

LG 1 Guidance

This document should be read in conjunction with the [Examiner's Report for LG1 January 2009](#) and the LG1 section of the [Teachers' Guide](#).

The examples which follow are *extracts* taken from candidates' responses to the first LG1 paper in January 2009.

LG1 Section A

Candidates will be presented with a set of texts to explore the linguistic features within them. There is a strong focus on exploring language linked to meaning rather than simply identifying features and giving illustrations without detailed discussion.

“Knowledge is power!” Indeed it is true of this paper, as all of the assessment objectives require candidates to demonstrate knowledge and to contextualise this knowledge showing an understanding of how the language is working to achieve its purpose and reach its intended audience.

Observations from the initial examination in January have shown that on the whole candidates had sound knowledge but had probably not acquired enough or honed the skills to demonstrate the flair, precision and confidence that would be emerging for Band 4 and upper Band 3 candidates.

Useful comments from LG1 January Report

“The primary focus of this unit is to provide opportunities for candidates to analyse texts closely and thoroughly, to organise their ideas clearly and concisely whilst demonstrating their knowledge of the key constituents, using appropriate terminology and to explore the effect of the linguistic choices utilised by the writers.

Successful responses were able to contextualise the text, linking their points to audience and purpose specifically. Good responses were indicated by their clear understanding of the differences in style and focus of each text.

The best answers were able to organise their essays clearly and logically, use terminology correctly in identifying features, and then to explain the effects of the language choices linked to audience and purpose where appropriate. They made a lot of points by writing concisely. Weaker answers included failure to illustrate points with quotations, incorrect use of terminology, excessive vagueness, broad generalised discussion, formulaic comments about effectiveness that had been learnt by heart in advance, and poor command of English.”

It is therefore worth noting the final sentence on the front cover of the examination paper:

“You are reminded that assessment will take into account the quality of written communication used in your answers.”

LG1 (January 2009) extracts with the Principal Examiner's comments (purple):

Jamie Oliver is successful in reaching a wide audience by employing an abundance of **high frequency lexis** such as the adjectives 'great' and 'strong', the regular verb 'cook' and the irregular verb 'bought'. Additionally, field specific concrete nouns such as, 'restaurants', 'salads' and 'ingredients', help to establish the cookery genre of the text.

This quote uses **precise terminology** to accompany **examples** of the language used in the text. This also gives a **brief overview** of the type of text it is and at whom it is aimed. The points are not laboured and are **concise**.

The era in which this text was published is very much reflected in its grammar. The predominantly complex structure with multi-clausal sentences (e.g. In this book I have attempted....is seasonable) is **typical** of texts of this age because of the importance placed on elaborate written forms at that time. The sentence mood of this text is **declarative** which demonstrates its declarative nature, the book is written to teach its readers the art of household management, a subject in which Mrs Beeton is clearly experienced.

Shows **knowledge and understanding** of the **contextual factors** relating to the production of this text
Appropriate terminology is used meaningfully and avoids feature spotting for the sake of it.
Knowledge and overview is also demonstrated.
The final point could have been elaborated upon to show how the candidate understands Mrs Beeton to be 'clearly experienced.'

'Cook with Jamie' begins in **epistolary** fashion with the formulaic expression 'Dear', an address from the world of letter writing. This is a direct address to the reader, more of which can be found in the numerous second person pronouns throughout the text, especially in the final paragraph where 'you' and 'you're' are repeated eight times. This technique indicates a willingness to connect with the reader. It imitates speech, makes the reader feel as if they are addressed directly and therefore makes them more receptive to the author's opinions and instructions.

Immediately, there is a **confident tone** to this response and a **high level of knowledge** is illustrated.
The comment is further deepened through an **assured discussion of pronouns, terminology used precisely and accurately**.
An **understanding of the concepts** relating to this style of writing is clearly shown.

Beeton also uses pre-modification in her text: 'skilful artists', 'valuable chapters' and 'kind letters'. Although these flattering adjectives do not apply to Beeton's own work, it is worth noting that her contributions are preceded by less glowing descriptions: '...intelligible arrangement...plain statement...careful estimate', all of which are preceded themselves by the verb phrase 'I have attempted...' which in itself suggests modesty and uncertainty which the pre-modification merely enhances.

