



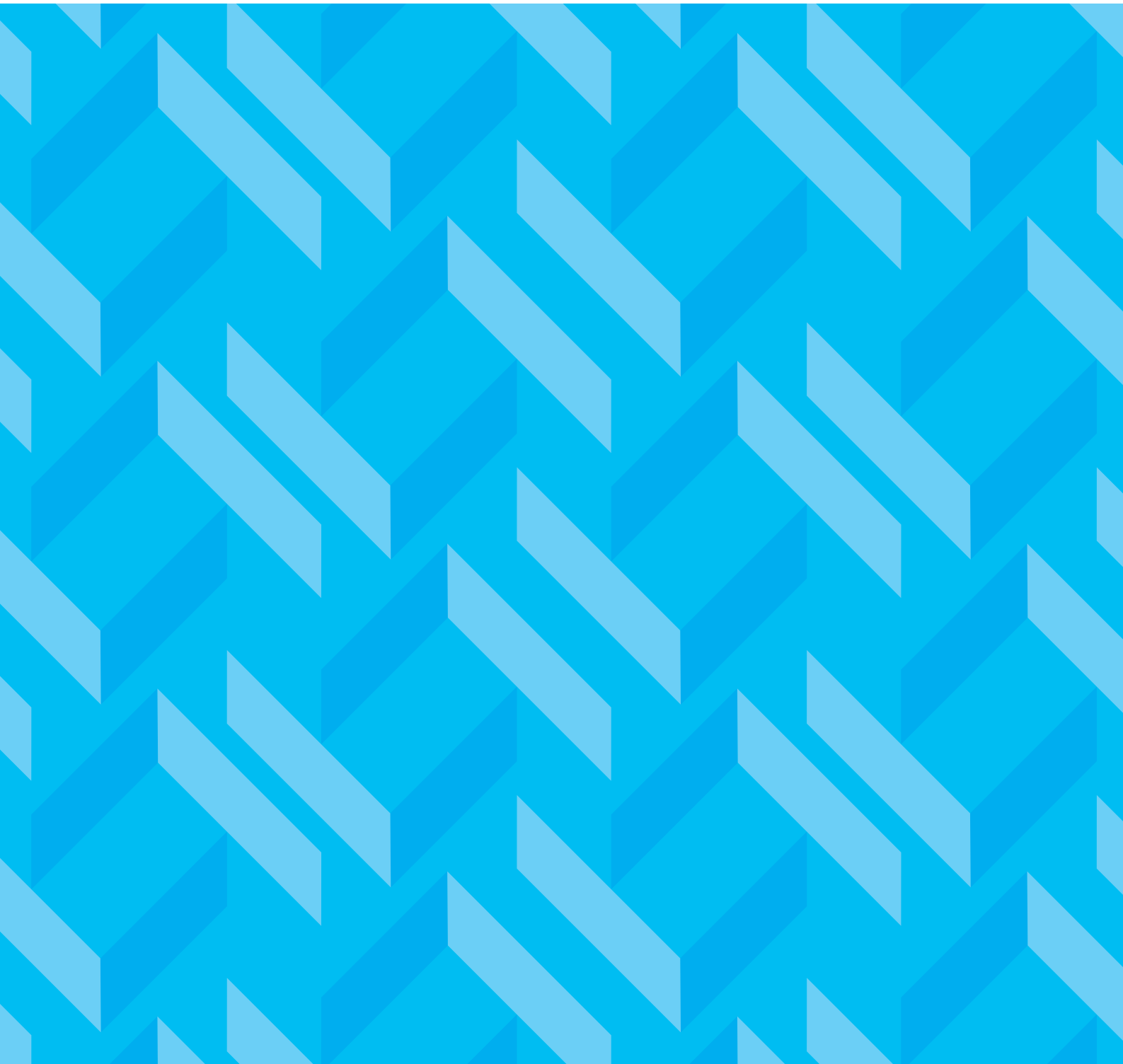
GCE

Examinations from 2009

First AS Award: Summer 2009

First A Level Award: Summer 2010

English Language



Contents

WJEC AS GCE in English Language WJEC A Level GCE in English Language

First AS Award - Summer 2009
First A level Award - Summer 2010



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GCE English Language

| Subject/Option Entry Codes | |
|---|-------------|
| <i>AS "Cash in" entry</i> | <i>2151</i> |
| <i>A Level (AL) "Cash in" entry</i> | <i>3151</i> |
| LG1: Introduction to the Language of Texts | 1151 |
| LG2: Original Writing and Exploring Spoken Language | 1152 |
| LG3: Language Investigation and Writing for Specific Purposes | 1153 |
| LG4: Analysing and Evaluating Language Modes and Contexts | 1154 |

| Availability of Assessment Units | | | | |
|---|--------------|-----------|-------------------------------------|----------------------------------|
| Unit | January 2009 | June 2009 | January 2010 & each subsequent year | June 2010 & each subsequent year |
| LG1 | ✓ | ✓ | ✓ | ✓ |
| LG2 | | ✓ | | ✓ |
| LG3 | | | | ✓ |
| LG4 | | | ✓ | ✓ |

Qualification Accreditation Numbers

Advanced Subsidiary: 500/2932/0

Advanced: 500/2905/8

SUMMARY OF ASSESSMENT

This specification is divided into a total of 4 units, 2 AS units and 2 A2 units. Weightings noted below are expressed in terms of the full A Level qualification.

ENGLISH LANGUAGE

SUMMARY OF ASSESSMENT

AS (2 units)

| |
|---|
| LG1 30% 2½ hours Written Paper 60 marks (120 UMS) |
| Introduction to the Language of Texts Section A: The language of texts One compulsory question (40 marks) Section B: Language focus One compulsory question (20 marks) |
| LG2 20% Internal Assessment 80 marks (80 UMS) |
| Original Writing and Exploring Spoken Language Section A: Original writing (40 marks) Section B: Exploring spoken language (40 marks) |

A LEVEL (the above plus a further 2 units)

| |
|--|
| LG3 20% Internal Assessment 80 marks (80 UMS) |
| Language Investigation and Writing for Specific Purposes Section A: Language investigation One piece of extended writing (40 marks) Section B: Writing for specific purposes One piece of extended writing (40 marks) |
| LG4 30% 2½ hours Written Paper 80 marks (120 UMS) |
| Analysing and Evaluating Language Modes and Contexts Section A: Analysis of spoken language One compulsory question (40 marks) Section B: Analysis of written language over time One compulsory question (40 marks) |

ENGLISH LANGUAGE

1 INTRODUCTION

1.1 Criteria for AS and A Level GCE

This specification has been designed to meet the general criteria for GCE AS and A level and the subject criteria for AS/A *English Language* as issued by the regulators, July 2006. The qualifications will comply with the grading, awarding and certification requirements of the Code of Practice for 'general' qualifications (including GCE).

The AS qualification will be reported on a five-grade scale of A, B, C, D, E. The A level qualification will be reported on a six-grade scale of A*, A, B, C, D, E. The award of A* at A level will provide recognition of the additional demands presented by the A2 units in term of 'stretch and challenge' and 'synoptic' requirements. Candidates who fail to reach the minimum standard for grade E are recorded as U (unclassified), and do not receive a certificate. The level of demand of the AS examination is that expected of candidates half way through a full A level course.

The AS assessment units will have equal weighting with the second half of the qualification (A2) when these are aggregated to produce the A level award. AS consists of two assessment units, referred to in this specification as LG1 and LG2. A2 also consists of two units and these are referred to as LG3 and LG4.

Assessment units may be retaken prior to certification for the AS or A level qualifications, in which case the better result will be used for the qualification award. Individual assessment unit results, prior to certification for a qualification, have a shelf-life limited only by the shelf-life of the specification.

1.2 Prior learning

There is no specific requirement for prior learning, although many candidates will have already gained a knowledge and understanding of relevant areas through their study of *English* at GCSE. This specification may be followed by any candidate, irrespective of their gender, ethnic, religious or cultural background. This specification is not age specific and, as such, provides opportunities for candidates to extend life-long learning.

1.3 Progression

The four part structure of this specification (2 units for AS, and an additional 2 for the full A level) allows for both staged and end-of-course assessment and thus allows candidates to defer decisions about progression from AS to the full A level qualification.

This specification provides a suitable foundation for the study of *English Language* or a variety of other courses in higher education; progression to the next level of vocational qualifications; or direct entry into employment. In addition, the specification provides a coherent, satisfying and worthwhile course of study for candidates who do not progress to further study in this subject.

1.4 Rationale

The **AS specification** has been designed to serve both as the first half of a full A level course and also as a discrete course for those wishing to follow just one year of study.

