



GCE TEACHER GUIDANCE
English Language
LG3 Guidance

FAQs

LG3 Section A: Language Investigation

- ***What are students not allowed to investigate?***
Students have to choose from the broad range of areas and topics provided which can be found on page 17 of the Teacher Guide and page 23 of the e-spec.
- ***How much theory do students need to include in their investigations?***
Most studies will involve the collection of some spoken and/or written data or texts which should then be applied to their investigation. This is not an essay based purely on the writings of other linguists. It is important that students use their knowledge of linguistic approaches, to demonstrate understanding of their chosen area or topic and that linguistic theory (such as Grice's Maxims) is not forced onto the data collected.
- ***Do all students need to carry out personal research projects?***
While all investigations will involve the gathering and analysis of appropriate data, this does not mean that all students need to embark upon elaborate questionnaire style projects. They may, of course, do so if it is relevant to their chosen area, such as an investigation into attitudes to accent.
- ***Will a transcript be part of the word count?***
No. Transcripts are not part of the word count for the folder.
- ***What type of data might students want to collect?***
Data for an investigation of this nature is the gathering and analysis of the information which forms the basis of their findings. For example, this could be: transcriptions, texts from the past, texts from any printed media, articles, viewpoints, questionnaires, personal observations, linguistic research.
- ***Does data have to be sent with the investigation?***
No. It will not normally be necessary to send any data/source material in addition to the study itself, unless teachers and students consider it particularly helpful to moderators.
- ***Is it possible to combine spoken and written English within the topic or area?***
Yes.
- ***Or can students study either just spoken or written language?***
Yes. Students may choose an area or topic from either Spoken English or Written English, or a combination of the two.
- ***Are students allowed to investigate anything of interest to them?***
Students should choose an area or topic that interests them from the prescribed list. We strongly advocate that students have a sense of independence and that the chosen task should provide sufficient challenge for A2 students.
- ***Is it important for students to be aware of linguistic terminology and the key constituents?***
Yes. All three assessment objectives for this unit expect students to demonstrate knowledge and understanding of linguistic terminology.

- How should the investigation be set out?***
 The investigation for LG3 does not have to be set out in a rigid format. The approach students will take will depend upon their choice of focus.
- Should sub-headings be used?***
 It is not necessary for students to sub-head their investigations. Students may choose to do so, there is nothing to prohibit them organising their approach in this way. Advice from Principal Moderators is that sub-headings should be used with caution as this can have a limiting effect on the scope and depth of analysis.
- Should a bibliography be included?***
 Yes. Where students have used other sources to inform their study, they should reference data/source material. This can be done in a recognised format, such as the Harvard system, but other forms of referencing will be acceptable. The main point to note is that the process should foster good academic study skills and remove the likelihood of plagiarism.
- What does multi-modal mean?***
 There are only two modes: spoken and written. Multi-modal is simply a text which has features of both modes. For example, a text message is essentially a written form but has a lot of features of the spoken mode. A formal speech similarly originates in the written mode but will have both rhetorical (written) and delivery (spoken) features.
- Which assessment objective is most weighted for the investigation?***
 AO2 is double the weighting of AO1 and AO3 here. This means that it is essential students have chosen a precise focus for their investigation so they are able to address AO2 fully. See page 26 of the Teacher Guide.
- Where can I find the key constituents of language?***
 There are four key constituents of language which can be found on pages 49 and 50 of the specification.
- Are language frameworks different to the key constituents of language?***
 Yes. These are additional elements to A2 study and they can also be found in the specification on page 50. A2 students are expected to show deeper knowledge and understanding of language frameworks in addition to the key constituents studied at AS level.
- Is it important for students to choose their own topics from the list in the specification?***
 Yes, it is vital that students do this. There is considerable flexibility within the topics and areas offered to enable students to follow their own linguistic interest and to broaden their knowledge and understanding of English Language.

