**Little Heath Sixth Form**

**(English Language)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

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| **Unit Name:**  **Language varieties**  **(Paper 2)** | **Unit Code:** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

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| **GCSE Re-Cap (Skills and Knowledge)** | | | | | **Red** | **Amber** | **Green** | |
| * Identifying purpose and audience | | | | |  |  |  | |
| * Identifying text types | | | | |  |  |  | |
| * Spoken Language Vocabulary | | | | |  |  |  | |
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|  | | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** | | | |
| * **Attendance** | |  |  |  |  | | | |
| **Skills** | |  |  |  |  | | | |
| * **Note taking** | |  |  |  |  | | | |
| * **Cross referencing** | |  |  |  |  | | | |
| * **Analysis of linguistic terms** | |  |  |  |  | | | |
| **Knowledge/Specification** | |  |  |  |  | | | |
| * **Regional** | |  |  |  |  | | | |
| * Estuary English | |  |  |  |  | | | |
| * David Rosewarne/ Joanna Przedlacka | |  |  |  |  | | | |
| * Glotalling | |  |  |  |  | | | |
| * L-vocalisation | |  |  |  |  | | | |
| * TH- fronting | |  |  |  |  | | | |
| * Yod-coalescence | |  |  |  |  | | | |
| * Accent and Dialect | |  |  |  |  | | | |
| * Dialect levelling | |  |  |  |  | | | |
| * Paul Kerswill Milton Keynes Study | |  |  |  |  | | | |
| * Jane Stuart-Smith Glasgow Study | |  |  |  |  | | | |
| * Koineisation | |  |  |  |  | | | |
| * Labov’s Martha’s Vineyard Study | |  |  |  |  | | | |
| * Scouse | |  |  |  |  | | | |
| * Irish English interjection, contraction, reduplicative forms, ‘yes’ ‘no’, diphthongs, tense changes, deletion | |  |  |  |  | | | |
| * Scottish | |  |  |  |  | | | |
| * Welsh | |  |  |  |  | | | |
| * Cockney | |  |  |  |  | | | |
| * Tyneside | |  |  |  |  | | | |
| * West Midlands | |  |  |  |  | | | |
| * Long/ short ‘a’ | |  |  |  |  | | | |
| * Rhotic ‘r’ | |  |  |  |  | | | |
| * Trudgill’s Norwich study | |  |  |  |  | | | |
| * Socio-Linguistic Maturation | |  |  |  |  | | | |
| * **Social** | |  |  |  |  | | | |
| * Sociolect and Idiolect | |  |  |  |  | | | |
| * Labov’s Dept Store study | |  |  |  |  | | | |
| * Labov’s New York ‘r’ study | |  |  |  |  | | | |
| * Lesley and Jim Milroy- Belfast study | |  |  |  |  | | | |
| * Status and Solidarity/ network strength | |  |  |  |  | | | |
| * Standard English | |  |  |  |  | | | |
| * Received Pronunciation | |  |  |  |  | | | |
| * Malcolm Petyt ‘H’ dropping | |  |  |  |  | | | |
| * Aitch or Haitch? | |  |  |  |  | | | |
| * Codeswitching | |  |  |  |  | | | |
| * MEYD | |  |  |  |  | | | |
| * Sue Fox | |  |  |  |  | | | |
| * Non standard ‘s’, ‘has’, ‘was’, ‘never’, ‘what’, ‘come’, ‘ain’t’ as a copula verb | |  |  |  |  | | | |
| * High- rising intonation/ Australian Interrogative Inflection | |  |  |  |  | | | |
| * Acrolect | |  |  |  |  | | | |
| * Mesolect | |  |  |  |  | | | |
| * Basilect | |  |  |  |  | | | |
| * Codeswitching | |  |  |  |  | | | |
| * Jennifer Cheshire Reading Study | |  |  |  |  | | | |
| * Trudgill’s Norwich Study velar nasal | |  |  |  |  | | | |
| * Mark Sebba- London Jamaican | |  |  |  |  | | | |
| * Basil Bernstein Restricted and Elaborated Codes | |  |  |  |  | | | |
| * Hobbies & specialist jargon | |  |  |  |  | | | |
| * **Gender** | |  |  |  |  | | | |
| * Dominance | |  |  |  |  | | | |
| * Zimmerman And West | |  |  |  |  | | | |
| * Difference | |  |  |  |  | | | |
| * Deborah Tannen- table of differences | |  |  |  |  | | | |
| * Jennifer Coates | |  |  |  |  | | | |
| * Deborah Jones: House Talk, Scandal, Bitching, Chatting | |  |  |  |  | | | |
| * Pamela Fishman division of labour in conversations | |  |  |  |  | | | |
| * Deficit | |  |  |  |  | | | |
| * Robin Lakoff Women’s Language | |  |  |  |  | | | |
| * Hypercorrect grammar, affective adjectives, emphatic stress, colour terms, rising intonation, superpolite forms, tag questions, ‘so’, women’s work | |  |  |  |  | | | |
| * Gender Similarities Theory Deborah Cameron | |  |  |  |  | | | |
| * Janet Holmes referential/ affective tag questions | |  |  |  |  | | | |
| * Dale Spender Man Made Language | |  |  |  |  | | | |
| * **Sexuality/ Occupation/ Age** | |  |  |  |  | | | |
| * Polari | |  |  |  |  | | | |
| * Jargon- medical/legal./ political/ education- CATs, SATs, SEN etc | |  |  |  |  | | | |
| * Archaic/ Obsolete lexis for old people | |  |  |  |  | | | |
| * **Other Bits that can fit anywhere** | |  |  |  |  | | | |
| * Michael Halliday Anti-Language | |  |  |  |  | | | |
| * Overt/Covert Prestige | |  |  |  |  | | | |
| * Cryptolect | |  |  |  |  | | | |
| * Observer’s Paradox | |  |  |  |  | | | |
| * Vernacular | |  |  |  |  | | | |
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| **REVISION**  **Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

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| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
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*Note: You should discuss this checklist regularly with your subject teacher/mentor*