The **AS specification** covers much the same range and content as A level, but more broadly and in less depth. It aims to introduce students to fundamental concepts for the study of language, and to encourage them to learn the key constituents of language that are necessary to make more explicit the existing experience and knowledge gained from their study of language for GCSE. Students will develop their ability to investigate, describe, and analyse the use of spoken and written language, by themselves, as well as by others. They will become better able to use language creatively, through opportunities for original writing, and to respond with understanding and perception to different varieties of English which they might hear or read.

The **A level specification** aims to deepen those aspects of language study already covered at AS, and to add a few more areas of content. Essentially, there will be a steady progression throughout the AS/A course, and the full course will enable those who wish to, to proceed to further study in higher education. For those who do not progress to further study, we hope that the course will be not only coherent, worthwhile, and far-reaching, but will also provide life-long satisfaction.

The A level course will widen students' knowledge of aspects of language study and will deepen their knowledge of how language works. They will be increasingly able to apply their awareness of the key constituents and systems of language to a wide range of texts, spoken or written, from the present or the past. They will acquire a more sophisticated knowledge of the various linguistic frameworks, and of how these are used to create meaning. They will also become increasingly aware of links between the different aspects of the subject and of the fact that language use cannot be divorced from the context(s) in which it is used.

1.5 The Wider Curriculum

A study of English Language affords students opportunities to consider individual, moral, ethical, social, cultural and contemporary issues when exploring and discussing a range of written and spoken texts.

The specification provides a framework for exploration of such issues and includes specific content through which individual courses may address these issues. For example, candidates are required to discuss and explore concepts and issues relating to language in use. This specification, therefore, provides a framework and includes specific content through which individual courses may address these issues. For example, internal assessment (LG2 and LG3) may serve to extend understanding of the issues in order that a balanced appreciation of the conflicts and dilemmas involved may be encouraged.

1.6 Prohibited combinations and overlap

Every specification is assigned a national classification code indicating the subject area to which it belongs. Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will only have one grade (the highest) counted for the purpose of the School and College Performance Tables. The classification code for this specification is 5030.

In view of the degree of overlap in content and skills, neither WJEC AS nor A level *English Language* may be taken at the same time as WJEC AS or A level *English Language & Literature*. However, there are no other prohibited combinations with other qualifications at Level 3 of the National Qualifications framework. For example, AS/A *English Language* could be studied alongside AS/A *English Literature*.

1.7 Equality and Fair Assessment

AS/A levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

In *GCE English Language*, the use of the term "spoken" in AO2 can mean a written record of speech. The subject does not therefore require listening skills. Reading independently may be problematic for some students but should not be a barrier to assessment.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website (www.jcq.org.uk).

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. This will be kept under review and may be amended in future.

2

AIMS

To encourage students to deepen their interest and enjoyment in the use of English as they:

- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- undertake independent investigative work related to language in use
- engage creatively and independently with a varied programme for the study of English from the past to the present day
- develop their skills as producers and interpreters of language.

3 ASSESSMENT OBJECTIVES

Candidates must meet the following assessment objectives in the context of the content detailed in Section 4 of the specification:

AO1

Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.

AO2

Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.

AO3

Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.

AO4

Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study.

Weightings

Assessment objective weightings are shown below as % of AS and A2 (full A level weightings in brackets)

| Unit | % | AO1% | AO2% | AO3% | AO4% |
|----------------------|-----------------|-------------------|------------------|------------------|----------------|
| LG1 | 60 (30) | 30 (15) | 10 (5) | 20 (10) | |
| LG2 | 40 (20) | 5 (2.5) | 10 (5) | 5 (2.5) | 20 (10) |
| TOTAL AS | 100 (50) | 35 (17.25) | 20 (10) | 25 (12.5) | 20 (10) |
| LG3 | 40 (20) | 5 (2.5) | 10 (5) | 5 (2.5) | 20 (10) |
| LG4 | 60 (30) | 30 (15) | 15 (7.5) | 15 (7.5) | |
| TOTAL A2 | 100 (50) | 35 (17.25) | 25 (12.5) | 20 (10) | 20 (10) |
| TOTAL A LEVEL | 100 | 35 | 22.5 | 22.5 | 20 |

4

SPECIFICATION CONTENT

AS

LG1 Introduction to the Language of Texts 60% (30%)

External examination: 2½ hours

In this unit, candidates are required to show knowledge and understanding of some of the key constituents of language and how they contribute to meaning in spoken and written English. They are also required to demonstrate the following skills:

- apply linguistic concepts and methods of analysis appropriately and systematically to the study of meanings and topical issues in language;
- describe, explain and interpret variation in and between spoken and written texts, including multimodal texts;
- use linguistic terminology appropriately and accurately in discussions of language.

Section A The language of texts 40% (20%)

Relevant Assessment Objectives: AO1 AO2 AO3

Two or more texts will be provided, and these will be linked in some way, usually by genre or theme. Candidates will be asked to analyse and discuss the language used in the texts. The texts will be very varied, written or spoken, and could include multimodal texts. Most of the texts will be present day, but some will be from the past. Candidates should have a broad understanding of differing language use in texts from the past.

Comparison of the texts will not be the prime focus, but candidates will be encouraged to make some comparative points between the texts. As the texts will be linked, a consideration of similarities and differences will help towards a clearer understanding of the distinctive nature of each individual text.

Candidates will be expected to read the texts closely in order to gain an understanding of their overall meaning, and then to analyse them in detail, using appropriate terminology and knowledge of key constituents of language. This analysis should be closely linked to the understanding of meaning and context, so that there is a major focus on the effects of language choices.

The main focus will be on *how* language is used in the texts to inform, persuade, entertain, instruct, etc. and on *how* the writers or speakers have used language to convey their ideas, attitudes, thoughts, opinions, etc.

The relevant assessment objectives expect candidates to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3);
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2).

Section B Language focus 20% (10%)

Relevant Assessment Objectives: AO1 AO2 AO3

In this section there will usually be a single text, but there could be more than one. Candidates will be invited to respond perceptively to the text(s), focusing on a specified aspect, rather than on the text as a whole. The main focus will be on *how* the writers or speakers have used language to convey bias, prejudices, feelings, attitudes, points of view, values, etc. Candidates will be required to analyse the methods, using appropriate terminology and knowledge of key constituents of language, and also to consider the effectiveness of the language used.

The range of texts that may be set for this unit is very wide, and in preparing for it candidates should study as wide a range as possible: texts could be from advertising, speeches, journalism, reviews, travel writing, writing for children, biographies, letters, etc. Candidates should also be familiar with literary uses of language, such as narrative forms.

The relevant assessment objectives expect candidates to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

Weighting of assessment objectives LG1 (full A level in brackets)

| Weighting | % | AO1 | AO2 | AO3 | AO4 |
|------------------|----------------|----------------|----------------|-----------------|-----|
| Section A | 40 (20) | 20 (10) | 5 (2.5) | 15 (7.5) | |
| Section B | 20 (10) | 10 (5) | 5 (2.5) | 5 (2.5) | |
| AS Total | 60 (30) | 30 (15) | 10 (5) | 20 (10) | |

LG2 Original Writing and Exploring Spoken Language (40%) (20%)
Internal Assessment

Candidates are required to submit a folder of work which contains two tasks, one for Section A and one for Section B. In total, the folder of work should be **approximately 3,000 words**.

In this unit, candidates are required to demonstrate the following skills:

- use written English accurately and creatively;
- use linguistic terminology and concepts appropriately and accurately in discussions of language;
- make accurate references to texts and sources.

Section A Original writing 20% (10%)

Relevant Assessment Objective: AO4

This section should consist of a single, continuous, extended piece of creative, original writing in a fictional, 'literary' mode. **Candidates must not submit poetry, or any writing which is purely informative/factual/vaguely descriptive.**

One of the following may be chosen, or candidates may wish to choose another, provided that they write in a style that is clearly creative or original, **based on some study of a chosen genre of style**. For example, if the short story is chosen, there should be some study of a range of short stories. If candidates wish to choose to write in a form other than those from the list below, they should have studied appropriate examples of that form.

- A short story
- An extract from a novel (e.g. the opening chapter, or concluding chapter)
- An extract from a generic fictional style (e.g. romance, crime, horror, science-fiction, detective, fantasy, etc.)
- A dramatic monologue
- A play script for stage, radio, or TV
- Satire or parody.

The length of this piece of original writing should be approximately **1,000 words**.

The writing must be accompanied by a **commentary** of approximately **500-750 words**, which will play an important part in the assessment of the work.

In this commentary candidates should focus on:

- the use of language and the linguistic choices made
- the distinctive features of the chosen style or genre
- what effects were aimed at.

The commentary will enable candidates to:

- communicate their knowledge and understanding of how language works
- use appropriate linguistic terminology
- show knowledge of the key constituents of language.

The relevant assessment objective expects candidates to:

- demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study. (AO4)

Section B Exploring spoken language

20% (10%)

Relevant Assessment Objectives: AO1 AO2 AO3

The focus in this section is on **the spoken language of the media**.