LG3 Section B: Writing for Specific Purposes

- ***Is it possible for a student to be creative in this section?***
Yes. Whilst the emphasis is on a more functional approach, there is still plenty of opportunity for creativity. Students will be expected to show expertise and originality in using language in creative and interesting ways. Being creative does not necessarily mean being literary.
- ***How significant is the audience and purpose of the writing?***
Very. The title of this section is 'Writing for Specific Purposes'. Students must ensure that they have selected a precise audience and purpose for their writing. The finished piece must be able to exist as a 'real' text in their chosen field.
- ***How can students ensure that their writing is original for this unit?***
Whereas students are expected to study a genre or area of language use and apply this knowledge to their own extended piece of writing in the same genre or area, it is important that they recognise that using information gathered must be in their own words. There are potential dangers here where students may have chosen to produce purely factual/informative texts. The general advice is to avoid such tasks such as a primarily informative article on the life cycle of a dragonfly for instance. The writing must have a clear sense of the student's own voice. It is vital that students understand the nature and risks of plagiarism.
- ***Is there a minimum length?***
Yes. The recommended length for the piece of writing is approximately 1000 words with a suggested minimum length of approximately 800 words.
- ***How long should the analysis be?***
Approximately 750 words.
- ***What is the difference between a commentary at AS Level and an analysis at A2 level?***
A commentary recognises linguistic approaches. The analysis at A2 must show how some of these approaches can be applied as appropriate to the study of language: an AS commentary requires linguistic knowledge whereas an A2 analysis delves much deeper into the use of language for audience and purpose. There will be more sophisticated exploration and discussion at A2 level and students should use appropriate and accurate terminology frequently in order to analyse the effects of linguistic features.
- ***What are students not allowed to write in this unit?***
The writing of narrative fiction, dramatic monologues or script writing is not acceptable for this unit.
- ***Can students write a speech for section B?***
Yes, but although it is written to be spoken, there should be an emphasis on rhetorical features rather than delivery, in the analysis. Transcriptions are not allowed.

- How will students prepare for their written piece?***
 In preparing for the writing, students will have had studied a genre or area of language in use, for example obituaries in broadsheet newspapers. They will then have gained an understanding of the linguistic features present in such writing and should aim to use these features in their own construction of an obituary, thus being linguistically informed.
- Is it necessary to research into content as well as language use?***
 In addition to the study of the genre of language use, students might want to research into the content as well. For example, into places (for travel writing) or individual lives (for biographies or obituary writing).
- What needs to be included in the analysis?***
 Students should focus on: the use of language and the linguistic choices made and be aware of the distinctive features of the chosen style or genre and the influence of the context on language choices. They should also be aware of what effects were aimed at. They should be able to use appropriate linguistic terminology and show knowledge of language frameworks whilst communicating their knowledge and understanding of how language works in context.
- What does not need to be included in the analysis?***
 Students must not use the analysis as a means to focus on their research into content and genre. Although this is important, their knowledge will be conveyed by what the students have written. Students should take the opportunity to provide information on content and genre within the assignment details section of the coursework coversheet, thus allowing them to use the 750 words limit to concentrate on analysing their own writing.
- Which assessment objectives apply to this section?***
 AO4 only.
- Is it necessary to send the research to the moderator along with the piece of writing and analysis?***
 No.
- Is a bibliography needed for Section B?***
 It is not essential to the writing itself unless students and teachers consider it helpful for this unit.
- Are students allowed to write about themselves in this unit?***
 There is nothing to prohibit them doing so but students are strongly advised not to write about themselves in genres such as diaries, journals, autobiographies as this does not always have the stretch and challenge associated with A2 GCE writing and it has to have a functional approach. With diaries, for example, students could choose to be a historical figure and write a diary account which could be included in an educational textbook.

General

- ***How much detail should there be on the coursework coversheets?***
As much as possible to indicate the scope of the students' coursework. On the student side, there should be background information for Sections A and B, not simply a brief title. On the teacher side of the sheet, there must be reference to the assessment objectives.
- ***Does every student have to have a coursework coversheet even if they are not part of the moderation sample?***
Yes.
- ***How important is it for teachers to make reference to the AOs on the coversheets?***
Very, this is a requirement of the examination board. Teachers must be aware that writing in these boxes to "see comments on work" is not acceptable.
- ***How detailed should annotation be?***
There should be: summative comments either on the work, usually at the end, or on the coursework cover sheet and indications (by ticking) as to how marks have been awarded. These should be clear and unambiguous and enable the moderator to check easily the application of the assessment criteria to the marking. Annotation should indicate where the assessment criteria have been met at the appropriate point in the work. It is important that centres with more than one marker show clear evidence of meaningful internal moderation. See pages 31 to 37 of the [e-spec](#) for further guidance on internal assessment administration.
- ***Must the word count be filled in on the coversheet?***
Yes.
- ***What does synoptic mean?***
Synoptic means that students are able to synthesise their knowledge across the whole course. Evidence for this will be shown by their appropriate use of linguistic analyses and accurate, well-argued responses. Students will be able to demonstrate a clear overview and see links between all aspects of their course.
- ***When should elements of LG3 be taught?***
This will depend upon when students are preparing to sit LG4. For example, centres could adopt one of two models:
Model One: LG4 examined in January 2010 (re-sit option available June 2010)
 LG3 internal assessment submitted May 2010
Model Two: LG4 examined in Summer 2010 (re-sit available January 2011)
 LG3 internal assessment submitted May 2010.
- ***What about stretch and challenge?***
Candidates should choose an area or topic that interests them but any task chosen should provide sufficient challenge for A2 students. They should avoid re-working or re-visiting previous GCSE coursework or areas studied at AS Level.
- ***How soon can we expect to see examples of students' work?***
As soon as centres provide work to be trialled. When this occurs, a standardising booklet can only then be produced. We would hope that this would happen before the Spring Term but realistically this will be after the first year of the A2 course.
- ***Where can I find the most up to date administration forms?***
On the [WJEC website](#). Look out for the posting of the latest [Teacher Bulletin](#) too.