Text A is written in a register that is familiar, friendly and personal. The use of pronouns such as 'I', 'we' and 'you' make the reader feel involved in the text by suggesting familiarity between themselves and the reader. In contrast to this, Text B has a formal, polite tone. The only pronouns in the text are 'I' and 'us' (which appears once). The lack of pronouns ensures that the text sounds formal and structured, which is consistent with the approach at the time to unknown persons/strangers.

The writer uses conversational language first shown at the start of the extract with a direct address to the reader: "Dear possibly great cook!" The use of the word 'Dear' has the effect of making the reader think that they are reading a letter addressed to them. Also with 'great cook' the use of the positive adjective will make the reader continue reading. To continue with the conversational and informal language, the writer uses colloquial language which is shown in the following quotes: "give you a smidgeon" and "being ripped off". This will convey the writer's personal voice and make the reader feel as if the writer is speaking to them. There is also use of elision throughout the text which makes the piece informal and conversational: "I'm going to..." and "We've taken on..." This will make it seem more personal to the reader.

Again, this response uses precise terminology and apt illustrations. Discussion is detailed and links within the text have been identified, thereby enabling the candidate to group points together. There is evaluation of the effects of the linguistic features. There is scope for demonstrating even higher levels of knowledge: e.g. discussing pre-modified noun

Initial sentence is good showing a grasp of the tenor of the text. While knowledge of terminology is shown, the feature discussed is done so in general terms and could be far more thorough by just being more precise. Knowledge of historical context is clearly demonstrated in the final sentence and a sensible point is made.

The initial sentence again is good showing a grasp of the tenor of the text. What follows, lacks conciseness at times and seems a touch laboured. While knowledge of some terminology is shown, this is basic and vague. Discussion becomes repetitive. Knowledge is not always explicit. Discussion of language choices could be far more precise as does the effects of the language used. For example, the use of 'colloquial language' could be developed by exploring specific features like unusual nouns, phrasal verbs etc and discussing why it is important or necessary for the reader to have these impressions. What exactly is Oliver's 'personal voice'?

LG1 Section B

The text for focused study here was 'The 20 mile Fall'. The clearly defined focus for this section was positive journalistic features, particularly how the achievement of Kittinger and the drama of the story were conveyed. This question looked for intelligent and interesting discussion. There were plenty of points to be made and most candidates did very well in selecting appropriate quotations and identifying the linguistic features. Many candidates were genuinely surprised that Kittinger could survive such a fall and were able to explore the positive lexis and the build up of drama used throughout the article.

Section B Example response

By observing the colour coding, it is clear to see how the candidate frequently uses terminology (yellow demonstrates linguistic knowledge), illustration (green indicates concise quotations or brief references to the text) and focused comments (blue denotes clear explanations which are focused and selective in accordance with the question).

This task was published in a magazine and has a dual purpose to inform the general public about the achievement of Kittinger, and to entertain them whilst doing so.

In journalistic writing it is imperative to draw your readership in right from the offset of an article, and as a successful journalistic piece, this is exactly what this text does from the pre-modified noun phrase, "The 20 mile fall" which acts as a hook. We immediately want to know who fell and from where.

The first paragraph describes "Captain Joseph W. Kittinger Jr." which is not only a formal, respectful mode of address, utilising the full proper noun, but also adds to the drama of the article as full names are only used in very important situations. To pre-modify this with the compound "steel-nerved" makes the opening sentence even more exciting as it dehumanises Kittinger making him seem more of a machine than a man. An element of danger is introduced with the triadic structure "cold, thin-aired, outer reaches", which is intensified by the size of the numbers involved in the semantic field of height which begins in this paragraph and continues throughout the text: "96,000ft", "70,000ft", "400ft", "20 miles". Contrary to the title given to Kittinger at the start of this paragraph, his being referred to as "red-haired Joe" in the final sentence, is an example of how mode of address can create bias in journalistic writing. The reader cannot help but feel proud of "red-haired Joe" and his achievement themselves.