An important part of the AS course in *English Language* is that students should become increasingly aware of the variations in language according to mode (spoken or written), and should develop their ability to listen critically and attentively to spoken English. This section gives students the opportunity to investigate the use of spoken language, within defined areas of the spoken media, but with some flexibility for them to choose their own focus of study, negotiating suitable approaches with their teachers.

It is important that candidates study a variety of registers in contemporary spoken language use, and understand the differences between spoken language that is written to be spoken, and genuinely spontaneous speech.

As with Section A, candidates should study some variety of different areas of spoken language, before choosing one to specialise in.

Candidates should choose an area of spoken language from the media that interests them. There are many possibilities, such as:

- spoken commentaries
- interviews
- chat shows
- TV or radio advertisements
- film dialogue
- reporting
- soap operas
- stand-up comics
- phone-ins
- voice-overs.

Candidates should produce an analytical study and discussion of their area of investigation. The length of this analysis should be approximately **1,500 words**.

A transcription should be provided. This can consist of extracts or of continuous speech. It should include the core of what is being studied, but does not have to include everything that is considered or investigated in the study. The transcription will not be included in the word-count.

Candidates may limit their study to a single example, or they may offer a comparison of two or more examples in the same or in different media – for example, soap-operas, interviews, or commentaries from radio and television, or two different phone-ins from radio.

The relevant assessment objectives expect candidates to:

- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

Weighting of assessment objectives LG2 (full A level in brackets)

| Weighting | % | AO1 | AO2 | AO3 | AO4 |
|------------------|----------------|----------------|---------------|----------------|----------------|
| Section A | 20 (10) | | | | 20 (10) |
| Section B | 20 (10) | 5 (2.5) | 10 (5) | 5 (2.5) | |
| AS Total | 40 (20) | 5 (2.5) | 10 (5) | 5 (2.5) | 20 (10) |

A Level

LG3 Language Investigation and Writing for Specific Purposes (synoptic)

40% (20%)

Internal Assessment

Candidates will be required to submit a folder of work divided into 2 sections. The total length of the folder should be **approximately 3,000 words**.

This A level unit provides key opportunities for research, investigation and independent study and judgement. It encourages candidates to develop the following skills:

- synthesise insights developed through the application of linguistic knowledge to the study of speech and writing, including multimodal texts;
- show how critical understanding of meaning and variation in language is informed by the appropriate use of linguistic analyses;
- write insightful, accurate, well-argued responses.

At A2 level candidates are required to show deeper knowledge and understanding than at AS level of phonology and phonetics, lexis, morphology, grammar and discourse, and how some of these approaches can be applied as appropriate to the study of language. It must be borne in mind that the approaches in this unit should reflect the requirement to have a synoptic aspect.

Section A Language investigation 20% (10%)

Relevant Assessment Objectives: AO1 AO2 AO3

This section of the A level internal assessment provides candidates with opportunities to show understanding and appreciation of the influence of mode and context, including time and place, on the meanings and forms of English, and to make connections between different areas of study in their course as a whole.

It is the intention of this section to provide flexibility, with a variety of options for candidates to choose an area of language study that interests them and that can be sustained over a period of time. Candidates need to decide on a precise focus for their task.

Approaches will vary according to the topic or area chosen. While all Language Investigations should involve the gathering and analysis of appropriate data, as well as research into the topic, some will require the gathering of data at a very early stage, while for others data may be chosen at a much later stage.

Candidates should choose an area or topic that interests them, and eventually produce a study of approximately **1,500 words**.

They may choose an area or topic from either Spoken English or Written English or a combination of Spoken and Written English, from the following list:

- Language acquisition
- The study of accent and/or dialect
- Attitudes to an area of language, such as accent
- Aspects of language and gender (such as sexism or stereotyping in language)
- Language from the past: there are many possibilities here, such as changing styles of a genre, such as letter writing or advertising. It would provide the opportunity for those interested to investigate language from the Old English or Middle English period, as well as from more recent times
- Black English or Ebonics
- Language and political power
- The language of parliamentary debate (possibly including comparisons with speeches from the past)
- Political correctness in language
- Spelling reform
- Other 'Englishes'
- American and British English.

Any task chosen should provide sufficient challenge for A2 candidates.

Any transcripts of relevant spoken extracts should be accurate, but should not be lengthy. Note: transcripts will **not** be included in the word count.

Most studies will involve the collection of spoken and/or written data or texts. It will not normally be necessary to send this in addition to the study itself, unless teachers and students consider it particularly helpful to moderators.

The relevant assessment objectives expect candidates to:

- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

Section B Writing for specific purposes 20% (10%)

Relevant Assessment Objective: AO4

Candidates should study a genre or area of language in use, and should then produce an extended piece of writing of their own in the same genre or area. The language used should be appropriate for the purpose and context of the chosen piece. The likely audience should also be borne in mind.

The writing differs from that offered in **LG2 for AS**, where the emphasis was on creative, original writing. Here the emphasis is on a more functional approach, but there are still plenty of opportunities for creativity, and candidates will be expected to show expertise in using language in creative and interesting ways that are appropriate to their chosen context, and genre or area.

The writing must embed the requirements for synopticity in this unit, and candidates should be aware of this when they decide the focus of their chosen task.

The writing of narrative fiction, dramatic monologues, or script writing is not acceptable for this unit.

The recommended length for the piece of writing is approximately **1,000 words**, with a suggested minimum length of approximately 800 words.

The writing must be accompanied by an **analysis** of approximately **500-750 words**, which will play an important part in the assessment of the work. In this analysis candidates should focus on:

- the use of language and the linguistic choices made
- the distinctive features of the chosen style or genre
- the influence of the context on language choices
- what effects were aimed at.

The analysis will enable candidates to

- communicate their knowledge and understanding of how language works in context;
- use appropriate linguistic terminology;
- show knowledge of appropriate frameworks of language.

Examples of possible genres or areas of language use:

- Travel writing
- Reportage
- Newspaper reports
- Diaries/Journals
- Magazine articles
- Articles for broadsheet/compact newspapers
- Sports writing
- Reviews (of books, films, theatre, music etc.)
- Biography/Autobiography
- Speeches (written to be spoken, with an emphasis on rhetorical features, rather than delivery)
- Obituaries
- A guide.

Many of these suggestions will involve, in addition to the study of the genre of language use, research into the content as well, e.g. into places (for travel writing), books, performances etc. (for review writing), individual lives (for biography or obituary writing). Candidates are advised not to write about themselves in genres such as diaries, journals, autobiographies, but to present these as by somebody else (such as a historical figure, or a literary figure, or a famous person, etc.).

The relevant assessment objective expects candidates to:

- demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study (AO4).

Weighting of assessment objectives LG3 (full A level in brackets)

| Weighting | % | AO1 | AO2 | AO3 | AO4 |
|------------------|----------------|----------------|---------------|----------------|----------------|
| Section A | 20 (10) | 5 (2.5) | 10 (5) | 5 (2.5) | |
| Section B | 20 (10) | | | | 20 (10) |
| TOTAL | 40 (20) | 5 (2.5) | 10 (5) | 5 (2.5) | 20 (10) |

LG4 Analysing and Evaluating Language Modes and Contexts (synoptic)

60% (30%)

External examination: 2½ hours

In this unit, candidates are required to demonstrate the following skills in addition to those required for AS:

- sustain informed critical judgements about issues raised through the study of language;
- synthesise and reflect on linguistic knowledge and understanding drawn from different areas of their studies of English Language.

Candidates are required to demonstrate knowledge and understanding of how some of the following frameworks can be applied to the systematic study of meaning in language:

- phonology and phonetics, lexis, morphology, grammar, discourse;
- the influence of mode and context, including time and place, on the meanings and forms of English.

Candidates will be offered two compulsory questions, both of which must be answered.

Section A Analysis of spoken language 30% (15%)

Relevant Assessment Objectives: AO1 AO2 AO3

Candidates will be presented with more than one spoken text, and will be required to analyse, discuss, and evaluate the spoken language used. Each text may have one speaker or two or more speakers. Candidates will be invited to make comparisons between the texts.

Candidates will also be expected to analyse and evaluate how the context has influenced the language used, and, as appropriate, how speakers have made linguistic choices to convey their attitudes, opinions, prejudices, viewpoints, etc. The section will provide opportunities for candidates to discuss and explore concepts and issues relating to spoken language in use.

Candidates will be expected to describe spoken linguistic features, drawing on their knowledge of the frameworks of language study, and using appropriate terminology.

The relevant assessment objectives expect candidates to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

Section B Analysis of written language over time 30% (15%)

Relevant Assessment Objectives: AO1 AO2 AO3

At A2 level, candidates are required to show deeper knowledge and understanding than at AS level of phonology and phonetics, lexis, morphology, grammar and discourse, and how some of these approaches can be applied as appropriate to the study of written language.

