



Course code: English Language (7702)

Unit: NEA: Language in Action

ANNUAL REPORT

2024-2025

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Overview of requirements

INTRODUCTION

The Language NEA consists of an investigation, original writing and a commentary.

KEY FEATURES OF THE COURSEWORK

What's assessed

The NEA requires students to produce two different kinds of work:

- a language investigation (2,000 words, excluding data and quotations)
- a piece of original writing and commentary (750 words each, excluding quotations)

Overall, the NEA forms 20% of the overall marks of the A-level. The language investigation is marked out of 50 and the original writing and commentary out of 50 (25 for each).

Language Investigation Assessment

The investigation is marked using the following AOs:

- AO1 – 15 marks
- AO2 – 15 marks
- AO3 – 20 marks

(Total marks 50)

These AOs are more clearly defined in the specification, but one way of viewing them for this task might be to see them as follows:

- AO1 What students do: their application of appropriate language methods, their analysis, their written expression and line of argument.
- AO2 What students understand about language, including others' ideas and research, broader ideas from language study, along with an understanding of how to conduct a linguistic investigation.
- AO3 What students interpret and understand from the language being used. In other words, the significance of the language in the data, its meanings, representations and contexts.

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The weighting of the AOs might have implications for the ways in which you organise and approach this work and the focus that you will offer. With AO3 having the most prominence (20/50 marks), you might want to consider the different contextual factors of language production and reception in more detail.

AO3 is also connected to the creation of meanings and representations, so it is a good idea to consider the possible effects of language choices along with identifying and labelling those features (something credited in AO1).

The weightings for AOs might also lead you to show the importance of meaning creation in the data that you select.

Original writing and commentary

The original writing is a student-led piece of original writing, with work loosely grouped under the following headings:

- The power of persuasion
- The power of storytelling
- The power of information

In practice, nearly any kind of writing can be submitted so long as it loosely fits one (or more) of these criteria.

The student needs to submit a single piece of writing for their own original writing and then write a reflective commentary in which they analyse, discuss and evaluate the similarities and differences between their own piece and the style model they have used.

Original writing and commentary: Assessment

The original writing and commentary are marked out of 50 (25 for each).

For the original writing, AO5 is used
and
for the commentary, AOs 1-5 are used.

Word count advice: Original writing and commentary

For the original writing and commentary, the word count is 750 for each piece.

In the commentary, this excludes both quotations from the student's own piece and from the style model.

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The style model

The style model should be analysed and referenced alongside the student's own piece (hence the use of the term 'both texts' in the mark scheme and the focus on 'similarities/differences' in the descriptors).

A student who doesn't submit an annotated style model, or who doesn't refer to a style model at all, in their commentary, will not be able to access any AO4 marks from any level and will severely limit their potential achievement in other AOs. A student who doesn't refer in detail to a style model is unlikely to access the higher levels of the mark scheme, so the style model is a vital part of this piece of work.

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Choosing your topic

THE ANGLE

The language investigation is probably the closest piece of work to a dissertation that an A level English Language student will produce. It gives students the chance to investigate a language topic of their own choice, collect data and analyse it in order to answer questions that they have posed.

A language investigation is a student-led enquiry into an aspect of language. The choice of topic is free; it doesn't have to arise from a taught area of the course (such as child language or regional variation, for example) but will need to be about some aspect of English language use.

The student will need to ask questions about language (informed by their study of language on the course and their understanding of language analysis).

They will need to collect data and analyse it linguistically, drawing conclusions that help them answer their research questions.

The work is then written up as a report, using the following sections (and any suitable subsections and subheadings that help structure the report):

- Introduction
- Methodology
- Analysis
- Conclusion
- References
- Appendices

For the Original Writing, the specification states:

In preparation for the writing, students will study a range of style models before selecting and analysing one style model in detail. Students will select their own style model in consultation with their supervising teacher.

Students will then use this research to inform their own piece of original writing. The commentary will allow the student to consider and evaluate the style model, the writing process and the effectiveness of the final piece of writing.