In the second paragraph, the rhyming pairs of superlative adjectives "latest and greatest" not only increases the attractiveness of the text by introducing some appealing phonology, but also describe this event as Kittinger's superlative venture which effectively conveys the excitement. The cultural reference to Buck Rogers provides humour which is attractive to the reader and another feature of journalism. Throughout this paragraph a semantic field of technology including the concrete noun "helicopter" and the adjectives "air-conditioned" and "pressurized" are demonstrative of how modern and exciting the event was. It must be remembered that the text was published in 1960 when this lexis was low frequency.

The next paragraph is very short. The minor sentence consisting of only the repetitive triadic structure "Up, Up, Up," builds tension drastically whilst the subordinate clause

Comment [S1]: This is concise although not entirely necessary. It is a way for candidates to 'bed into' their answer. This must be kept to a minimum and should be focused clearly on the question as this does so here by picking up the key focus words in the task.

Comment [S2]: Again, key words addressed.

Comment [S3]: Precise terminology used with apt quotation and concise comment on the effect of language.

Comment [S4]: Very focused comment which analyses the language, uses terminology and shows knowledge of the context of writing. Key word, 'drama' is slotted in from the question bullet points.

contained within the declarative sentence, "As the ground crew filled his 400ftballoon with helium", provides extra information whilst also delaying the action and mounting the excitement even more.

The present participle "soaring" has connotations of height and grace and birds which dramatises Kittinger's ascent immensely. The repetition of "Up, Up, Up," again, followed by the adverbs "Down, Down, Down" provides some cohesion to the text. Finally, the modal verb "will" assures us he is certainly receiving an award to commend him for his achievement.

Principal Examiner's comment:

This response is worthy of a high Band 4 mark. It is thorough and assured, suitably selective and confident in its demonstration of knowledge. Organisation is sound and ideas are well structured and logical. A high level of understanding is evident. There is certainly the general impression that the text has been completely understood.

Key observations and advice following the LG1 Summer Examination 2009

These points are taken from the recent INSET meetings and should be read in conjunction with the full [report](#) by the Principal Examiner for LG1.

To enable students to succeed on this paper, they need to:

- read the material very carefully, making key annotations of the question and the texts, to enable effective planning of the response;
- organise ideas clearly and concisely;
- remember that AO1 is the most weighted assessment objective on this paper;
- analyse texts closely and thoroughly;
- demonstrate knowledge of the key constituents using a wide range of appropriate terminology;
- explore the effect of the linguistic choices utilised by the writers;
- illustrate points clearly with precise and concise quotations – simply referring to line numbers alone is not sufficient. Quoting in context is also beneficial, but remember to make knowledge explicit by underlining, for example, the feature being discussed;
- Section B assesses the ability to select and apply very precisely; candidates must therefore understand the question and focus.

It is important to note that this unit tests candidates' ability to analyse and use correct terminology. To score well, candidates need to make a range of points, showing precise knowledge and understanding.

The following is offered as an example of a band 4 response. The paper and marking guidelines can be obtained via the [secure website](#).

Section A

Text A is a holiday brochure advertising Autumn breaks in Wales. This means it would be aimed at people who are interested in going away in the autumn season and also those who are considering taking a holiday to Wales. Typically, this holiday brochure has a purpose to persuade its reader to visit the destination. However, it also aims to inform them about the location and subtly entertain them whilst doing so.

Firstly, the title of the text serves as a hook for the reader. The alliteration of “amazing” and “autumn” immediately conveys the writer’s positivity about Wales in autumn. The use of the phrase, “you can see”, makes a direct link to the audience, as the second person pronoun “you” establishes a personal relationship between them and the writer. The modal verb “can” gives the reader a choice making it seem like the brochure and therefore holidays in Wales, are suited specifically to them as an individual.

Continuing to maintain an informal relationship between the reader and the writer, a fronted conjunction is used: “But if it’s cloudy, look for the plough instead”. The use of the co-ordinating conjunction, ‘But’ reinforces the more friendly and conversational tone, whilst the use of the conditional clause, “if it’s cloudy,” again gives the reader more choice as they offer them more options to suit their situation. This helps to portray Wales as versatile and suited to everyone which is a very persuasive technique.