Candidates will be presented with more than one text. Texts will be grouped, usually by genre. Texts will be chosen to show variation in language over time, and at least one text therefore will be from the past. It is unlikely that any text set would be earlier than the transitional period between late Middle English and Early Modern English.

The focus will partly be on language change, but at least equally on language in different contexts. Candidates will be expected to analyse and evaluate how the context has influenced the language used, and how writers have made linguistic choices to convey their attitudes, values, opinions, prejudices, viewpoints, etc. The unit will provide opportunities for candidates to discuss and explore concepts and issues relating to written language in use.

Candidates will be expected to have an overview of each text as a whole, and to discuss them as texts with meaning, and not just to mine them for examples of linguistic change.

Candidates will be invited to make comparisons between the texts, which as well as being from the past or the present, may be literary or non-literary.

Candidates will be expected to describe written linguistic features, drawing on their knowledge of the frameworks of language study, and using appropriate terminology.

The relevant assessment objectives expect candidates to:

- select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (AO1);
- demonstrate understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches (AO2);
- analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language (AO3).

Weighting of assessment objectives LG4 (full A level in brackets)

| Weighting | % | AO1 | AO2 | AO3 | AO4 |
|------------------|----------------|-----------------|-------------------|-------------------|-----|
| Section A | 30 (15) | 15 (7.5) | 7.5 (3.25) | 7.5 (3.25) | |
| Section B | 30 (15) | 15 (7.5) | 7.5 (3.25) | 7.5 (3.25) | |
| A2 TOTAL | 60 (30) | 30 (15) | 15 (7.5) | 15 (7.5) | |

5**SCHEME OF ASSESSMENT**

AS and A level qualifications are available to candidates following this specification.

AS

The AS is the first half of an A level course. It will contribute 50% of the total A level marks. Candidates must complete the following **two units** in order to gain an AS qualification.

| | | Weighting Within AS | Weighting Within A Level |
|------------|--|--------------------------------|-------------------------------------|
| LG1 | Introduction to the Language of Texts | 60% | 30% |
| LG2 | Original Writing and Exploring Spoken Language | 40% | 20% |

LG1 Written Paper (2½ hours)

Introduction to the Language of Texts 60% (30%)

60 marks

Section A The language of texts

40 marks

Candidates will be asked to analyse and discuss the language used in two or more texts.

AO1: 20 marks

AO2: 5 marks

AO3: 15 marks

Section B Language focus

20 marks

Candidates will be invited to respond perceptively to one or more texts, focusing on a specified aspect, rather than on the text as a whole. The main focus will be on *how* the writers or speakers have used language to convey bias, prejudices, feelings, attitudes, points of view, values, etc.

AO1: 10 marks

AO2: 5 marks

AO3: 5 marks

LG2 Internal Assessment

Original writing and Exploring Spoken Language 40% (20%)

80 marks

Section A: Original writing

40 marks

This section (approximately 1500 words) should consist of a single, continuous, extended piece of creative, original writing in a fictional, 'literary' mode.

AO4: 40 marks

Section B: Exploring spoken language

40 marks

This section (approximately 1500 words) gives students the opportunity to investigate the use of spoken language, within defined areas of the **spoken media**, but with some flexibility for them to choose their own focus of study, negotiating suitable approaches with their teachers.

AO1: 10 marks

AO2: 20 marks

AO3: 10 marks

A Level

The A level specification consists of two parts: Part 1 (AS) and Part 2 (A2).

Part 1 (AS) may be taken separately and added to A2 at a further examination sitting to achieve an A level qualification, or alternatively, both the AS and A2 may be taken at the same sitting.

Candidates must complete the AS units outlined above plus a further two units to complete A level English Language. The A2 units will contribute 50% of the total A level marks.

| | | Weighting within A2 | Weighting within A level |
|------|--|---------------------|--------------------------|
| LG3* | Language Investigation and Writing for Specific Purposes | 40% | 20% |
| LG4* | Analysing and Evaluating Language Modes and Contexts | 60% | 30% |

*Includes synoptic assessment

LG3 Internal Assessment

Language Investigation & Writing for Specific Purposes **40% (20%)**

80 marks

Section A: Language investigation

40 marks

This section (approximately 1500 words) of the A level internal assessment provides candidates with opportunities to show understanding and appreciation of the influence of mode and context, including time and place, on the meanings and forms of English, and to make connections between different areas of study in their course as a whole.

AO1: 10 marks

AO2: 20 marks

AO3: 10 marks

Section B: Writing for specific purposes

40 marks

Candidates should study a genre or area of language in use, and should then produce an extended piece of writing of their own in the same genre or area. The language used should be appropriate for the purpose and context of the chosen piece. The likely audience should also be borne in mind.

AO4: 40 marks

LG4 Written Paper (2½ hours)

Analysing and Evaluating Language Modes and Contexts 60% (30%)

80 marks

Section A Analysis of spoken language

40 marks

Candidates will be presented with more than one spoken text, and will be required to analyse, discuss, and evaluate the spoken language used. Each text may have one speaker or two or more speakers. Candidates will be invited to make comparisons between the texts.

AO1: 20 marks AO2: 10 marks AO3: 10 marks

Section B Analysis of written language over time

40 marks

Candidates will be presented with more than one text. Texts will be grouped, usually by genre. Texts will be chosen to show variation in language over time, and at least one text therefore will be from the past. The focus will partly be on language change, but at least equally on language in different contexts. Candidates will be expected to analyse and evaluate how the context has influenced the language used, and how writers have made linguistic choices to convey their attitudes, values, opinions, prejudices, viewpoints, etc

AO1: 20 marks AO2: 10 marks AO3: 10 marks

Synoptic Assessment

Synoptic assessment, testing candidates' understanding of the connections between the different elements of the subject and their holistic understanding of the subject, is a requirement of all A Level specifications. In the context of English Language this means:

- synthesis of insights developed through the application of linguistic knowledge to the study of speech and writing, including multimodal texts
- evidence that critical understanding of meaning and variation in language is informed by the appropriate use of linguistic analyses
- skills of interpretation and expression in insightful, accurate, well-argued responses.

Both LG3 and LG4 are synoptic units. Both A2 units allow candidates to demonstrate a high level of independent performance across a range of contexts: in LG3 they have to carry out an independent language investigation and in LG4 they have to identify from across the programme of study the knowledge, understanding and skills, which are required to address the tasks.

Quality of Written Communication

Candidates will be required to demonstrate their competence in written communication in all assessment units where they are required to produce extended written material: LG2 and LG3. Mark schemes for these units include the following specific criteria for the assessment of written communication.

- legibility of text; accuracy of spelling, punctuation and grammar; clarity of meaning;
- selection of a form and style of writing appropriate to purpose and to complexity of subject matter;
- organising information clearly and coherently; use of specialist vocabulary where appropriate.

These aspects of candidates' skills will be assessed through AO1, which includes assessment of candidates' overall competence in using language accurately and effectively in constructing well-argued responses to assessment tasks in English Language.

Availability of Units

| Unit | January 2009 | June 2009 | January 2010 & each subsequent year | June 2010 & each subsequent year |
|------------|--------------|-----------|-------------------------------------|----------------------------------|
| LG1 | ✓ | ✓ | ✓ | ✓ |
| LG2 | | ✓ | | ✓ |
| LG3 | | | | ✓ |
| LG4 | | | ✓ | ✓ |

Awarding, Reporting and Re-sitting

The overall grades for the GCE AS qualification will be recorded as a grade on a scale from A to E. The overall grades for the GCE A level qualification will be recorded on a grade scale from A* to E. Results not attaining the minimum standard for the award of a grade will be reported as U (Unclassified). Individual unit results and the overall subject award will be expressed as a uniform mark on a scale common to all GCE qualifications (see table below). The grade equivalence will be reported as a lower case letter ((a) to (e)) on results slips, but not on certificates:

| | Max. UMS | A | B | C | D | E |
|--------------------------------|----------|-----|-----|-----|-----|-----|
| LG2 and LG3 (weighting 20%) | 80 | 64 | 56 | 48 | 40 | 32 |
| LG1 and LG4 (weighting 30%) | 120 | 96 | 84 | 72 | 60 | 48 |
| AS Qualification | 200 | 160 | 140 | 120 | 100 | 80 |
| A level Qualification | 400 | 320 | 280 | 240 | 200 | 160 |

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

Candidates may re-sit units prior to certification for the qualification, with the best of the results achieved contributing to the qualification. If candidates wish to re-sit an Internal Assessment unit, either LG2 or LG3, they are required to submit **new work** on a new task. Work previously submitted may not be carried forward, and re-drafted material will not be acceptable. Individual unit results, prior to certification of the qualification have a shelf-life limited only by the shelf-life of the specification.

