

The logo for WJEC CBAC, featuring a stylized white square icon with a diagonal line, followed by the text "WJEC" and "CBAC" stacked vertically.

WJEC
CBAC

ie.

THE
RESOURCE
ISSUE

EDITOR'S COMMENT

Welcome to the third edition of *i.e.* magazine which hopefully finds you rested, ready for your new students.

We have decided with this edition of *i.e.* to start off the new school year with a roundup of WJEC resources that will help you in delivering all of our English courses. So over the pages that follow you'll find introductions to new resources, ideas on how to utilise these in your classroom, and links to sites that we hope will make you first term or two easier and engage the students in their courses.

We have been lucky enough to work with NGfL Cymru in producing some amazing resources tailor-made for specific components of the GCSE and GCE English qualifications offered by WJEC. It is well-worth exploring the NGfL Cymru site, whichever side of Offa's Dyke you teach, as there is a large range of English resources, which we didn't have space to share here, for all ages and abilities.

There are also resources WJEC has developed to support and promote some of our newer qualifications, such as Functional Skills and Additional English.

If you like the resources we have highlighted in this issue, please do let us know, possibly also how you used them with your students, or what you would like us to work on next to help support the delivery of WJEC English qualifications. Similarly, if you have developed resources that you would like to share, or use websites that are well-received in the classroom, let us know; we are happy to showcase them through *i.e.*

Good luck to all of you and your students for the year ahead.

Kirsten Wilcock

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CONTENT

3	GCE ENGLISH LANGUAGE RESOURCES
4	GCE ENGLISH LITERATURE RESOURCES
5	GCSE ENGLISH LANGUAGE RESOURCES
6	ENTRY LEVEL RESOURCES
8	ADDITIONAL ENGLISH & FS RESOURCES
9	TEACHERS' GUIDES
10	ADDITIONAL RESOURCES
11	APPROACHES TO PREPARING STUDENTS FOR THE CREATIVE READING COMPONENT OF LT2
12	SOME BRIEF REFLECTIONS ON THE LIFE OF A WJEC ENGLISH SUBJECT OFFICER
14	KEY DATES:AUTUMN 2012
17	WHAT'S ON
19	CONTACTS

RESOURCES

GCE ENGLISH LANGUAGE

Authored by Sara Thorne with NGfL Cymru, *GCE English Language: Language Variation* is a series of resources to support WJEC's GCE *English Language* specification, ideal for an introduction to A2 studies and the idea of a language investigation.

The resources consist of a range of interactive activities and discussion points covering such key questions as 'What happens when a language changes?' and 'What changes a language?' Students are encouraged to ask questions about texts, identify grammatical patterns and consider different varieties of English, including Standard English, 1950s Slang, Informal Speech and Child Language. Worksheets and information sheets accompany the interactive resources.

It is strongly advisable to read through the Teacher Notes before using these resources as they give useful suggestions for ways of using the material with students and links to websites which further the learning objectives of the resources.

The screenshot shows a web browser window with the title 'What is Language Variation?' and the subtitle 'What Happens When Language Changes? 1'. The page contains three numbered instructions: 1. Read through the ten statements and divide them into 3 groups. 2. Explain why you grouped certain statements together. 3. Choose a title for each group. Below the instructions are ten rectangular boxes containing statements about language status. At the bottom left, there is a legend for 'Titles' with categories: LIVING (green), DEAD (purple), and ENDANGERED (orange). At the bottom right, there are four icons: 'Return to menu', 'Hide menu', a refresh icon, and a checkmark icon.

What is Language Variation?
What Happens When Language Changes? 1

1. Read through the ten statements and divide them into 3 groups.
2. Explain why you grouped certain statements together.
3. Choose a title for each group.

Passed on to successive generations	No longer learnt as a childhood first language and at risk of dying out because there are insufficient numbers of surviving native speakers	Now only read or studied because of the cultural, linguistic or social significance
Continues to change to meet the demands of users	In the process of being replaced by another language with greater political or cultural status	No longer used in a current language context
Currently used by native speakers	Users no longer see a strong link between personal identity and use of a particular language	No native speakers

Titles
LIVING
DEAD
ENDANGERED

Return to menu | Hide menu | Refresh | Check

GCE ENGLISH LITERATURE

RESOURCE FOR LT1

Resources on contemporary plays can often be difficult to come by. The English and Media Centre have recently launched a set of resources on Diane Samuels' *Kindertransport*.

