

AS English Language Personalised Learning Checklist
Unit 1: ENGB1- Categorising Texts (60% of AS, 30% of A2)
(Exam- Section A Categorisation and Section B Language in Context)

R	A	G
---	---	---

Practicalities:

<p>Knowledge of the linguistic Frameworks:</p> <ul style="list-style-type: none"> • Lexis: the vocabulary system; meaning at word and phrase level • Grammar: the structural relationships within and between sentences and utterances • Phonetics/Phonology: the sounds of English, how they are produced and how they are described; including aspects of prosody • Pragmatics: the ways in which social conventions and implied meanings are encoded in spoken and written language • Discourse: (i) longer stretches of text, looking particularly at aspects of cohesion (ii) the way texts create identities for particular individuals, groups or institutions e.g. the discourse of law, politics, the media • Graphology: language as a semiotic system creating meaning through textual design, signs and images. In addition candidates should study the following related concepts: • Register, situational variation and register: how language varies in relation to audiences, purposes and contexts • Mode: how language may vary as a consequence of the channel of communication (speech, writing and mixed modes) • Idiolect: the language style acquired by individuals as a result of their personal characteristics, systems of belief and social experience • Dialect: the variations in language produced as a result of local community and regional diversity • Sociolect: language variations produced by the effects of education, socio-economic class, systems of belief, occupation and membership of social groups. 			
<p>Knowledge of different ways to 'group' texts:</p> <ul style="list-style-type: none"> • purpose, • audience • genre • formality • speech • writing • multimodality 			

<ul style="list-style-type: none"> • representation • linguistic areas (the frameworks) 			
---	--	--	--

Section B: at least two of the contextual factors

<p>Language and Gender</p> <ul style="list-style-type: none"> • Knowledge of how gender is represented and reproduced in the everyday texts that surround us, for example in advertising, fiction and non-fiction texts etc. • Knowledge of how gender is performed by language users in interactions, for example in single-sex and mixed-sex encounters. 			
<p>Language and Power:</p> <ul style="list-style-type: none"> • Knowledge of the way power is represented in spoken and written discourses, for example in official documents, media texts, advice leaflets etc. • Knowledge of the way participants in interactions position themselves and others, for example in interviews, debates, consultations, speeches etc. 			
<p>Language and Technology</p> <ul style="list-style-type: none"> • Knowledge of how varieties of language are shaped by the medium of communication, for example telephone, radio, television, computer. • Knowledge of the social practices that surround these forms of communication, for example conventions for using mobile phones, aspects of netiquette, conventions of radio and television programmes etc. 			

Skills:

AO1 communicate relevant knowledge and understanding of the methods of language study			
AO1 consistently use appropriate terminology to support interpretations when applying this understanding			
AO1 structure and organise your writing well			
AO1 communicate content and meaning through expressive and accurate writing.			
AO2 communicate relevant understanding of linguistic approaches, concepts and issues			
AO2 explore the significant features of linguistic variation that create meaning in spoken and written language			
AO2 generally use specific references to support your responses			
AO3 explore the relationships between spoken and written language and the contexts in which both are used			
AO3 communicate a practical understanding of issues relating to language in use.			