Ideally, the style model can be used as a way for the student to explore the form and genre they are writing in and to help them make decisions about the kind of text they wish to produce. There is nothing to stop students looking at several style models as part of this process, and we would encourage breadth and diversity, but only one should be submitted and referenced in the commentary.

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RESOURCES

Teachers will provide a range of examples of Investigations and Original writing NEAs to facilitate ideas about possible projects. The school library, JSTOR and other academic journals and articles will be recommended by your coursework teacher.

Similarly, you will be exposed to a range of texts from different genres as well as student exemplars of the Original Writing in order to help you get started with the project.

Here's a breakdown of suitable research types and where to find resources in the UK:

1. Corpus-Based Research

- **Focus:** Students could analyse language use across genres, compare spoken and written language, or look at regional or social language variations.
- **Resources:** The British National Corpus (BNC) and Corpus of Contemporary American English (COCA) provide extensive databases of spoken and written language samples.

2. Sociolinguistic Studies

- **Focus:** Research might include analyzing accents, dialects, or idiolects in specific communities, or exploring how language varies by age, gender, or socio-economic background.
- **Resources:** Local community centres, libraries, and social clubs are great starting points for gathering sociolinguistic data.

3. Discourse Analysis

- **Focus:** Students could explore media language, political speeches, advertisements, or social media content.
- **Resources:** British newspapers (The Guardian, The Times), TV and radio archives (BBC), or digital archives like British Library's sound archive offer material for such analyses. Social media platforms, adhering to ethical guidelines, are also good sources.

4. Gender and Language

- **Focus:** Investigating how gender influences language in public and private contexts.
- **Resources:** Publicly accessible speeches, TV shows, or YouTube videos can be useful. The BBC Radio 4 Women's Hour archive and other gender-focused platforms might provide specific content for gendered language research.

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5. Child Language Development

- **Focus:** Analyses can include phonological development, lexical choice, or syntactic structures in children's language.
- **Resources:** Data from family members, friends with children, or audio-visual samples from child development research (with consent) could be ideal. Some universities or research institutions offer access to child language datasets, such as the Child Language Data Exchange System (CHILDES).

CREATING A QUESTION

You will liaise with your class teacher about possible 'angles' for your question. They will then help you formulate a question which helps you interrogate the area of language study but also apply any critical frameworks effectively. This will be in consultation with your teacher and checked by other teachers in the department and sent to the AQA moderator who will verify it.

Guidance

WHAT GUIDANCE IS YOUR TEACHER PERMITTED TO OFFER?

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own.

This means that your teacher will review the progress of the work during research, planning and throughout its production to see how it evolves.

You will be provided with guidance and support so that you are clear about the requirements of the task you need to undertake and the marking criteria on which the work will be judged.

You may also be given guidance on the suitability of your proposed task, particularly if it means it will not meet the requirements of the marking criteria.

WHAT GUIDANCE IS YOUR TEACHER NOT PERMITTED TO OFFER?

When checking drafts of your work, your teacher is not allowed to comment or provide suggestions on how you could improve it.

However, they can **ask questions** about the way you are approaching your work.

They can also can **highlight the requirements of the marking criteria**.

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If a student receives any additional assistance which is acceptable within the further guidance that is provided for this specification, your teacher will award a mark that represents your unaided achievement

THE EXAMINATION BOARD STIPULATES THAT:

To meet Ofqual's qualification and subject criteria:

- students must sign the Candidate record form to confirm that the work submitted is their own
- all teachers who have marked a student's work must sign the declaration of authentication on the Candidate record form. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- teachers must ensure that a Candidate record form is attached to each student's work.

Your teacher will make a note of the support the student received on the Candidate record form. This will allow the moderator to see whether the student has been awarded an appropriate mark.

Please note that the teacher should sign the authentication statement on the Candidate record form. If the statement is not signed, we cannot accept the student's work for assessment.

Once a student submits work for marking and it has been marked, the teacher cannot return it to the student for improvement, even if they have not received any feedback or are unaware of the marks awarded.

Further guidance on setting, supervising, authenticating and marking work is available on the subject pages of the AQA website and through teacher standardisation.