Includes video interviews with playwright Diane Samuels and Vera Coppard, a kindertransport child.

At the heart of this publication are the video interviews with playwright Diane Samuels and Vera Coppard, who escaped Germany on the kindertransport in 1939. The interviews provide insight into the context for the play, its dramatic construction and development, characterisation and themes. With material and activities to support both GCSE and Advanced level students, the publication includes:

- a range of engaging and challenging activities
- strategies to explore the play as a dramatic text
- 13 video clips with suggestions for using the interview
- speaking and listening and creative writing approaches
- contemporary images and production stills
- activities to support students preparing for examination.



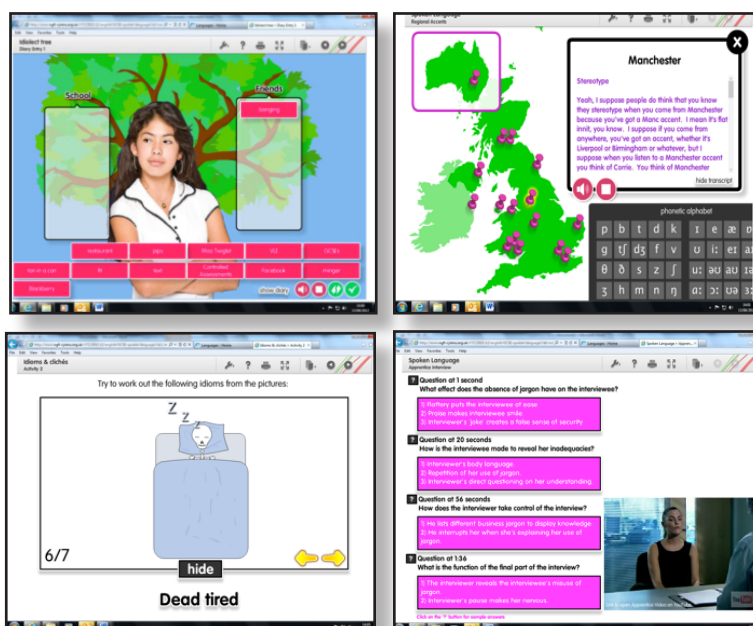
<http://www.emcdownload.co.uk/product-detail/emc-approaches-to-kindertransport/2186>

GCSE ENGLISH LANGUAGE

The resources to support delivery of the Spoken Language Study component of GCSE *English Language*, authored by Glyn Edwards and NGfL Cymru/ Eirias High School - Conwy CBC, is a series of resources containing activities which include video, sound files, transcripts and interactive activities.

The learning objectives, which are amplified with useful suggestions in the Teacher Notes for this unit of work, include:

- to evaluate how language is used in different contexts and how it is adapted to suit different listeners;
- to identify and discuss the impact of spoken language choices, focusing on the use of regional dialect;
- to identify the class stereotypes associated with different accents;
- to evaluate the influence of accent and the stereotypes associated with regional variations in spoken language;
- to transcribe regional accents using the phonetic alphabet;
- to explain how specialist language differs from jargon according to context and intention;
- to consider the social implications of how different dialects can influence and mimic each other in particular contexts;
- to evaluate how the interviewer uses terminology to control and undermine the interviewee in the clip;
- what do idioms and clichés reveal about the people who use them?



ENTRY 1, 2 AND 3 ENGLISH

(for use with WJEC *Entry Level Certificate, Additional English, Functional Skills Entry Level*)

NGfL Cymru has a wide range of English resources aimed at Entry Level learners, that is, those learners not yet able to access GCSE qualifications.

There are differentiated units for Entry 1, Entry 2 and Entry 3 learners covering the topics below:



ENTRY 1

1. Letters of the Alphabet.

This unit focuses on the order of letters in the Alphabet. The learners listen to the sound of each letter before completing tasks on recognising upper and lower case letters.