- Are there any important dates I should be aware of?***
 Yes. Important dates are always available to be viewed on the website. Anything which is of current importance can be found under 'Featured Items'. Otherwise, you will need to click 'Show all documents' and follow the links.
- When will I expect to receive my moderator's report on the coursework unit?***
 Centres should receive their reports by early September.
- Are there opportunities for me to network with colleagues and share ideas?***
 Yes, at WJEC INSET. There are plenty of opportunities during the Autumn Term to attend INSET and meet colleagues from other centres.
- Does the specification change at all?***
 The most up-to-date specification can always be found on the website. Any changes to the specification will be flagged up in the **Teacher Bulletin**.
- How will I know who my moderator is?***
 Your Examinations Officer will have these details.
- Where can I find other resources to help with the teaching of this unit?***
 A recommended list of books and websites can be found in the Teacher Guide and the Specification.

LG3: Suggestions for internal assessment

The following notes are offered in addition to the overview already published in the [Teachers' Guide](#). It must be emphasised that the advice which follows is exactly that: it is **not prescriptive** and where approaches are mentioned these are not the only possible or recommended choices. As you make your decisions and design teaching programmes, please remind yourselves of the most important factors to be taken into account:

- Students' **independent investigation** is fundamental to **Section A**
- For Section A, students may choose an area or topic from: Spoken English/ Written English/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
 - ✓ Language from the past
 - ✓ Black English or Ebonics
 - ✓ Language and political power
 - ✓ The language of parliamentary debate
 - ✓ Political correctness in language
 - ✓ Spelling reform
 - ✓ Other 'Englishes'
 - ✓ American and British English.
- For Section B, students must create their **own writing** in a **non-literary** format, focused on writing for a specified **audience** and **purpose**
- Evidence of linguistic study will need to be provided in both sections
- Each task must provide stretch and challenge appropriate for the study of A2 English Language
- Candidates will produce a finished piece of about 3,000 words.

Section A: Language Investigation

It is advised to give students' investigations a question focus, in order to provide a helpful foundation upon which meaningful exploration can be based.

Prescribed Area: Language Acquisition

Possible areas of focus: language development over a period of time; a case study; the role of caretaker language; comparative study of more than one child at the same or different stages of development; developing writing

Data: audio data; transcriptions; research data; personal observation; statistics

Prescribed Area: Study of accent and/or dialect

Possible areas of focus: pidgin English; creoles, regional; Standard English and/or non-Standard English; Received Pronunciation; Estuary English; sociolinguistics; idiolect; attitudes to different accents; presentation of accent and dialect in written texts

Data: transcriptions; research data; personal observation; statistics; historical documents; audio data; questionnaire

Prescribed Area: Language and Gender

Possible areas of focus: sexism; stereotyping; gendered language; the generic 'man'; literary genre; single gender and mixed gender conversations; gender and taboo language; presentation of male and female public figures in the media; language and identity; language and power

Data: texts from magazines and/or newspapers; literary texts; transcriptions; research data; personal observation; statistics; audio data; questionnaire

Prescribed Area: Language from the past

Possible areas of focus: changing styles of genre – letter writing, advertising, recipes, diaries, newspaper reports, magazine articles, instruction manuals etc; a study and/or comparison of different periods of English Language development; history of taboo language; historical speeches; archaism/neologisms/euphemisms; phonological change

Data: recordings; archive material; texts in their original format

Prescribed Area: Black English or Ebonics

Possible areas of focus: song lyrics from the past and/or present; comparative study between British Black English and/or American Black English and/or Standard English; pidgin English; creoles; patois; sociolinguistics (covert/overt prestige, code switching); literary texts; language and identity; Black English Vernacular (BEV) and Black American English (BAE)

Data: transcriptions; research data; personal observation; statistics; recordings; literary/non-literary texts

Prescribed Area: Language and political power

Possible areas of focus: political interviews for radio and television; articles; manifestoes; election campaign materials (British and/or international); husting reports; party political broadcasts; constituency surgery with your local MP; parliament channel on YouTube; political twittering; Question Time and partisan politics; propaganda

Data: transcriptions; research data; personal observation; audio/visual data; print based data (leaflets, flyers, posters, newsletters)

Prescribed Area: Language of parliamentary debate

Possible areas of focus: speeches (this could include comparisons with speeches from the past); Prime Minister's question time; language of the House of Commons; role of the Speaker; the conventions of parliamentary speech; televised debates (British or American)

