example Candidate Responses* booklets contains candidate responses at different levels to help explain the meaning of the command words to learners. Showing learners sample responses can help them to see how increasing levels of skill relate to the marks available.

Asking questions in ascending order of skill whilst teaching a topic will encourage learners to ask themselves similar questions when they are learning alone. Learners will then begin to see patterns emerging where the same processes and concepts can be applied to similar scenarios even if they have not been covered in class.

5. Resources and support

Finding and evaluating resources

A wide range of resources can be used to help your teaching of English Language. They can be found in textbooks and on the internet. There are even books that consist entirely of a range of different resources. The quality of resources varies widely from 'home made' ones which are uploaded to the internet, to professionally produced ones. It is important that you evaluate whether they will suit your learners and be effective. An effective and easy way to find reliable resources is to get them from a colleague who has already used them and can recommend them to you.

There are also resources to be found on Cambridge online, more details of which are given later in this section.

Resources from the internet and from books need to be scrutinised to see if they are of useful and relevant. Cambridge endorsed publications can be found on the Cambridge public website under Published resources [here](#)

School Support Hub

The [School Support Hub](#) is an excellent source of information. You need a username and password to access the site and these can be obtained from your Examinations Officer, if you are in a Cambridge centre.

On the [School Support Hub](#), you will be able to access the syllabus and copies of past papers together with their mark schemes, Principle Examiner reports and grade thresholds, and a sample 'scheme of work' which can be downloaded and used to gain further information on the delivery of this syllabus.

There is also a list of resources and a link to the 'Discussion Forum' where teachers can post comments and questions. It is worth looking at this from time to time and following interesting threads even if you do not post any comments of your own.

Training

The School Support Hub also has a list of upcoming training events. These include:

- Online courses, including tutor-led courses. The tutor-led courses are highly recommended to help you improve your teaching skills. They are intended for teachers who have already been teaching Cambridge International A Level English Language.
- Face-to-face courses, held at various venues at different times throughout the year. These enable you to meet up with other Cambridge International A Level English Language teachers, and also to interact directly with a trainer from Cambridge.
- Online seminars, which are led over a short period of time by an expert and focus on specific issues such as syllabus changes or the recent examination session.

You can also find information about face-to-face training events at www.cambridgeinternational.org/events.

In addition, Cambridge runs professional development courses for teachers who want to develop their thinking and practice. These include the Cambridge International Certificate for Teachers and Trainers, and the Cambridge International Diploma for Teachers and Trainers. You can find information about these at www.cambridgeinternational.org/qualifications/teacher.

Appendix: Sample lesson plan template

Lesson:		School:	
Date:		Teacher name:	
Class:	Number present:	Number absent:	
Learning objectives to which this lesson is contributing			
Lesson objectives			
Vocabulary, terminology and phrases			
Previous learning			

Plan		
Planned timings	Planned activities	Resources
Beginning		
Middle		
End		

Additional information		
Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?	Assessment: How are you planning to check learners' learning?	Health and safety check: ICT links

Reflection and evaluation

Reflection

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like?

Did my planned differentiation work well?

Did I stick to timings?

What changes did I make from my plan and why?

Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

Summary evaluation

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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