To emphasise again how much Wales has to offer the potential reader, the writer uses repetition of the comparative adjective ‘more’. By repeating this word, the writer is convincing the reader that the activities they can take part in are endless.

In a similar way, the writer uses asyndetic listing to describe the semantic field of natural goods it has to offer:

“sloes
hazelnuts
damsons
mushrooms
blackberries

wild mint” and this conveys to the reader that this list is continuous and that it is endless, emphasising the quantity and variety in Wales.

To convey information and to entertain the reader at the same time, the writer uses a declarative: “when you’ve got 46 farmers’ markets, you don’t bother with supermarkets.”

In addition to this, the writer uses cliché to again entertain the reader. When the writer describes “grabbing something to eat” they then tell the reader to “fill your boots”. This colloquial phrase will appeal to the reader as it would be both familiar and amusing to them, after it instructs them to “bring some wellies!” This continues with the idea that Wales is very natural and its produce is fresh and healthy, and is reinforced with the use of short, minor declaratives: “Convenient. Organic. Fresh. Local. Free.” This conveys a confident tone and therefore would make the reader trust the writer more and so would be more inclined to come to Wales, persuading them further.

To advertise attractions, the writer uses a rhetorical question, “Who else would celebrate their mud at a National Mud Festival (Llanelli)?” Again conveying a slightly humorous tone the writer is highlighting how unusual and interesting Wales is.

In a similar manner, after describing “Machynlleth’s Festival of Light” they use a pun when it says “for a different kind of glow”. Whilst entertaining the reader, it is again expressing how Wales as a destination can be suited to everyone’s interests.

The writer also uses imperatives to persuade the reader. By saying, ‘Find’ and ‘See’, the writer creates an authoritative tone. These commands are typical of this genre and help to convey a confident tone, again persuading the audience to visit.

Text B, also a holiday brochure, advertises spring breaks in Jersey. With this considered, its audience would be anyone interested in taking a holiday in Jersey or even someone who wants a holiday in the spring season.

As a primary involvement strategy, the writer uses the imperative verb, 'Discover'. Whilst creating an authoritative tone as was present in Text A, this word has connotations of new things, exploration and adventure, so it conveys a sense of initial excitement to its reader. This is supported by the use of the abstract noun "adventure" in the noun phrase "adventure for all the family".

To bridge the gap between the reader and the writer in the same way as the author of Text A, the writer uses the second person pronoun "you". This establishes a more informal relationship between them and this technique is common to many persuasive texts, such as this genre.

To continue the informality, the writer uses the fronted conjunction "But why wait til summer to get away?" Also a rhetorical question, this sentence makes the text more conversational and also makes the reader consider a "Spring break".

In a similar way to that of Text A, the writer appeals to the reader by making the destination of Jersey seem perfectly suited to their needs. For example, they use the adverb 'incredibly' plus the adjective 'easy' to show how accessible Jersey is. In addition to this, the writer uses a conditional clause when it says, "Or if you wish to bring your car" again the writer is presenting the reader with a variety of options they could choose from, in order to persuade them to visit. This sense of ease and relaxation is further supported when it says, "you'll have no problem". Informal and also confident, this declarative sentence reassures the reader establishing trust between the writer and the reader.

To convey a strong sense of positivity about Jersey, the writer uses a semantic field of perfection. The adjectives, "unspoilt", "clean" and "idyllic" express to the reader how lovely this destination is for a holiday. It too conveys the idea that Jersey is natural in a similar way to Wales in Text A.

Alliteration is used to draw attention to one of the attractions of Jersey. The repetition of the sibilant 's' sound in the noun phrase "sophisticated shopping" stresses to the reader that it is different from ordinary shopping and that it is special and 'upmarket', again appealing to an audience with broad interests such as families.

Text B also highlights its attractions graphologically by emboldening proper nouns, "**Walking Week**", "**Liberation Festival**", "**Durrell Wildlife**" and "**Amaizin! Adventure Park**". This is a persuasive device as it is foregrounding to the reader how much Jersey has to offer its potential visitors.