Data: transcriptions; Hansard; parliament TV; audio/visual data

Prescribed Area: Political Correctness

Possible areas of focus: attitudes to political correctness; sexism; stereotyping; ageism; changing trends in language use; functionality and neutrality of language; ambiguity; media perceptions of political correctness; politically correct children's literature; political correctness and censorship; the cult of political correctness; ideology

Data: research data; literary and non-literary texts;

Prescribed Area: Spelling reform

Possible areas of focus: the development of dictionaries (early dictionaries pre Dr Samuel Johnson to modern day including online dictionaries); dictionary prefaces over time; etymology; regularisation of spelling; technology and spelling (e.g. printing press, mobile phones, emails etc.); prescriptivist and descriptivist attitudes to spelling; standardising of the alphabet; phonological change

Data:; research data; personal observations; texts in original format; newspaper articles

Prescribed Area: Other 'Englishes'

Possible areas of focus: Cockney rhyming slang; colloquial and idiomatic language; Estuary English; Wenglish; other regional Englishes; jargon; language and occupation; trucker & CB lingo or other esoteric languages; World English; Standard International English; oral tradition

Data: transcriptions; research data; personal observation

Prescribed Area: American and British English

Possible areas of focus: Webster's Dictionary; idioms; etymology; orthography; grammar; distinctive pronunciations; American Standard English and British Standard English; comparison of American and British texts, spoken and/or written from the present or the past (newspapers, magazine articles etc.)

Data: audio/visual data; transcriptions; research data; authentic American texts

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. |

Section B: Writing for Specific Purposes

Possible Area or Genre of Language Use: Letters

Exemplar task: Write a series of letters from different readers to the Editor of a quality newspaper, regarding the government's handling of the present swine-flu pandemic. The letters must reflect a range of viewpoints and attitudes and should not be in response to each other as they would be published in the same issue.

Examples of stimulus material: examples of letter pages from newspapers such as *The Times*. Background material about the topic.

Possible Area or Genre of Language Use: Editorials

Exemplar task: Imagine you are the Editor of a lifestyle magazine. Write an editorial column covering the demands made on working mothers and the effects on family life. You may adopt either a positive or negative attitude to the topic but you should clearly convey your opinions, which should be supported not just asserted.

Examples of stimulus material: examples of editorials from a range of lifestyle magazines; statistics; background material about the topic.

Possible Area or Genre of Language Use: Advertising campaign

Exemplar task: Imagine you are a marketing executive responsible for promoting a charity fundraising event. Produce the following material to advertise your event: a press release, a flyer, an extended radio advertisement. Remember the total word limit is 1000 words and the emphasis must be on language in use.

Examples of stimulus material: examples of press releases, flyers and promotional radio broadcasts.

Possible Area or Genre of Language Use: Writing for KS3 Children

Exemplar task: Write a chapter for a Personal and Social Education textbook aimed at 13 year olds giving clear advice and information about Internet Safety.

Examples of stimulus material: examples of textbooks that advise and inform. Background material about the topic.

Possible Area or Genre of Language Use: Audio Guide

Exemplar task: Produce the text for an audio visitors guide to a local heritage attraction, for example Caerphilly Castle. Your guide should be accurate, informative and entertaining. It should be suitable for a wide audience.

Examples of stimulus material: an opportunity for a field trip to experience an audio tour guide and background information about the chosen attraction. [AudioGuide2Go](#) is a good web resource for stimulus material.

Possible Area or Genre of Language Use: Obituaries

Exemplar task: Produce a detailed and sensitive obituary to celebrate the life of xxxxxxxxxx. This should have a sense of chronology and outline both the achievements and the milestones of the individual chosen by you. The obituary will appear in xxxxxxxxx and therefore should be appropriate for this context. You may choose to write about somebody from the past or from recent times. It is vital that a sense of personal voice is clear throughout the piece and that the obituary is not too heavily reliant on purely factual data.

Examples of stimulus material: examples of obituaries from a range of publications. Background material about the person.

The analysis (around 750 words)

Studying a range of stimulus material should enable students to discuss the distinctive features of their chosen style or genre. The analysis should focus on the effects aimed for in relation to audience and purpose. Students must be aware of how context affects their language choices and therefore should be able to comment in detail on their use of language using appropriate and accurate linguistic terminology for A2 Level. Further guidance on the range of terminology A2 students are expected to show knowledge of can be found on page 51 of the [e-spec](#).

Any discussion of stimulus material must be kept to a minimum (one or two sentences, perhaps), and used only to contextualise their text. The focus **must** be on the use of language within the context of their chosen genre.

The analysis provides candidates with the opportunity to:

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

WJEC English Language Specification p. 18

The assessment of the analysis will be made in conjunction with the writing – only AO4 is applicable when assessing this section. The assessment grid can be located on page 40 of the [e-spec](#).

| 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. |