6

KEY SKILLS

Key Skills are integral to the study of AS/A level English Language and may be assessed through the course content and the related scheme of assessment as defined in the specification. The following key skills can be developed through this specification at level 3:

- Communication
- Problem Solving
- Information and Communication Technology
- Working with Others
- Improving Own Learning and Performance

Mapping of opportunities for the development of these skills against Key Skills evidence, requirement is provided in 'Exemplification of Key Skills for English Language' available on the WJEC website.

7 PERFORMANCE DESCRIPTIONS

Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives. The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for English language

| | Assessment objective 1 | Assessment objective 2 | Assessment objective 3 | Assessment objective 4 |
|--|--|---|---|--|
| Assessment objectives | Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. | Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. | Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. | Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study. |
| A/B boundary performance descriptions | Candidates characteristically: a) communicate relevant knowledge and understanding of the methods of language study b) consistently use appropriate terminology to support interpretations when applying this understanding c) structure and organise their writing well d) communicate content and meaning through expressive and accurate writing. | Candidates characteristically: a) communicate relevant understanding of linguistic approaches, concepts and issues b) explore the significant features of linguistic variation that create meaning in spoken and written language c) generally use specific references to support their responses. | Candidates characteristically: a) explore the relationships between spoken and written language and the contexts in which both are used b) communicate a practical understanding of issues relating to language in use. | Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre b) select and order relevant content c) identify where, and suggest how, key linguistic features are used in their writing to create specific effects. |
| E/U boundary performance descriptions | Candidates characteristically: a) communicate some understanding of the methods of language study b) apply this understanding to support interpretations c) communicate content and meaning in writing using straightforward language. | Candidates characteristically: a) communicate some understanding of linguistic approaches, concepts or issues b) identify features of linguistic variation that create meaning in spoken and written language c) make some related references to texts to support their responses. | Candidates characteristically: a) note some relationships between spoken and written language and the contexts in which both are used b) communicate some understanding of issues relating to language in use. | Candidates characteristically: a) demonstrate some ability to write in a form or style matched to audience, purpose or genre b) select and order content c) identify where some linguistic features are used in their writing to create effects. |

A2 performance descriptions for English language

| | Assessment objective 1 | Assessment objective 2 | Assessment objective 3 | Assessment objective 4 |
|--|--|--|---|--|
| Assessment objectives | Select and apply a range of linguistic methods to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. | Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. | Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. | Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study. |
| A/B boundary performance descriptions | Candidates characteristically: a) communicate extensive knowledge and understanding of the methods of language study b) create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations c) structure and organise their writing using an appropriate linguistic register d) communicate content and meaning through expressive and accurate writing. | Candidates characteristically: a) communicate critical understanding of linguistic approaches, concepts and issues b) distinguish and describe a range of significant features of linguistic variation that creates meaning in spoken and written language c) consistently make reference to authorities, texts and sources to support their responses. | Candidates characteristically: a) explore and comment on the significance of the relationships between spoken and written language and the contexts in which both are used b) communicate an informed understanding of concepts and issues relating to language in use. | Candidates characteristically: a) write effectively in a form and style matched to audience, purpose and genre b) select and order complex and relevant content c) identify where and explain how key linguistic features are used in their writing to create specific effects. |
| E/U boundary performance descriptions | Candidates characteristically: a) communicate knowledge and some understanding of the methods of language study b) present responses making some use of appropriate terminology to support interpretations c) communicate content and meaning using straightforward language accurately. | Candidates characteristically: a) communicate an understanding of linguistic approaches, concepts or issues b) identify features of linguistic variation that create meaning in spoken and written language c) make some reference to authorities, texts or sources to support their responses. | Candidates characteristically: a) comment on the relationships between spoken and written language and the contexts in which both are used b) communicate some understanding of concepts and issues relating to language in use. | Candidates characteristically: a) demonstrate some ability to write in a form and style matched to audience, purpose or genre b) select and order relevant content c) identify where key linguistic features are used in their writing to create specific effects. |

8

INTERNAL ASSESSMENT GUIDELINES

Within this specification, LG2 (at AS) and LG3 (at A level) are internal assessment units.

Internal assessment plays a vital role within a course in English Language. It provides opportunities for candidates to undertake a range of work that could not be effectively assessed in timed written papers in an external examination.

The internal assessment tasks at **AS** require candidates to:

- show broad knowledge and understanding of some of the key constituents of language and how they contribute to meaning in spoken and written English;
- describe, explain and interpret variation in and between spoken and written texts, including multimodal texts;
- develop their skills in using spoken and written English accurately and creatively for a variety of different audiences and purposes;
- use linguistic terminology and concepts appropriately and accurately in discussions of language;
- make accurate references to texts and sources.

The internal assessment tasks at **A level** require candidates to:

- sustain informed, critical judgements about issues raised through the study of language;
- undertake independent investigations of language, selecting appropriate linguistic methods and techniques;
- draw on their knowledge of the forms and structures of spoken and written English to create imaginative and informative texts for different audiences and purposes;
- synthesise and reflect on linguistic knowledge and understanding drawn from different areas of their studies of English language.

Task-Setting

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

It is unwise to use an old question from an examination paper, for instance, without fully considering the different purpose of such a task. Candidates should be directed to the assessment objectives relevant to the internal assessment.

If in doubt about an internal assessment task then it is always possible to consult the Subject Officer.

Assessment

The folders of work at both AS and A level have two sections, each marked out of 40, giving a total of 80. In awarding marks teachers must pay close attention to the assessment objectives. The notes below should help to clarify which objectives apply to internal assessment. The assessment objectives are printed in full in Section 3 of this specification, and this section shows the distribution for internal assessment. There are also four grids, which help in awarding precise marks, two for AS and two for A2. These also show the full wording of the assessment objectives. The assessment grids can be found at the end of the Internal Assessment section.

AS Assessment (LG2)

Four assessment objectives feature here. They are weighted in the following ratios within this unit which accounts for 40% within the AS specification as a whole.

AO1 - 1 AO2 - 2 AO3 - 1 AO4 - 4

How the assessment objectives apply within the unit

LG2 Section A: Original writing (40 marks)

The only assessment objective that applies to this section is **AO4**.

AO4 – 40 marks

Candidates will demonstrate expertise and creativity in their use of English in their creative original writing. Their choices of language will be informed by the linguistic study they have undertaken.

LG2 Section B: Exploring spoken language (40 marks)

Three assessment objectives apply to this section, with the following weighting:

AO1 - 1 AO2 - 2 AO3 - 1
(10 marks) (20 marks) (10 marks)

AO1 Candidates can be assessed on their ability to *communicate clearly knowledge relevant* to the study of spoken language, to *select and apply appropriate linguistic methods*, to use *appropriate terminology*, and to use *coherent, accurate written expression* in their responses.

AO2 The exploration of spoken language contains an analytical study, and this will provide the focus for the assessment of the *critical understanding of relevant concepts and issues* relating to the construction of meanings in spoken language. Candidates will also be assessed on their *knowledge of linguistic approaches* in their analysis.

AO3 The exploration and analysis of spoken language will enable candidates to *analyse and evaluate the influence of context on the production and reception of spoken language*. This objective will also assess candidates' *knowledge of the key constituents of language*.

For this section AO2 has double the weighting of the other two assessment objectives.

A2 Assessment (LG3)

Four assessment objectives feature here. They are weighted in the following ratios within this unit which accounts for 40% within the AS specification as a whole.

AO1 - 1 AO2 - 2 AO3 - 1 AO4 - 4

LG3 Section A: Language Investigation (40 marks)

Three assessment objectives apply to this section, with the following weighting:

AO1 - 1 AO2 - 2 AO3 - 1
(10 marks) (20 marks) (10 marks)

AO1 Candidates can be assessed on their ability to *communicate clearly knowledge relevant* to their chosen study of language, to *select and apply appropriate linguistic methods*, to use *appropriate terminology*, and to use *coherent, accurate written expression* in their responses.

AO2 The chosen area of language study will inevitably involve concepts and issues that are relevant to the area. Candidates are required to offer analysis in their study. This objective will assess their *critical understanding of a range of relevant concepts and issues*, and candidates will also be assessed on their *knowledge of linguistic approaches in their analysis*.

AO3 Language in context will be a vital aspect of the language investigation in this section, whether of spoken English, written English, or a combination of the two. This objective will assess candidates' ability to *analyse and evaluate the influence of context*, and will also assess candidates' *knowledge of the key constituents and frameworks of language*.

For this section, AO2 has double the weighting of the other two assessment objectives.

LG3 Section B: Writing for Specific Purposes (40 marks)

The only assessment objective that applies to this section is **AO4**.

AO4 – 40 marks

Candidates will *demonstrate expertise and creativity in their use of English* in their writing for specific purpose and in specific context. Their choices of language will be informed by the linguistic study they have undertaken, and their knowledge and understanding will be made explicit in their analysis. The writing task at A level will enable candidates to:

- make connections between components of the specification, including the requirement to produce a range of writing;
- draw together and make purposeful use of some of the key insights from their work overall.