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Malpractice

If a student commits malpractice it means that, they have failed to follow the rules of an examination or assessment.

‘Candidate malpractice’ means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Malpractice includes:

Plagiarism – copying a another students’ work or copying from any other source e.g. books, articles, websites or AI. This is cheating and is malpractice.

Collusion – sharing your work with another student to benefit the competition of the coursework. Sharing your work for someone else to copy is still cheating and is deemed as malpractice. The consequence could mean that your coursework is jeopardised.

Students who are suspected of plagiarism or collusion will be investigated and this shall be sent off to the examination board by the examination’s officer. The examination board, will notify the Head teacher of their final decision. If the examination board finds the student guilty of malpractice because they have either colluded, the student may not be given any marks for their coursework.

The AGS malpractice policy, which has been drawn from the JCQ (Joint Council for Qualifications), can be found here:

[Malpractice Policy \(Exams\) \(2\).pdf](#)

If a teacher suspects that there has been malpractice but does not report this, they are also committing malpractice as they have allowed cheating to occur.

AI AND ASSESSMENTS

AI stands for artificial intelligence and using it is like having a computer that thinks.

AI tools like ChatGPT or Snapchat, My AI can write text, make art and create music by learning from data from the internet.

Using AI to create your coursework and say it is your own work is cheating and is considered as ‘malpractice.’ Candidate’s work, which is suspected of using AI, will undergo an investigation through

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the examination board. This could result in the candidate's coursework being invalid and will not count towards their final GCSE or A-Level coursework.

Do not use any AI to complete your coursework. It is cheating and could jeopardise your grade.

The exam boards use sophisticated 'plagiarism' software called Turnit In to identify any cheating. As coursework is submitted to the examination board, any plagiarism will be identified and consequences will occur.

For the full AI policy created by JCQ (Joint Council for Qualifications) please following the link below:

[JCQ guidance - AI-Use-in-Assessments Feb24 v3.pdf](#)

Follow this general guidance to avoid malpractice in your coursework and other non-exam assessment.

- Only submit work that is your own.
- Never lend your work to anyone. You can get in trouble if they copy you, even if you didn't know they had or intended to.
- Make sure you know how to reference other people's work. If you want to quote someone or use someone else's words, make sure you show or reference where the quote has come from, otherwise it could be seen as plagiarism. Check with your teachers which referencing or citation style you should use. The key is to be consistent.
- Type your own work for submission. If you need help to do this, make sure you acknowledge that someone else has helped you. Speak with your exams officer for more information about access arrangements.

Research methods

In A-level Language investigations, a variety of research methods allow students to gather, analyze, and interpret linguistic data. Here are some key research methods, along with how they might be applied in language investigations:

1. Data Collection Methods

- **Surveys and Questionnaires**
 - *Use:* To gather language attitudes, perceptions, or self-reported language usage across different demographics.
 - *Example:* Surveying peers on their use of slang or dialect features. For example, students might ask participants how often they use regional expressions in daily life.
- **Interviews**
 - *Use:* To collect qualitative data on language attitudes, narratives, or spoken language features.
 - *Example:* Conducting semi-structured interviews to examine how individuals adjust their language in formal vs. informal settings.
- **Naturalistic Observation**
 - *Use:* Observing and recording language in its natural context without interference.
 - *Example:* Students might observe conversations in specific contexts, like a classroom or cafe, to note politeness strategies or conversational turn-taking.
- **Audio and Video Recordings**
 - *Use:* Captures spoken language data for detailed analysis, particularly useful for phonological or conversational analysis.
 - *Example:* Recording group conversations to examine dialect variation or studying features of language accommodation.
- **Corpus Analysis**
 - *Use:* Analyzing large bodies of text or transcribed speech to find patterns, word frequencies, or syntax.
 - *Example:* Using online resources to compare formal and informal language in written vs. spoken forms.