2. Using Capital Letters.

This unit focuses on using capital letters at the start of sentences, people's names, place names, days of the week, months of the year and titles. Includes help frames.

3. Consonant Clusters.

This unit focuses on recognising and practicing consonant clusters in words and sentences.

4. Forming Sentences.

This unit focuses on sentence formation. It builds on the tasks learnt in unit 1 on using capital letters when forming sentences. Includes help frames.

5. Recognising Social Signs.

This unit focuses on recognising and understanding the purpose of social signs. It includes tasks which include reading, relating images to print and writing.

6. The Purpose of Text.

This unit focuses on understanding the purpose of text at this level.



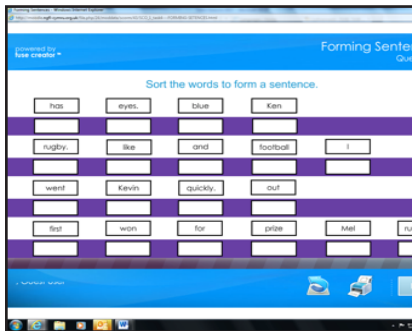
ENTRY 2

1. Conjunctions.

This unit focuses on using conjunctions to construct compound sentences. Includes help frames.

2. Grammar and Punctuation.

This unit focuses on extending the learner's knowledge of common regular words and punctuation.



3. Writing in Order.

This unit focuses on writing in order to sequence chronological writing. It assists the learner to plan and draft writing.

4. Adjectives.

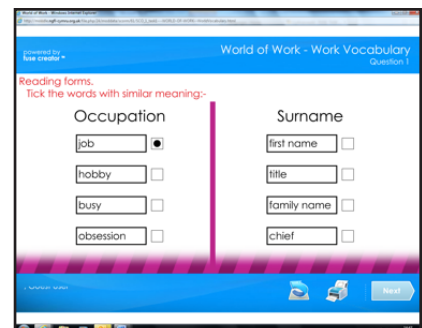
This unit focuses on using adjectives to extend the information in sentences. It includes tasks that ask the learner to choose appropriate adjectives to describe images and to create text. Includes help frames.

5. Sentence and Grammar Practice.

This unit builds on tasks learnt in unit 4, Entry 1. The learner completes tasks on using capital letters when writing sentences, paragraphs, and personal information. Includes help frames.

6. Spelling and Grammar Exercise.

This unit builds on tasks completed in unit 1 and 2, Entry 1. The learner has to place words in alphabetical order, use capitals in text, use plurals and verbs (past and present).



ENTRY 3

1. Work Vocabulary FS.

This unit focuses on words that are common to the world of work. The tasks assist the learners to recognise words found in job application forms.

2. Grammar.

This unit focuses on sentences and spelling patterns. The learner completes tasks on the relationship between symbol and sound and phonological patterns.

3. Spelling and Punctuation Skills.

This unit focuses on using punctuation and capitals to produce legible text.

4. Placing Sentences in Order.

This unit focuses on chronological writing.

5. Core Vocabulary FS.

This unit focuses on words commonly associated with the world of work. The tasks build on the knowledge gained about the relationship between symbol and sound.

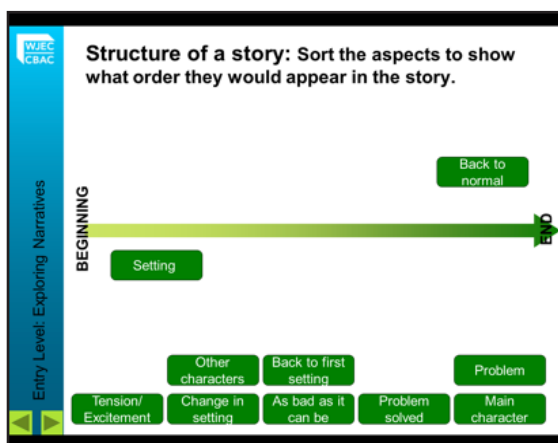
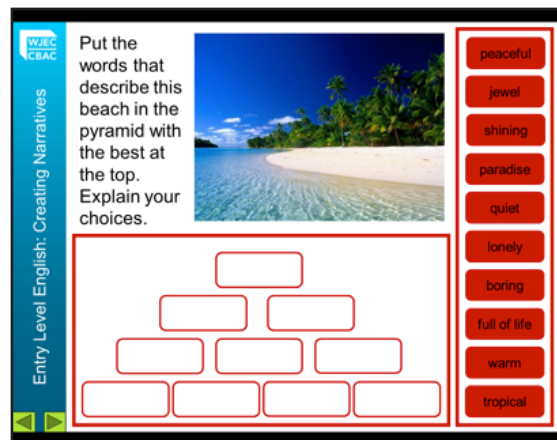
ADDITIONAL ENGLISH