Validation: LG2 and LG3

It is important that **internal assessment is rigorously monitored by centres to ensure that candidates' work is their own.** According to JCQ regulations, **all** candidates are required to sign a statement endorsing the originality of their assignment(s) and centres must countersign that they have taken all reasonable steps to validate this. The **WJEC Internal Assessment Folder form** should be completed for **all candidates**, not just for those candidates selected for the sample to be sent to the moderator. The forms can be downloaded from the WJEC website, and are also despatched to centres in hard copy. Validity can be further enhanced by careful attention to the following points:

* **Acknowledgements**

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

* **Drafting**

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

* **Plagiarism**

Centres are required to be vigilant and to refuse to award marks or submit for moderation any work which they consider to be not the candidate's own. Candidates will be penalised for any attempt to plagiarise. General advice and guidance on how to proceed if plagiarism is suspected can be found in the WJEC Internal Assessment Manual, <http://www.wjec.co.uk/uploads/publications/2019.pdf> and also on the JCQ website <http://www.jcq.org.uk>.

The Assessment Grids

When assessing folders of internal assessment, teachers should study the assessment grids, which are designed to present a system that links the assessment objectives to marks, and which helps to discriminate clearly between the varying levels of achievement.

Thinking along the lines of **'best fit'** is the best way to approach the use of each grid. Over-adherence to any marking grid can lead to a depression of marks. The grid should support marking, not constrain it.

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

Teachers must try to make specific reference to the assessment objectives in the comments that they write on the work and on the coversheets.

Administration

Each centre must submit a **moderation sample form**.

- Only the candidates **selected for the sample** should be listed, and **in rank order**, on this form.
- Each selected candidate's internal assessment folder must be accompanied by an **Internal Assessment Folder coversheet** on which the candidate must supply brief titles and/or explanations of each piece, and the teacher must provide an overall comment for the moderator.
- **The coversheet must be signed by both the candidate and the teacher.**

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

Examples of both forms appear at the end of this section.

Moderation sample sheets plus candidates' work should be sent to the external moderator by an agreed date in the summer term of the AS/A2 year. Instructions for the selection of the sample are given in WJEC Internal Assessment Manual (available from examinations officers at centres and on WJEC website). Centres with 10 candidates or fewer will be required to submit all folders.

Short/overlong folders

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

Moderation

Moderation will occur at three levels:

- (i) Within centre, to ensure that a reliable rank order is produced by the centre. Standardising material will be issued by WJEC to assist with this process.
- (ii) Through discussion of work at INSET meetings.
- (iii) Through the inspection of a sample of work from each centre by WJEC's external moderators.

In order that assessments may be standardised fairly, each centre is assigned an external moderator by WJEC. It is essential that the moderator is aware of the aims of the assignments, the processes that have led up to the finished products, and the way that criteria have been used to make a final assessment.

- The process of external moderation will not normally involve adjustments to the rank order produced by teachers within a centre. It is therefore essential that whatever the initial marking policy, the final assessment is made according to an agreed single standard for all the teaching groups involved. Consultation between teachers should include the opportunity for the work of candidates to be marked by at least one member of staff not responsible for the teaching of those candidates.

Moderators' Reports

All centres will receive reports from their moderators in the autumn term after the examination. There will be a separate report for LG2 and LG3.

The reports will comment on the following aspects of the internal assessment process:

- Administration
- Task-setting
- Assessment
- Advice/Guidance.

AS ENGLISH LANGUAGE

LG2 Section A Assessment Grid

| Band | Marks | AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study. |
|------|-------|---|
| 1 | 0-10 | Attempting to vary style and tone but with very limited creativity or success. Some accuracy and clarity at the top of the band but frequent lapses and errors. Attempting to offer comments based on some key constituents of language, but very limited. Very little appropriate terminology, especially towards the bottom of the band. |
| 2 | 11-20 | An attempt to create appropriate style and tone but not always successful or consistent, particularly towards the bottom of the band. Simple expression. Some inaccuracy. Evidence of knowledge and understanding of key constituents of language may be thin at bottom of band, but reasonable at the top. Commentary makes some valid points, showing some grasp of contexts, with some appropriate terminology, though less secure towards the bottom of the band. |
| 3 | 21-30 | Able to use appropriate and accurate styles, with reasonable creativity, control and consistency of tone, though this will be less marked towards the bottom of the band. Writing clearly informed by linguistic study. Increasingly clear knowledge and understanding of key constituents of language and contexts at the top of the band. Commentary sensible and increasingly competent towards the top of the band. |
| 4 | 31-40 | Appropriate style and tone used with increasing creativity, skill and flair. Fluent writing. Evidence of an increasingly high level of linguistic understanding and knowledge, showing a sound grasp of contexts and key constituents of language, with some sophisticated evaluation in the commentary at the top of the band. Secure use of appropriate terminology. |

AS ENGLISH LANGUAGE

LG2 Section B Assessment Grid

| Band | Marks | AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. Weighting: 10 marks | AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. Weighting: 20 marks | AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. Weighting: 10 marks |
|------|-------|---|---|--|
| 1 | 0-10 | Attempts to communicate some limited knowledge with limited use of terminology, which is often misunderstood. Written expression has frequent lapses of clarity and accuracy, more apparent at the bottom of the band. Weak structure and organisation. | Limited understanding of concepts and issues, but attempts to analyse and discuss may be confused and lacking in clarity, particularly towards the bottom of the band. Some limited knowledge of linguistic approaches, with some attempt to offer support at the top of the band. | Shows limited awareness of contextual factors, with limited ability to evaluate language in use. Some limited understanding and knowledge of key constituents of language, more limited towards the bottom of the band. |
| 2 | 11-20 | Basic knowledge, becoming more adequate towards the top of the band but often sketchy at the bottom. An ability to use some linguistic terms, though often inaccurately especially at the bottom of the band. Adequate expression, but with some inaccuracy and inconsistency. Sense of structure and organisation towards the top of the band. | Shows a basic understanding of concepts and issues, but may be inconsistent, especially towards the bottom of the band. Simple discussion and explanation offered in places, with varying degrees of support. Identifies some features of linguistic variation, but knowledge of linguistic approaches more secure towards the top of the band. | Attempting to analyse and evaluate contextual factors, but inconsistent, particularly towards the bottom of the band. Reasonable attempt at evaluating language in use towards the top of the band. Tendency to generalise and merely observe, more marked towards the bottom. Shows some knowledge of the key constituents of language. |
| 3 | 21-30 | Mostly sound knowledge and use of terminology, becoming secure and competent at top of band. Sound expression, generally clear and accurate, becoming well controlled at top of band. An increasingly shaped and organised response. | A sound critical understanding of concepts and issues, and increasingly sound analysis towards the top of the band. Sensible discussion and support offered in places, less evident towards the bottom of the band. Competent exploration of linguistic features. Sound knowledge of linguistic approaches. | Shows a sound awareness of, and increasing ability to analyse, the influence of contextual factors. Able to describe features and to interpret and evaluate competently language in use. Shows overview of texts, more effectively towards the top of the band. Increasingly competent range of linguistic knowledge. |
| 4 | 31-40 | Thorough and assured knowledge, applied with confidence. Accurate and frequent use of terminology. An assured command of coherent and accurate expression. Well- structured response. | A high level of critical understanding of concepts and issues, and an ability to explore them at a high level of interest. Confident knowledge of linguistic approaches, with particularly strong support at the top of the band. | Able to analyse and evaluate contextual factors at a high level, with clear overview and interpretation of language in use becoming sophisticated at the top of the band. Concise, apt illustration. Confident demonstration of knowledge of key constituents of language. |

