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# GCE English Language 2015: Investigating Language

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## A level Component 3

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### Introduction

This scheme of work encourages students to familiarise themselves with a broad understanding of their chosen topic area(s) (see weeks 1–4), and to then carry out independent research into the subtopic when it is pre-released (weeks 5–7).

Centres may prefer to split the scheme of work, so that students can focus on developing their investigations (weeks 5–7) as soon as the subtopic is pre-released. Although candidates will not be required to reproduce this research under exam conditions, the insights into the topic area developed through such research will help them respond to the Section A question, using their developed understanding of the topic. The Section B question requires students to make reference to their own research in their response.

Teachers are free to select as many of the available topic areas for broader study to open up the choices available for students once the pre-release subtopic is available.

Two lesson plans have been created to support the teaching of A level Component 3:

- Lesson 1: Investigating spoken language
- Lesson 2: Investigation written language

## Investigating Language

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
1	Introducing the topics.	Students will understand the main topic areas available for study.	Give students an overview of each of the topic areas, linking them to previous and current study. Ask them to work in small groups. Each group takes responsibility for one topic area and identifies background theory for the topic area for whole-class discussion.	For all topics: <i>Babel Magazine</i> <a href="http://www.babelzine.com">www.babelzine.com</a> Emagazine <a href="http://www.englishandmedia.co.uk/emag/">www.englishandmedia.co.uk/emag/</a> Relevant talks on the TED site.
1 & 2	Introducing the chosen topic area(s)	Students will understand: <ul style="list-style-type: none"> <li>the context of the language under study – how the language varies according to field, function, mode and audience</li> <li>aspects of the language of the topic under study, with an initial observation of the key language frameworks, and how these may vary and why (for example, Language and Power - pragmatics; Regional Language Variation - phonology)</li> <li>how the topic links with other language topics the candidates have studied.</li> </ul>	Explain the topic area to students. In small groups, ask them to discuss their thoughts, ideas, expectations and experiences of this area of language. Give students short examples of language relevant to the topic(s) from different sources and different periods. Ask them to study these closely, working with another student, and identify features of the language and identify the contextual factors that may be relevant. Class discussion of the topic from these preliminary observations. Introduce the work of key theorists for students to explore individually.	More focused materials suggested in the Getting Started teacher guide.

## A level scheme of work: Investigating Language

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		Students will develop an awareness of key theories in the topic area under study. (For example: Language and Power: Critical Discourse Analysis, Speech Act Theory; Language and Gender: Social Constructionism, gender as performance).		
3	Understanding the topic areas.	Students will: <ul style="list-style-type: none"> <li>• understand historical, social and contextual factors relating to the topic area(s)</li> <li>• consider the ways in which all these factors will influence the language of the topic area(s)</li> <li>• use identified links between the topic area and relevant aspect of previous language study to aid their understanding</li> <li>• develop their understanding and application of key language frameworks.</li> </ul>	Students will read texts and watch video material relating to the topic area, including the work of key theorists. Students may explore these in groups and give feedback. Students start to observe the key language frameworks in the language of this topic area and identify expectations from theory and their own experience of how this language will behave.	
4	Learning about data collection and analysis	Students will understand: <ul style="list-style-type: none"> <li>• different methods of data collection</li> <li>• ways in which spoken or written data can be</li> </ul>	Students will work in small groups to consider possible types of language data and sources. Students observe and analyse the data, using key language frameworks, and draw conclusions relating to their hypothesis of research question.	An initial list of data sources Recording devices for collecting spoken data

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		<p>collected and recorded</p> <ul style="list-style-type: none"> <li>how to apply analytical frameworks and decide what is important to analyse for specific data, and what is not.</li> </ul>	<p>Students present their findings to the group for discussion in relation to the topic overall.</p> <p>Questions for group discussion: Do the results of this analysis follow expectations when applied to real language data, or not? If not, why not? Which key language frameworks seem the most important in relation to this data, and which were less useful? Was the research question answered? If not, why not? Was the hypothesis supported or not supported? Why?</p>	
5	Introduction of pre-release subtopics	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>how previous study for this unit links with pre-release subtopic</li> <li>how to apply understanding of historical, sociological and contextual factors to the subtopic</li> <li>how previously studied theory is relevant to the subtopic</li> <li>how key language frameworks function in the context of the subtopic.</li> </ul>	<p>Students will collect data relating to the subtopic and apply their understanding of the main topic area to the subtopic.</p> <p>Students will work in small groups and apply their understanding of the main topic to different sets of data.</p> <p>Students will share their findings with the main group.</p>	
6	Investigating the subtopic area	<p>Students will understand:</p> <ul style="list-style-type: none"> <li>how to focus an investigation within a topic area</li> <li>how to ask questions about</li> </ul>	<p>Students will select individual areas of study within the subtopic in discussion with the group and with the teacher. They will identify a research question or form a hypothesis about this area of study.</p>	See Getting Started teacher guide for more examples of research topics.

Week	Paper/theme	Learning outcomes	Content	Exemplar resources
		language <ul style="list-style-type: none"> <li>• how to form hypotheses about language</li> <li>• how to analyse data to answer these.</li> </ul>	For example: Hypothesis: if the English of Yorkshire and the North East is losing its regional identity because of mass communications media, then modern forms will be closer to current Standard English than forms collected earlier in the 20th Century were to Standard English of that period. Research question: what are the key differences between the English of Yorkshire and the English of the North East? Students will work individually collecting data relevant to their topic area, identifying and reading relevant theory.	
7(+)	Examination preparation, feedback and target setting	Understanding the objectives against which their responses to each question will be assessed. Analysing unseen data in the light of these objectives using knowledge gained about the topic area to respond to Section A questions. Using the information and understanding they have gained from research/investigation to respond to Section B questions.	Students apply the mark schemes to a model answer. Students analyse unseen data relating to the topic area individually, then compare responses and check their work against assessment objectives. Students plan a range of possible ways they can use their research and findings in response to potential Section B questions.	<a href="#">Edexcel sample assessment materials (SAMs)</a> for Component 3: Investigating Language