WJEC have developed interactive schemes of work to be used with the *Additional English* units (although these could also be used with lower ability GCSE learners).

There are interactive resources, written in PowerPoint to cover:

- Creating Narratives;
- Exploring Narratives;
- Exploring Shakespeare;
- Communicating Experiences;
- Exploring Poetry;
- Characters and Events in Audio/ Visual Texts.

For those of you without the technology, there are Word schemes of work available via the website too.



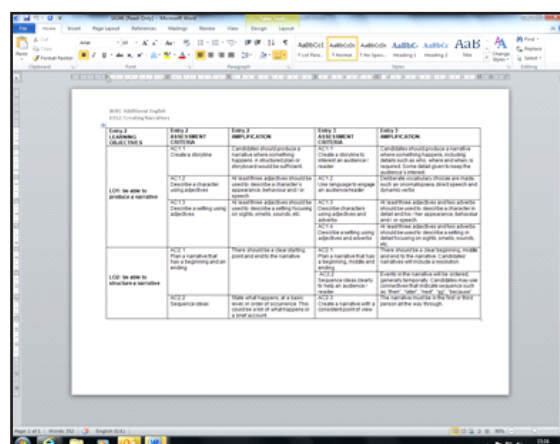
As the resources have been written in PowerPoint it means it is very simple for you to modify or differentiate them to best suit the needs of the learners.

In order to enable slides' functionality you need to:-

- 1) Open PowerPoint (as if you are going to create a new slide-show)
- 2) Choose Tools_Macro_Security...
- 3) Choose Medium from the 'Security Level' tab, then OK.

Also available via the WJEC website is an amplification document for each *Additional English* unit that helps explain the requirements for the assessment criteria in a user-friendly way.

There are also some simple ideas presented as to how you could evidence each assessment criterion with your learners.



FUNCTIONAL SKILLS ENGLISH

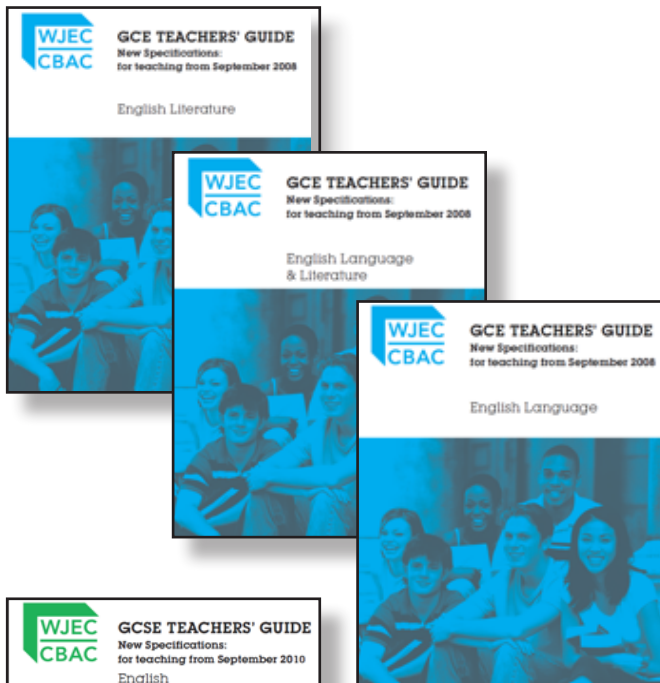
There are also a series of short training and guidance videos on *Functional Skills English* assessment and teaching now available on the WJEC website. View the four short videos to help your delivery of *Functional Skills English*:

<http://www.wjec.co.uk/index.php?subject=51&level=140&list=docs&docCatID=125>

Teachers' Guides

WJEC has a comprehensive range of guidance for teachers delivering its English qualifications. The innovative, interactive Teachers' Guides are one of a number of ways in which WJEC provides assistance to teachers/tutors delivering specifications. The guides are easy to navigate, and give teachers access to additional digital resources and useful internet sites. As new resources become available, the guides will be adapted and updated.