2. Data Analysis Methods

- **Transcription**
 - *Use:* Provides a written record of spoken language for analysis.
 - *Example:* Transcribing a recorded interview to analyse phonological features, filler words, or discourse markers.
- **Coding and Categorization**
 - *Use:* Organising language features into categories, especially useful for qualitative analysis.

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- *Example:* Coding instances of gendered language in social media posts to analyze language and gender.
- **Statistical Analysis**
 - *Use:* Quantifying patterns in language use, such as word frequency or syntactic structure variations.
 - *Example:* Comparing the frequency of hedging language ("sort of," "kind of") between male and female speakers.
- **Critical Discourse Analysis (CDA)**
 - *Use:* Examining power, ideology, and bias within language, especially in media or political texts.
 - *Example:* Analyzing how politicians use pronouns like "we" vs. "they" in speeches to construct in-groups and out-groups.
- **Ethnographic Methods**
 - *Use:* Immersive approach to studying language in a specific social or cultural context.
 - *Example:* Observing language use within a local sports team to analyze jargon and in-group language dynamics.

3. Ethics in Research

- Ensuring consent from participants for recordings or interviews.
- Avoiding sensitive or private contexts without permission.
- Anonymizing data to protect participants' identities, especially in audio or video data.

KEEPING A RECORD

For your A-Level Language investigation, effective record-keeping is essential to ensure accuracy, organization, and transparency in your research. Here are some helpful methods for managing your records:

1. Research Journal or Logbook

- **Purpose:** Keep a research journal or logbook where you record your day-to-day activities, reflections, and any challenges encountered during the investigation. This journal can help you track your thought process and make it easier to reference why you made certain decisions.
- **What to Include:** Include dates, brief summaries of what you accomplished each session, initial findings, and any questions or ideas that arise.

2. Annotated Texts and Data Samples

- **Purpose:** When working with texts or linguistic data, annotate directly on them (digitally or in print). This helps you track your analysis of key linguistic features and can be particularly useful for language investigations that require detailed data analysis.

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- **How to Organize:** Color-code annotations or use margin notes to mark specific aspects relevant to your investigation, such as grammatical structures, discourse markers, or particular language patterns.

3. Data Collection Spreadsheet

- **Purpose:** A spreadsheet is ideal for tracking and organizing large amounts of data. It allows you to sort, filter, and analyze different variables.
- **How to Organize:** Create columns for each relevant category (e.g., speaker ID, word count, sentence length, use of specific language features). This structured approach helps when you're calculating frequencies or patterns and makes it easy to generate graphs or charts.

4. Coding Frameworks and Tables

- **Purpose:** For qualitative analysis, use coding frameworks to track recurring themes, patterns, or linguistic elements. A coding table can help you apply consistent codes throughout your data.
- **How to Organize:** Create a table with different themes or codes relevant to your investigation and note down where each instance occurs. For instance, if analyzing conversational discourse, you might include codes for "interruptions," "filler words," or "hedges."

5. Research Planning Chart

- **Purpose:** A research planning chart is helpful for mapping out each stage of your investigation, ensuring you cover all required steps.
- **How to Organize:** Break down each stage of your project (data collection, analysis, writing up) and allocate dates for completion. Track your progress to keep yourself on schedule.

6. Digital Folder Organization

- **Purpose:** Use a digital folder system to store all your documents, notes, data, and drafts in one place.
- **How to Organize:** Create folders for each part of your project, such as "Background Research," "Data Collection," "Analysis," and "Drafts." Use descriptive file names and organize files by type and date to keep everything easy to locate.

7. Referencing and Source Tracker

- **Purpose:** Keeping a dedicated document or spreadsheet for all your references ensures that you correctly cite each source and can easily return to it if needed.
- **How to Organize:** Include key details for each source, such as author, publication date, title, and relevant page numbers, along with a brief note on how you used it in your investigation. You could also include a URL for easy access to online sources.

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RESEARCH MEETINGS

You will have research meetings (appendix 1) in order to discuss your research findings.

You will to regularly check ins with your supervising teacher, making sure that you are recording the process you are going through to research, plan and craft your essay. This is to offer you advice and support as well as checking that you are making progress.