A2 ENGLISH LANGUAGE

LG3 Section A Assessment Grid

| Band | Marks | AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression. Weighting: 10 marks | AO2 Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches. Weighting: 20 marks | AO3 Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language. Weighting: 10 marks |
|------|-------|--|--|---|
| 1 | 0-10 | Attempts to communicate some knowledge of methods of language study. Limited use of terminology to support, more frequent at the top of the band. Frequent lapses of clarity and accuracy in written expression, with limited success at organising material, particularly towards the bottom of the band. | Some understanding of concepts and issues, with some attempt to discuss. Some support offered, less towards the bottom of the band. May have difficulty in exploring concepts and issues. Some knowledge of linguistic approaches, less limited at the top of the band. | Limited understanding of the influence of contextual factors. Attempting some analysis, towards the top of the band, but with limited evaluation and comments, particularly limited towards the bottom of the band. Showing limited knowledge of key constituents, and offering little support for points made. |
| 2 | 11-20 | Basic knowledge of methods of language study, becoming adequate towards the top of the band. Able to use some linguistic terms with some accuracy, but often with errors, especially at the bottom of the band. Often sketchy or uneven in structure; better organised at the top of the band. Straightforward language, becoming more complex at the top of the band. | Inconsistent towards the bottom of the band but shows a basic understanding of concepts and issues, becoming adequate at the top of the band. Reasonable attempt to discuss, but with limited perception, especially towards the bottom of the band. Able to apply some knowledge of linguistic approaches, most usefully towards the top of the band. | Inconsistent attempt to analyse and evaluate, but offering reasonable comment on contextual factors at the top of the band. Tendency to generalise. Some illustration of points, more limited towards the bottom of the band. Some knowledge of key language constituents applied, more evident at the top of the band. |
| 3 | 21-30 | Competent knowledge of methods of language study, becoming secure at top of band. Sound use of appropriate terminology, becoming more competent through the band. Expression generally accurate, controlled and coherent, though more straightforward at the bottom of the band. Sensible organisation of material and coherent structure. | A sound understanding of a range of concepts and issues, with a sound ability to analyse. Sensible and often insightful discussion and explanation, particularly towards the top of the band. Clear and increasing competence through the band in exploring issues and applying knowledge of linguistic approaches. | A solid attempt to analyse and evaluate, becoming increasingly skilled towards the top of the band. Sound application of knowledge of key constituents, though less confident towards the bottom of the band. Able to focus clearly on language in context, and to illustrate relevantly. |
| 4 | 31-40 | Sophisticated and thorough linguistic knowledge, confidently applied, with increasing insight. Accurate and full use of terminology in support of interpretations. Written expression confident, fluent, and accurate, with appropriate linguistic register most apparent towards the top of the band. Well-structured and effectively organised. | Sophisticated and confident understanding of concepts and issues. Detailed, increasingly perceptive exploration, discussion and analysis. A high level of knowledge of linguistic approaches, with consistent support, most aptly applied at the top of the band. | Analysis and evaluation at a sophisticated level. Confident awareness of subtleties and a clear overview. Increasingly able to make precise points and to illustrate them concisely. Able to demonstrate a thorough knowledge of key constituents of language. |

A2 ENGLISH LANGUAGE**LG3 Section B Assessment Grid**

| Band | Marks | AO4 Demonstrate expertise and creativity in the use of English in a range of different contexts, informed by linguistic study. |
|-------------|--------------|--|
| 1 | 0-10 | Attempting to use appropriate style and tone but with very limited creativity. Content not matched to audience or purpose. Some accuracy and clarity at the top of the band but frequent lapses and errors. Attempting to offer linguistic analysis, with very little appropriate linguistic terminology, and a view of contexts, but very limited, especially towards the bottom of the band. Limited success in creating or understanding contexts. |
| 2 | 11-20 | Can use appropriate style and tone but not always successful or consistent, particularly towards the bottom of the band. Attempts to match form and content creatively to audience, purpose or genre, more successfully towards the top of the band. Expression rather basic with some inaccuracy towards the bottom of the band. Evidence of linguistic study may be thin at bottom of band, but reasonable at the top. Analysis makes some valid points, showing some knowledge and understanding of how language works in context. Some appropriate terminology, though less secure towards the bottom of the band. |
| 3 | 21-30 | Able to use appropriate and accurate style, with increasing creativity, control and consistency of tone towards the top of the band. Form and content sensibly matched to audience, purpose and genre. Writing clearly informed by linguistic study, with increasingly clear grasp of appropriate frameworks. Clear knowledge and understanding of how language works in context. Analysis sensible and increasingly competent, with increasingly appropriate terminology towards the top of the band. |
| 4 | 31-40 | Appropriate style and tone used with increasing creativity, sophistication and flair. Form and content effectively matched to audience, purpose and genre. Confident knowledge and understanding of appropriate frameworks and contexts. Fluent, controlled writing. Evidence of an increasingly high level of linguistic understanding and knowledge, with some sophisticated, well-chosen evaluation and terminology in the analysis at the top of the band. |



**ENGLISH LANGUAGE
AS Internal Assessment Folder**

LG2

Centre Name:.....

Centre No:

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Candidate Name:.....

Candidate No:

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ASSIGNMENT DETAILS (to be completed by the candidate)

Section A: Original Writing

Genre:

Title:

Word count:

Section B: Exploring Spoken Language (spoken language of the media)

Chosen area of the media:

Title:

Word count:

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature:

Date:



**ENGLISH LANGUAGE
AS Internal Assessment Folder**

LG2

FOLDER ASSESSMENT (to be completed by the teacher)
Please comment on the candidate's work in support of marks given, with detailed reference to the relevant assessment objectives. You are reminded of the assessment objective weightings in brackets.

Section A: Original Writing

AO4:

Mark: /40

Section B: Exploring Spoken Language

AO1 (10):

AO2 (20):

AO3 (10):

Mark /40

TOTAL FOLDER MARK: /80

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature:

Date:



**ENGLISH LANGUAGE
A Level Internal Assessment Folder**

LG3

Centre Name:.....

Centre No:

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|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate Name:.....

Candidate No:

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ASSIGNMENT DETAILS (to be completed by the candidate)

Section A: Language Investigation

Area of language study:

Title:

Word count:

Section B: Writing for specific purposes

Genre:

Title:

Word count:

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way you may be disqualified from at least the subject concerned.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the attached work without assistance other than that which my teacher has explained is acceptable within the specification.

Candidate's signature: **Date:**



ENGLISH LANGUAGE
A Level Internal Assessment Folder

LG3

FOLDER ASSESSMENT (to be completed by the teacher)

Please comment on the candidate's work in support of marks given, with detailed reference to the relevant assessment objectives. You are reminded of the assessment objective weightings in brackets.

Section A: Language Investigation

AO1 (10):

AO2 (20):

AO3 (10):

Mark: /40

Section B: Writing for specific purposes

AO4:

Mark /40

TOTAL FOLDER MARK: /80

Declaration by teacher

I confirm that the candidate's work was conducted under the conditions laid out by the specification.

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher's signature:

Date:

Aspects of Language Study for both AS and A Level

Teachers and students should study the following concepts, areas of focus, or aspects of language. AS students are expected to acquire a broad understanding, and A level students are expected to study them in greater depth.

Context: The study of language cannot be divorced from its context, and it is important to consider the context in order to make an informed judgement about the particular choices made by language users. Texts are *produced* in various contexts - historical, cultural, social, political, geographical - and readers *read* texts in a variety of contexts which may influence their understanding and response.

Fields/Areas/Domains: Students should study the varying functions of language in different domains (or fields or areas) such as Journalism, Advertising, Conversation, Literature, Religion, etc. Language will vary according to context and the nature of the activity in which it is being used. A level students will be expected to have explored a wider range of domains than for AS.

Figurative Language: Students should look at texts with 'literary' features, so that they realise that these are not confined to literature, but may be found in all kinds of texts. Students should be aware of the major 'figures of speech' such as imagery (metaphors, similes, personification), and sound patterns (such as alliteration, assonance, consonance, onomatopoeia, rhyme, etc.). They should also be aware of rhetorical uses of language, not just in speeches. What will be looked for is not just the ability to spot and name these features, but the ability to comment on their use and effectiveness.

Modes: Students should be aware of the major differences between the two modes of speech and writing - of what is typical of speech with its normal features of non-fluency, and what is typical of writing. It is important that they are aware of multi-modal texts, and should realise the considerable overlap between the two modes, that many typical features of speech can be found in writing, and vice-versa, so that informal styles of writing will be closer to typical spoken language and very formal styles of speech will be closer to typical styles of writing. A study (broadly for AS and in greater depth for A2) of how conversations work - of turn-taking and strategies of conversation management or control - will help students to become aware of how speech actually functions in real life.

Period: Students should be able to comment on major differences between contemporary uses of English and the use of language in the past. The examination of obvious differences in vocabulary, word forms, punctuation, word order, grammar, will help students to focus on these features in any text from the past. AS students are required to have some awareness of how language from the past differs from that of the present day, and A2 students are required to make a detailed study of changes in language over time, showing a more precise knowledge and understanding.

Point of View/Attitude: Students need to be aware, when analysing texts, of the importance of considering the viewpoint, the bias, the moral outlook, the prejudices, the attitudes and values, of the speaker or writer, and to analyse *how* these are conveyed.

Purposes of language: Students should be aware of how language varies according to purpose, and of the chief functions of language - to convey information, to persuade, to entertain, to express feelings, to instruct, to make contact with people, to produce 'poetic' thoughts and ideas, to enable talk about language.

Range to be studied: theoretically students should be able to comment on *any* text from any period, which sounds daunting, but is not if the course is seen as providing them with a methodology which can be applied to any given text. It will be helpful if students are introduced to as wide a range of texts as possible, looking at examples of newspapers (including major differences between tabloid and compact/broadsheet papers), magazines, (auto)biography, fictional and dramatic writing, advertisements, the language of television and radio, letters, reports, speeches, instructional writing, travel writing, texts written for specific audiences (e.g. specialist publications, works for children, adult slow readers) etc. Again, the range covered in A2 will be greater than in AS.