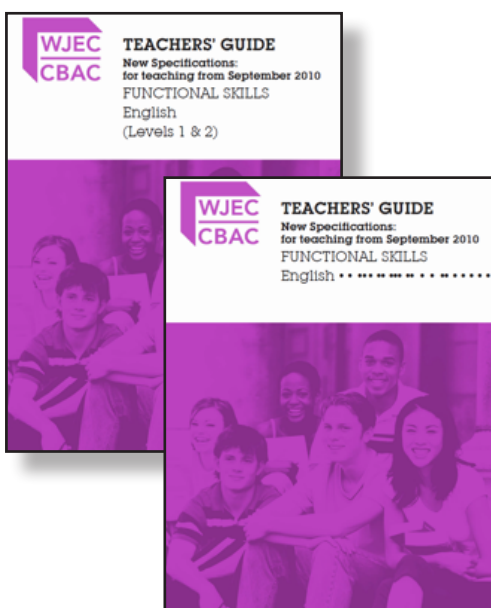
GCE English Literature
GCE English Language & Literature
GCE English Language



GCSE English



Functional Skills English



Additional Resources

Alongside the specifications, essential to introducing qualifications are the Specimen Assessment Materials (question papers and marking schemes) and training.

Other useful provision WJEC offers via its website includes:

- Examiners' reports on each examinations series;
- Free access to past question papers via the WJEC secure website;
- Easy access to specification and other key documents on main website;
- Itemised feedback on outcomes for candidates at question level;
- Additional materials on the National Grid for Learning Wales (NGfL Cymru);
- Easy access to both the Subject Officer and to administrative sections.

APPROACHES TO PREPARING STUDENTS FOR THE CREATIVE READING COMPONENT OF LT2

Students at Eastbourne College have really enjoyed the creative component of the AS coursework. As a new initiative the school introduced an in-house competition this year where the pupils were invited to submit a 100 word description of a character of their own choice, and then these were sent to the novelist Anne Fine who kindly judged them.

The entries were kept to 100 words as it was felt that a 'flash fiction' approach would better prepare them for the demands of writing a 750 word piece for LT2.

The winning piece of Flash Fiction, judged by Anne Fine, was submitted by Lily Rogers:

There he stood, tall, like a God gazing superfluously over the great expanse of water. The sun rested her hand lazily on his cheek, her tendrils of light tracing lightly along the silver, ropey scars that ran in unison from his temple, dissecting the proud curve of his jaw. He took a deep breath, sucking in the stale stench of war. The faint blush on his cheeks bled crimson, eyes gleaming feverishly as his heart swelled with the knowledge of the inevitable bloodshed and glory that was yet to come. He turned. His plump, rosy lips parted, filled with a youthful bloom, and curled into a cruel, lingering smile....

SOME BRIEF REFLECTIONS ON THE LIFE OF A WJEC ENGLISH SUBJECT OFFICER

'...WHAT TIMES WE HAVE KNOWN' – HENRY IV PART 2

Having worked for WJEC, in a variety of roles as a GCSE English examiner and moderator - for more years than I care to remember – the opportunity to share the role of Subject Officer (for six months' maternity leave cover) seemed extraordinary but, nevertheless, intriguing enough for me to want to give it a go. Still, it was with some trepidation that I first entered the hallowed portals of 245 Western Avenue to begin my quite unexpected new career.

Two years later, and now, finally, reverting to life with a red pen in my hand, I can reflect that while my initial apprehension was, in many respects, wholly, justified, my overwhelming impression of this time is, entirely, positive. Not that it was the most ideal time to be embarking on the new role, naturally, as, together with colleagues teaching WJEC GCSE English the length and breadth of England, Wales and Northern Ireland we, immediately, embarked upon the brave new world of the New Specifications.