Take regular notes summarising where you are in the process. This helps you maintain a big-picture view of the project and identify any areas that need more focus.

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Referencing guide

It is essential that you credit authors for their research material and ideas otherwise you could be accused of plagiarism. It is a very serious academic offence to pretend that someone else's work has been created by you. This applies even if you copy just a few sentences. Learning to cite references correctly will help to ensure that you do not commit plagiarism by accident.

Referencing is also used to demonstrate that you have read widely and deeply and to enable the reader to locate where you obtained each quote or idea.

BASIC REFERENCING TERMS

- **Reference** - details of any item (e.g. book, chapter, video, web page, article) used as a source which enables that source to be found by someone else.
- **Bibliography** - a list of references at the end of a document e.g. essay, thesis, journal article.
- **Citation** - brief details about a reference given in the text of a document e.g. (author: date)
- **Style** - the exact way in which references and citations are laid out. There are many different styles e.g. Harvard, British Standard (Numeric), Author/Date, Vancouver.

FOOTNOTES

- You insert footnotes after full stops. In MS Word, click on Insert, then footnote. It will automatically number them.
- If you refer to, or borrow from, more than one author in a sentence or section of sentences, group the authors into one footnote.
- If you refer to, or borrow from, lots of pieces of the same book or books, insert the footnote at the end of the whole section that you are writing, and in the footnote, list all the pages used: pp. 32-38, 63, 189-191, 200. Do not insert lots of footnotes in a row which all refer to the same thing. Cluster.

1. Referencing a book

For a book, the first time you mention it: First name Surname comma *Full Title of the Book in Italics* open bracket Place of Publication comma Date of Publication close bracket p. [to signify the page you got the information from or pp. to signify the pages you got the information from] full stop.

Example:

Matthew Taylor, *The Association Game: A History of British Football* (Harlow, 2008), pp. 26-29.

For a book, the second and subsequent times you mention it: here, we use a shortened form to save words: Surname, First Part of Title, page number(s). Do not use *ibid.* or *op. cit.* They really do not help the reader at all, and they do not show off the breadth of your reading either.

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BIBLIOGRAPHY

Why a Bibliography is Important:

1. **Acknowledges Sources:** Properly listing your sources shows that you respect the intellectual work of others, giving credit where it's due.
2. **Strengthens Your Argument:** A well-researched essay with a variety of credible sources shows that your analysis is supported by expert opinions and literary theories.
3. **Helps You Avoid Plagiarism:** By accurately citing each source, you ensure that you're not accidentally presenting someone else's ideas as your own.
4. **Allows Readers to Explore Further:** A bibliography helps your teacher or examiner check the reliability of your sources and read further if they're interested in the same perspectives.

Tips for Constructing a Bibliography:

1. **Organize by Source Type:**
 - Group your sources by type (e.g., books, journal articles, websites) if it's required, or follow the chosen style's guidelines to list them alphabetically by author's last name.
 - This helps readers quickly find specific sources, especially if they want to refer back to something you've cited.
2. **Include All Necessary Information:**
 - Each citation should have key details like the author's name, title, publisher, publication date, and for articles, the page numbers.
 - For websites, include the full URL and the date you accessed it, as online content can change over time.
3. **Double-Check and Proofread:**
 - Bibliographies are often overlooked, but an error-free list demonstrates attention to detail. Carefully proofread each entry to ensure it's correct.
4. **Update as You Go:**
 - Start your bibliography early and update it each time you add a new source. This way, you won't be scrambling to remember where you found information as you're finishing your essay.

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Presentation of your coursework

Your coursework must have the following features:

The most important aspect will be to ensure your Investigation has a clear and effective hypothesis. This will then be substantiated by clear and effective paragraphing and corresponding sections. The hypothesis should be foremost in your mind for every section.