This is supported by the syndetic listing in the closing sentence: "go-karting, tractor rides and crazy golf". The use of tripling is also a persuasive feature in this example further demonstrating the activities and versatility Jersey has to offer.

In conclusion it appears that both Text A and Text B adopt similar styles to inform but more importantly to persuade their audience to visit their destinations. Both writers use second person pronouns and fronted conjunctions to appeal to their readers to appeal to their readers and create a friendly relationship with them. Both Text A and Text B include imperatives to establish an authoritative tone and both use the device of repetition to reinforce their ideas to the reader. However, to advertise the destination's attractions, the writer of Text B has chosen to foreground them in a visual way by varying the appearance by changing their font style so that they stand out from the rest of the text.

Examiner's Comment Section A:

Fluent and controlled analysis. Frequent use of linguistic terminology – almost always accurate (AO1). Good understanding of concepts and issues (AO2).

Able to analyse and evaluate at a high level (AO3).

Section B

This text is an article taken from *'The Famous Book of Herbs'*. As the book is about herbs and this particular article is about ill-health and how herbs can help, its purpose is to persuade the reader that natural herbs are better than medicines or drugs in treating illnesses. However, it also has a purpose of expressing the writer's attitude and opinion, as this is conveyed strongly throughout the text. Contextually, the article was published in 1929 and so some archaic terms are present in the text that would be appropriate for the audience of that time.

To begin with, the writer uses a rhetorical question in the title, "What is wrong with the health of the people?" Whilst the device of a rhetorical question makes the reader respond in thinking about possible answers, the adjective "wrong" immediately conveys the writer's opinion of the health of the people, expressing their negativity.

To inform the reader of the situation and also express their view, the writer uses repetition of the phrase, "day by day". This connotes that the problem is continuous and unresolved. This is supported by the use of the adverb 'still', to convey how the death-rate remains the same and that a solution has not been found. Similarly, the adverb of degree 'too' coupled with the adjective 'high' shows the writer's concern over the death-rate, itself an emotive noun phrase, and he expresses his negative attitude to the nations' health. In support of this, he also describes the situation using the negative collocation in the noun phrase, "this sad state of affairs".

The writer conveys a sense of disappointment and despair by using the pre-modifier 'momentary' in the phrase 'momentary freedom'. This suggests that the problem is consistent and continuous. The adverbial 'exceedingly rare' also gives the impression that the writer is of the opinion that every family is affected by illness.

In order to establish a sense of trust, the writer uses the first person plural pronoun 'we'. This creates a sense of belonging for the reader, as if it is their problem too.

With this sense of trust established, the writer then expresses their personal opinion further, with the use of the declarative mood, 'it would be ruthlessly destroyed as a danger to the world'. The adverb, 'ruthlessly', stresses their negativity clearly whilst the noun 'world' serves to foreground the scale of the problem and convince the reader that it is big and therefore concerning.

As this is a book about herbs, the writer expresses his positivity of natural remedies for health problems. He confidently asserts 'Nature is ever kind' in the declarative as if it is a statement of fact. The positivity of the complement 'kind' is supported by the personification of the abstract noun 'Nature' through the use of the third person pronoun 'she' in 'She is a safe and strong rebuilder'. The portrayal of nature as a person gives it power and authority, especially in conjunction with the abstract noun 'miracles' having connotations of god-like power, which further supports the writer's attitude to the positive attributes of herbal remedies.

Finally, the writer uses negative adjectives to describe medicinal remedies that oppose the use of herbs to create a contrast: 'consuming minerals', 'noxious drugs' and 'harmful patent medicines'. 'Harmful' also injects some irony as the medicines are supposed to cure not make people suffer more. This not only expresses their opinion, but also describes the situation of health as it suggests that instead of helping people, the new medicines and theories are only making matters worse.

Examiner's Comment Section B

Thorough and perceptive. Varied use of appropriate terminology (AO1)
Good awareness of concepts and issues. Perceptive and confident (AO2)
Shows some sophisticated understanding and evaluation (AO3)