While my first weeks and months were cushioned, enormously, by the privilege of working in tandem with that absolute legend of WJEC English examining, Arthur Parker - who had been prised from retirement and cajoled into taking the helm yet again – it was, still, a tough baptism! Learning to negotiate and make available the seeming myriad of data bases and websites at my disposal, all of which seemed to be manipulated so effortlessly by everyone but me, was a steep learning curve in itself. I very soon learned, however, that, in addition, the accessibility upon which WJEC, rightly, prides itself doesn't allow any English Subject Officer the luxury of a leisurely settling in period.

A veritable blizzard of phone calls and emails, immediately, became the daily norm and it, quickly, dawned on me that, not unreasonably, anyone, be they parent, Head of English or L.E.A. advisor, asking a question of someone called the Subject Officer expected not only expert knowledge but also definitive advice! Confronted by this terrifying reality, expertise was acquired with a degree of urgency.

In the face of this, however, it didn't take me long to realise that one of the great joys of working for WJEC is that you have at your disposal, within the organisation, a remarkable range and depth of expertise which helps to underpin the Subject Officer's role.

During my time in the job I was supported, unstintingly, by a whole range of considerable individuals whose knowledge and kindness went a long way to making a tough job manageable. This support was made available at every level of the organisation so to select individual names would be invidious (although, hopefully, they all know who they are!)

The subject officer's working life is, clearly, very much bound up with the immediate present and the constant dialogue with English departments, certainly, brought home to me the day to day realities of managing English teaching in the current context. The intense pressures which impinge on the lives of the modern English teacher became all too apparent in my daily dealings and, really, I take my hat off to all involved – the dedication and determination of teachers to get things right for their students was, throughout, only too apparent and it was a positive pleasure to be of whatever assistance I could manage in working with them.

Somehow, however, the Subject Officer has to juggle the exigencies of the present day with the insistent demands of the future. CPD programmes and examiners' conferences, for example, all have to be planned a year in advance, with venues, contributors, lists of examiners to be invited etc. - all jostling for attention alongside the constant toing and froing of examination papers to be proofed and revised (which with grim inevitability leads to that dread moment when a paper has to be finally signed off by the Subject Officer to go to print and despatch - in the full knowledge that when it next sees the light of day it will be on thousands upon thousands of desks in exam halls the length and breadth of the land and that any unforeseen errors will be, horribly, public and you are responsible.....) Exam mornings at WJEC are, always, palpably, tense.

And so it goes, with the year rolling on inexorably through CPD meetings;



examiners' conferences/ marking; controlled assessment moderation/ standardising (huge thanks, by the way, to all those English teachers out there in WJEC centres for your heroic all round effort, in so successfully negotiating, this first time, the novelties of IAMIS system for the new fangled controlled assessments and for getting a difficult job done so admirably!).

Finally, yet more examiners' conferences and prodigious amounts of marking, conducted in lonely rooms the length and breadth of the land, begin the run in to the concluding Standardising, Award and, finally (and, miraculously, always on the right date!) Results Day.... after which the whole process, relentlessly kicks into gear and almost immediately, the future becomes, once again, the focus.

All in all, then, I feel so fortunate to have been afforded this opportunity to enjoy such a challenging but, ultimately, rewarding role in the operations of a great exam board. In particular, I look back, fondly, on a whole range of working relationships which were invariably suffused with the qualities of generously given support (and remarkable patience with my ignorance and various stupidities!) brilliant advice freely given and welcome moments of good humour just when it was most needed! A heartfelt 'Thank You' to all concerned.