1. Title Page

- **Title of Investigation:** Choose a concise title that reflects the focus of your research.
- **Your Name**
- **Candidate Number**
- **A-Level Language Coursework**

2. Introduction

- **Research Question:** State the question or hypothesis guiding your investigation.
- **Aims and Objectives:** Outline the main aims and what you hope to discover or prove. Be specific about what linguistic features or patterns you are investigating.
- **Context and Rationale:** Explain why you chose this topic, including any personal interest, current relevance, or gaps in existing research.
- **Literature Review** (if applicable): Briefly summarize existing studies or theories that relate to your topic, demonstrating how your investigation fits within the field.

3. Methodology

- **Data Collection:**
 - Describe the type of data you collected (e.g., transcripts of spoken conversations, social media posts, written texts).
 - Detail the source of your data and justify why it's appropriate for your investigation.
 - **Sampling:** Explain the sampling method you used (e.g., purposive sampling, random sampling), including sample size and any criteria for selection.
- **Data Analysis:**
 - Describe how you analyzed your data (e.g., coding for specific linguistic features, quantifying certain expressions).
 - Explain the framework or theory applied to your analysis, such as Grice's maxims, gendered language frameworks, or politeness theory.

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4. Analysis and Findings

- **Linguistic Features:** Divide this section based on the specific linguistic features or patterns you examined, such as:
 - **Lexical Choices:** Examine vocabulary use and its relevance to your question.
 - **Grammar and Syntax:** Discuss any notable grammatical structures or sentence types.
 - **Pragmatics and Discourse:** Look at conversational dynamics, turn-taking, or other discourse markers.
 - **Additional Features** (e.g., tone, code-switching, politeness strategies).
- **Quantitative Findings** (if applicable): Present any data counts, frequencies, or percentages with tables or charts, where appropriate.
- **Qualitative Findings:** Analyze examples from your data that illustrate key findings. Include quotes or excerpts and provide detailed commentary on each one.

5. Discussion

- **Interpretation of Findings:** Discuss what your findings mean in the context of your research question. Are there patterns or trends?
- **Comparison to Existing Literature:** Relate your findings back to the research or theories mentioned in your introduction. Do they align with or challenge previous studies?
- **Implications:** Consider the implications of your findings. What do they reveal about language use in your chosen context?

6. Conclusion

- **Summary of Findings:** Recap your main findings, focusing on the answer to your research question.
- **Limitations:** Discuss any limitations you encountered, such as sample size or possible biases, and how they might affect your results.
- **Suggestions for Further Research:** Briefly suggest areas for future investigations that could expand on or complement your study.

7. References

- List all sources in alphabetical order according to the citation style required (e.g., MLA, Harvard). Include all texts, articles, websites, and any theoretical sources referenced.

8. Appendices (if needed)

- **Transcripts:** If you used spoken data, include transcripts of conversations here.
- **Data Samples:** Include sample texts or other relevant data that support your findings.
- **Additional Charts or Tables:** If you have supplementary quantitative data that supports your analysis, place it here.

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Additionally you need to consider:

- Calibri or equivalent easy-to-read font
- No bigger than size 12
- 1.15-1.5 line spacing
- Name & candidate number in header
- Page number in bottom right footer
- Full title in bold at the top of the first page & sized up
- Normal margins
- Word count at the end of the Investigation (discounting bibliography)
- Full bibliography
- Stapled

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Completion of Coursework

DEADLINES

Throughout the academic year you will have several internal deadlines (appendix 1). Those individual meetings have been planned around your mock exams so that there should not be an issue with the submission of your work.

Failure to meet each deadline will immediately result in an academic detention and an e-mail home to your parents.

SUBMISSION OF COURSEWORK

You will submit your coursework at various stages throughout Years 12 and 13. Once it is submitted you cannot amend or change anything.

MODERATION

Final drafts of NEA assignments will be in March/April 2025. This will mean that your teacher will mark your work by 15th March 2025. After this date, no other alterations or improvements can be made. Internal moderation – within the school – will take place in April 2025. NEA Investigations and Original Writing projects will then go to the AQA external moderator who will finalise marks and feedback.