Readers Making Meanings: This concept, central to modern literary theory, that readers play a very important role in the construction of meanings from texts, is also central to the study of language, and applies equally to literary and non-literary texts. Readers (and listeners) bring their own experience, personality, background, prejudices, beliefs and values to their 'reading' of a text. Students can be helped to gain an awareness of a range of textual meanings: surface and deeper meanings, explicit and implicit, literal and metaphorical.

Style: An important aspect of language study is why language users have chosen one form of language rather than another, and what effect is produced by this choice. Students should be able to explore the subtleties and nuances of language, degrees of naturalness or artificiality, the use of rhetorical devices and 'literary' devices, (such as the conscious use of repetition, patterning or parallelism), the methods by which writers depict geographical, educational or social status, etc.

Tenor/Register: Students should study the appropriateness of tenor (register) in a variety of contexts - the degrees of informality or formality, politeness, familiarity, impersonality and suchlike considerations.

Own Writing: This specification sees the development of students' own writing as a vital skill. It is important that students should be able to analyse and to develop reading skills, but students who follow the course based on this specification will learn to use language themselves in a much greater variety of ways. At AS the emphasis is on students' original creative writing, and at A2 on the use of language for specific purposes. It is to be hoped that the course which teachers will devise for A2 will give students plenty of practice in using advanced writing skills in a wide variety of styles and contexts, and will develop an awareness of the *appropriateness* of tenor/tone and degrees of formality and informality, politeness, impersonality, etc., to suit the purpose, and the audience where appropriate.

Key Constituents of Language for AS

The subject criteria require AS candidates to show broad knowledge and understanding of some of the key constituents of language specified below, and of how they contribute to meaning in spoken and written English.

There are four main areas:

- (a) **The characteristic speech sounds and intonation patterns (Phonology):** how the language sounds when it is spoken. AS students need to be aware that English can be pronounced in different accents, and to be aware of the possibilities of stress (natural and emphatic), rhythm and intonation patterns of speech.
- (b) **The vocabulary of English (Lexis):** where English words have come from, how they have developed, and how they are used in speech and writing. It would be useful for AS students to be aware of how new words are created, and how words can be grouped for analysis, and to have a broad knowledge of the main origins of English vocabulary. The main interest in looking at individual words will be in considering aspects such as lexical fields (groups of linked words), slang, whether words are monosyllabic or polysyllabic, informal or formal, scientific, technical, foreign, archaic, neologisms, etc. Included in this area is **Semantics:** how meaning is constructed and can be interpreted in speech and writing. Students will need to be aware of the denotations, connotations, implications and ambiguities of words.
- (c) **The forms and structures of words, phrases, clauses, sentences and texts in speech and writing:**

Students will come to the course with an existing implicit understanding of how the language works, but they need to turn this into an explicit understanding, and develop knowledge of: **Morphology:** the different forms and structures of words, including prefixes, suffixes and inflections.

Grammar: the rules and conventions associated with the structures of the language.

Students should include a study of aspects of grammar, such as:

The effect of individual words: words can be divided broadly into two groups, each containing a number of word classes: lexical (verbs, nouns, adverbs and adjectives) and functional (pronouns, prepositions, conjunctions, determiners, interjections, operator-verbs (auxiliaries) and enumerators). These are helpful labels, but the main interest in looking at individual words will be in examining how they function.

The way language is put together (syntax): students need to be aware of phrases and clauses. In studying phrases it will be helpful to look at Noun and Verb phrases in some detail. Elaborate noun phrases, consisting of headwords and modifiers (pre- and post-) can be examined in contexts such as tabloid journalism, where it is common to pile up the modifiers in front of the headword. Interesting aspects such as whether nouns are concrete or abstract, count or mass, singular or plural will also be explored. In learning about verb phrases, students will study the major tenses of English (present, past, present perfect, past perfect and progressives; and will debate whether English has a future tense), the differences between regular and irregular, the uses of modal verbs, the differences between and uses of the passive and active voice.

AS students will not be required to offer detailed grammatical 'clause analysis' but to have a broad understanding of the differences between simple, compound and complex structures, of the concept of subordination (and therefore the degree of complexity in sentences), and of the major elements of clauses (subject, object, verb (or predicator), complement, and adverbial).

(d) How meanings and forms in language are influenced by variations in mode and context

Students need to be aware of how language varies in spoken and written forms (including multi-modal and electronic forms). Context includes personal, cultural and social factors. When language is studied in context, it becomes much more enjoyable, and will help students to become much more precise in the comments they are able to make about how language works and produces effects, and how meaning is conveyed, instead of relying on common sense and intuition.

Key Constituents of Language (Frameworks) for A2

For A2, students are required to show deeper knowledge and understanding of **Language Frameworks:**

Phonology: A level students need a deeper knowledge of the distinctive sounds of spoken English (phonemes), of accents and speech patterns.

Lexis: A level students will be expected to have a more detailed knowledge of the historical origins and developments of vocabulary, so that they could make sensible observations about the words in texts from the past.

Morphology: A level students should develop knowledge of variations in word-forms over time.

Grammar: A level students will be expected to have a more detailed knowledge of structures and patterns. They should also be aware of how meaning is constructed and can be interpreted (**Semantics**) in speech and writing in structures longer than single words (for example the connotations, implications and ambiguities of phrases and sentences).

Discourse: A level students will be expected to have a more detailed knowledge of how discourse can be constructed. (Grammar extends to the single sentence: beyond that is discourse.)

A level students also need to show deeper knowledge and understanding of the influence of mode and context on meanings and forms of English. They should also be aware of the influence of time and place, so that they can consider variations in geographical and historical forms of the language.

A level students do not have to know everything in equal detail, but must understand that for a particular study or analysis, some frameworks are more relevant than others, and that they must select what is most relevant to the particular study. As they develop their knowledge and understanding, they will become increasingly able to make connections between different areas of study in their course as a whole.

3.3 Bibliography

The list below features a wide range of publications that are relevant to the course. These are not prescribed texts: they may, however, be useful to those studying and teaching the course.

* texts particularly suitable for students following the AS course

** texts particularly suitable for students following the A level course

Comprehensive reference books

The Cambridge Encyclopaedia of the English Language: David Crystal (CUP)

The Oxford Companion to the English Language: ed. Tom McArthur (OUP)

Suitable for use in the classroom

Discover Grammar: David Crystal (Longman) – very clear and user-friendly *

Rediscover Grammar: David Crystal (Longman: 3rd edition) – good for revision **

Making Sense of Grammar: David Crystal (Longman) – a valuable resource **

Mastering A level English Language: Sara Thorne (Macmillan) – thorough and systematic **

Varieties of English (2nd Edition): Dennis Freeborn (Macmillan) **

Living Language: George Keith & John Shuttleworth (Hodder & Stoughton) – very practical

Working with Texts: Ronald Carter, Angela Goddard et al. (Routledge) – student-friendly approach

Your Own Words: Judith Wainwright and Jackie Hutton (Nelson)

General books accessible to students

The Story of Language: C.L. Barber (Pan Books)

Introduction to English Language: Blake and Moorhead (Macmillan)

The English Language: ed. W.F. Bolton and David Crystal (Sphere History of Literature)

Mother Tongue - The English Language: Bill Bryson (Penguin)

The English Language: Robert Burchfield (OUP)

The English Language: David Crystal (Penguin) *

Style - Text Analysis and Linguistic Criticism: Dennis Freeborn (Macmillan)

Introducing Stylistics: John Haynes (Routledge)

The State of the Language: Philip Howard (Penguin)

The Story of English: McCrum, MacNeil & Cran (Faber)

Variety in Contemporary English: W.R. O'Donnell and Loreto Todd (Routledge)

Language: the Basics: R. L. Trask (Routledge)

General books more suitable for teachers

Investigating English Style: Crystal and Davy (Longman)

Analysing Talk: David Langford (Macmillan)

Systems of language and grammar or specific aspects suitable for individual use by students

The Frameworks of English: Kim Ballard (Palgrave)

The Structure of English: Handbook of English Grammar: Michael Newby (CUP)**

Explorations in Language: A.J. Tinkel (CUP)

English Accents and Dialects: Hughes and Trudgill (Edward Arnold)

International English: Hughes and Trudgill (Edward Arnold)

Listen to Your Child: David Crystal (Penguin) – acquisition of language

See also David Crystal's publications on grammar listed above as 'Suitable for use in the classroom'

More suitable for teachers

The Oxford English Grammar: Sydney Greenbaum (OUP)

English Grammar for Today - a new Introduction: Leech, Deuchar, Hoogenraad (Macmillan) provides a very clear model of grammar

Describing Language: Graddol, Cheshire and Swann (Open University Press)

An A-Z of English Grammar and Usage: Geoffrey Leech (Edward Arnold)

A Communicative Grammar of English: G. Leech and J. Svartvik (Longman)