Wayne Powell September 2012

KEY DATES: AUTUMN 2012

CPD DATES

1 October	EL English Mold
3 October	GCE English Literature Chester
3 October	GCSE English Mold
4 October	GCE English Literature Manchester
4 October	FS English L1&2 Manchester
4 October	GCE English Language Manchester
5 October	GCE English Language Chester GCE English Language & Literature Chester
5 October	FS EL /EL Manchester
9 October	FS English L1&2 Bristol
9 October	GCSE English Preston
10 October	GCSE English Preston
11 October	GCSE English Sheffield
11 October	FS L1&2 London
12 October	FS EL /EL London
12 October	GCE English Literature Bristol

15 October	GCE English Literature Swansea
16 October	GCSE English London
16 October	EL English Cardiff
17 October	GCSE English Southampton
17 October	English Level 1&2 Certificate Bristol
23 October	GCSE English Llandrindod Wells
6 November	English Level 1&2 Certificate London
6 November	GCSE English Bristol
7 November	English Level 1&2 Certificate Manchester
8 November	GCSE English Swansea
13 November	GCSE English Liverpool
14 November	GCSE English Manchester
12 November	GCSE English Truro
22 November	GCSE English Exeter
28 November	GCSE English Newcastle
29 Novemeber	GCSE English Leeds
5 December	GCSE English Cambridge
6 December	GCSE English Norwich
7 December	GCSE English London

IMPORTANT DATES

November Series

Functional Skills

Entry deadline: 4th October (amendments until 19th October)

FS EL English Controlled Assessment: 5th-30th November

(Online submission of marks by 30th November)

FS Levels 1 & 2 examinations: 7th November (a.m.)

GCSE English and English Language (November Re-sits)

Entry deadline: 4th October (amendments until 19th October)

Controlled Assessment submission date: 5th November

Written examination units: 7th November (p.m.)

Results date: 19th December

January Series

Entry deadlines

Additional English: 1st October (amendments until 30th November)

GCE and GCSE English: 21st October (amendments until 1st December)

Examinations

GCSE English/English Language: 10th January (a.m.)

GCE English Language LG1: 16th January (a.m.)

GCE English Language & Literature LL1/English Literature LT1: 18th January (a.m.)

GCE English Language LG4: 22nd January (a.m.)

GCE English Language & Literature LL4/English Literature LT4: 24th January (a.m.)

March Series

EL English deadline: 21st November (amendments until 16th January)

WHAT ' S ON

THEATRE



October 2012-March 2013

Royal Shakespeare Company
Stratford Winter Season 2012/13
<http://www.rsc.org.uk/whats-on/stratford-winter/>

5th, 6th and 7th October

Pericles
<http://www.rsc.org.uk/whats-on/pericles>

Present - 27th October

Julius Caesar (on tour)
<http://www.rsc.org.uk/whats-on/touring/>

Present – 27th October

Much Ado about Nothing
<http://www.rsc.org.uk/whats-on/much-ado-about-nothing/>

Present - 22nd December 2013

Matilda – The Musical
<http://www.matildathemusical.com/>

London Plays Listings

<http://www.londontheatre.co.uk/londontheatre/whatson/drama.htm>

USEFUL LINKS

www.thestage.co.uk

www.clwyd-theatre-cymru.co.uk

www.shermancymru.co.uk

www.chapter.org

www.newtheatrecardiff.co.uk

www.bristolhippodrome.org.uk

www.bristololdvic.org.uk

UK CINEMA RELEASES 

Anna Karenina, Joe Wright, September 2012

To Rome with Love, Woody Allen, September 2012

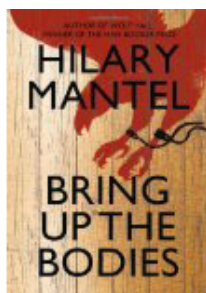
English Vinglish, Gauri Shinde, October 2012

The Tempest, Rob Curry & Anthony Fletcher, October 2012

Lawrence of Arabia, David Lean, (re-release) November 2012

Great Expectations, Mike Newell, November 2012

RECENT PUBLICATIONS 



Bring up the Bodies
by Hilary Mantel

© Hilary Mantel



Narcopolis
by Jeet Thayil

© Jeet Thayil



Swimming Home
by Deborah Levy

© Deborah Levy



Umbrella
by Will Self

© Will Self



The Garden of Evening Mists
by Tan Twan Eng

© Tan Twan Eng



The Lighthouse
by Alison Moore

© Alison Moore

All books found at all good book retailers.

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