QUESTIONS THAT THE MODERATORS WILL CONSIDER

When marking an AQA A-Level Language investigation, moderators focus on several key areas to ensure that the work demonstrates analytical depth, methodological soundness, and a clear grasp of linguistic concepts. Here are the main types of questions they are likely to consider:

1. Understanding and Rationale

- **Is the research question clear and well-defined?** Does it address a relevant area of language study?
- **Is the rationale for the investigation justified?** Does the student explain why this topic or question is interesting or worth studying?
- **Does the investigation show a good understanding of linguistic concepts and frameworks?** Is there evidence of engagement with theory or research related to the topic?

2. Data Collection and Methodology

- **Is the data source appropriate and ethical?** Does it reflect thoughtful choices relevant to the research question?

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- **Has the student used a suitable sampling technique?** Is it clear how and why they chose particular samples?
- **Are the data collection methods well-documented?** Has the student explained how they collected the data and why these methods are appropriate?
- **Are ethical considerations addressed properly?** For example, in terms of consent and anonymization of data.

3. Analysis of Data

- **Is the analysis thorough and systematic?** Does the student apply linguistic frameworks or methods appropriately and accurately?
- **Does the analysis demonstrate attention to linguistic detail?** Are specific linguistic features identified and analyzed correctly?
- **Is the analysis objective and evidence-based?** Are claims supported by data and relevant examples?
- **Is there evidence of critical thinking?** Does the student offer interpretation rather than simple description?

4. Interpretation and Evaluation

- **Does the student connect findings to the original research question?** Do the findings help answer the question posed?
- **Is there evidence of wider reading or context?** Does the student reference relevant research, theories, or concepts to interpret their findings?
- **Does the student critically evaluate their methodology and findings?** Are limitations acknowledged, and are improvements suggested?

5. Structure, Clarity, and Presentation

- **Is the investigation clearly organized and logically structured?** Does it follow a clear format with an introduction, method, analysis, discussion, and conclusion?
- **Is the writing clear and concise?** Does the student communicate ideas effectively and avoid unnecessary jargon?
- **Are references accurate and appropriately used?** Is there a bibliography, and are all sources cited correctly?
- **Does the student adhere to word count and formatting requirements?**

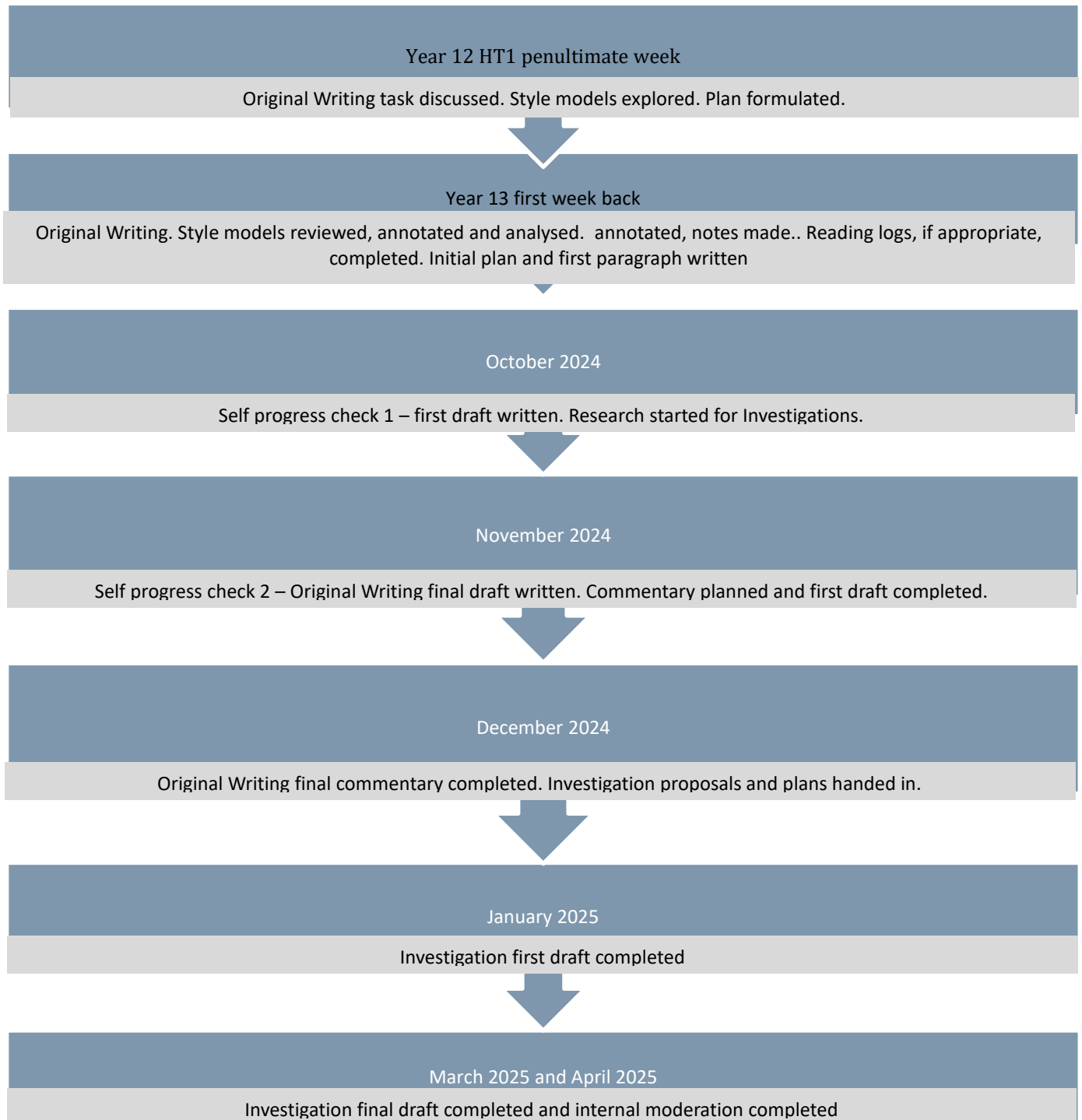
6. Originality and Critical Engagement

- **Does the investigation show originality and creativity?** Has the student approached the topic in a unique or personal way?
- **Is there evidence of critical engagement with the topic?** Has the student demonstrated an ability to question assumptions or challenge established ideas?

APPENDICES

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Appendix 1: Coursework dates and deadlines



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Appendix 2: Mark Scheme

Here is a link to the Specification which includes the NEA mark scheme on pages 27-34

<https://www.aqa.org.uk/subjects/english/a-level/english-7702/specification>

Appendix 3: Pre-approved questions by AQA

Some examples of language investigation titles that have been used in the past and been successfully carried out by students include:

- An investigation into how different newspapers over time have represented migration, using front page stories from UK national papers in the 1930s and 2020s.
- An investigation into the different linguistic strategies employed by teachers in the same subject area with different year groups.
- An investigation into the ways in which contestants on Dragon’s Den use language to pitch their ideas to the dragons.
- An investigation into the changing uses of language to represent male grooming products in UK magazines.
- An investigation into representations of Multicultural London English on a range of online discussion forums.
- An investigation into politeness strategies used in interactions in a customer service centre for a supermarket.
- An investigation into the ways in which different age groups use specific features in social media group chats.
- An investigation into how a member of the family code-switches between a heritage language and English, and how this is linked to what the person is talking about and her attitudes to those topics.

Example original writing submissions:

- An opinion piece for an online newspaper arguing the case for more funding for medical research.
- An opening to a Young Adult novel in which the main character is introduced.
- A dramatic monologue from the perspective of a wrongly convicted prisoner.
- A piece of travel writing for Lonely Planet about a location the student has visited.
- A film review for The Guardian website.
- The first chapter of a book for children about the environment.
- A script for a persuasive speech to college students about sexual harassment.
- A piece of slam poetry.

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Appendix 4: example of marked and annotated coursework

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Appendix 5: title submission forms to AQA

Click the link to see this document

https://filestore.aqa.org.uk/admin/crf_pdf/AQA-7712C-CRF-24.PDF

Appendix 6: Resource login details

Appendix 7: Final submission checklist

Checklist	Completed (/)