

English - Personal Learning Checklist

A Level English Language

Lang Paper 1		R	A	G
Q1	HOLISTIC / OVERALL			
	Did you manage to write 4 paragraphs?			
	Did you engage with the formula (as suggested by your teacher) for each paragraph?			
	Is your handwriting legible?			
	Is the response AO relevant?			
	MAIN BODY OF ESSAY			
	AO3 - Does each paragraph open with a reference to an explicit representation? E.g. Writer POV, Topic representation, Audience positioning?			
	AO1 - Have you included direct evidence from the text for each paragraph in validation of the representation you have identified?			
	AO1 - Have you referred to at least 2 per paragraph?			
	AO1 - Is each paragraph PACKED with AO1 terminology? Aim for 5 terminology references			
	AO1 - Have you used precise terminology when labelling? E.g. attributive superlative adjective 'largest' ...			
	AO3 - Have you mentioned the audience/reader/consumer in each paragraph?			
	AO3 - Have you ended each paragraph with a tentative reference to the representation in context? E.g. Links to Power, Gender and Technology; perceptions/advancements at time of writing; Political Bias; Time of year etc. MACRO			
	AO1/AO3 - Does your analysis acknowledge patterns in language use and/or links between techniques in order to reinforce a particular representation? Is this sustained across the essay?			
Q2	HOLISTIC / OVERALL			
	Did you manage to write 4 paragraphs?			
	Did you engage with the formula (as suggested by your teacher) for each paragraph?			
	Is your handwriting legible?			
	Is the response AO relevant?			
	MAIN BODY OF ESSAY			
	AO3 - Does each paragraph open with a reference to an explicit representation? E.g. Writer POV, Topic representation, Audience positioning?			
	AO1 - Have you included direct evidence from the text for each paragraph in validation of the representation you have identified?			
	Have you referred to at least 2 per paragraph?			
	AO1 - Is each paragraph PACKED with AO1 terminology? Aim for 5 terminology references			
	AO1 - Have you used precise terminology when labelling? E.g. attributive superlative adjective 'largest' ...			
	AO3 - Have you mentioned the audience/reader/consumer in each paragraph?			
	AO3 - you ended each paragraph with a tentative reference to the representation in context? E.g. Links to Power, Gender and Technology; perceptions/advancements at time of writing; Political Bias; Time of year etc. MACRO			
	AO1/AO3 - Does your analysis acknowledge patterns in language use and/or links between techniques in order to reinforce a particular representation? Is this sustained across the essay?			
Q3 (All AO4)	HOLISTIC / OVERALL			
	Did you manage to write at least 3 comparative paragraphs?			
	Is your handwriting legible?			
	Is this comparative response driven through AO1 and AO3?			
	MAIN BODY OF ESSAY			
	Have you opened each paragraph up with a clear connection or contrast between Text A and Text B?			
	Have you considered connections between: register; tone; audience; purpose; topic representation?			
	Is every comparative point evidenced through direct quoting from the text?			
	Is every comparative point linked to an AO1 Language reference – e.g. the use of 2nd person pronouns in Text A in comparison to heavy use of 1st person pronouns in Text B			
	Within each paragraph, have you embedded considerations of how the texts are products of the time periods in which they are written? Media; Historical; Technological and Social. Have you explicitly signposted these?			
	Have you used comparative discourse markers when introducing differences and similarities?			
	Have you used precise terminology when labelling? E.g. superlative adjective			

CLD		R	A	G
Q4	INTRODUCTION			
	AO2 - Has your opening identified which stage of speech development the child is at, based on their age?			
	AO1 - Have you identified & precisely labelled features typical of this stage present in the transcript?			
	AO2 - Have you discussed how contextual factors might affect the child's language use in the transcript?			
	AO1/AO2 - Have you addressed the statement in the question and outlined how this may be relevant to the transcript?			
	MAIN BODY OF ESSAY			
	AO2 - Have you used the five main theories to structure your response?			
	AO1/AO2 - Have you used discourse markers at the beginning of each paragraph? E.g. Whilst / Although / Indeed / Even though / Despite / Further to this / Additionally / Most of all / Notably			
	AO2 - At the start of each paragraph, have you constructed a strong topic sentence that presents the theory being explored? E.g. Nativists such as Chomsky believe that humans are born with an innate capacity to acquire language			
	AO1/AO2 - Have you used tentative language and evaluative adverbs to help form conclusions and create judgements? e.g. Perhaps / May / Might / it appears			
	AO1/AO2 - Have you used discourse markers to build and develop ideas? E.g. Firstly, primarily, ostensibly, arguably, significantly, crucially, ultimately, evidently, whilst, notably, undoubtedly, on balance, finally,...			
	AO1 - Have you backed up each theory using examples from both the transcript and your own knowledge?			
	AO1 - Have you precisely labelled your examples and used features from different frameworks (lexis/semantics, grammar, phonology, discourse, etc.)?			
	AO2 - Have you critiqued and assessed the views of theorists according to the question?			
	AO2 - Have you included other theories where relevant (e.g. Halliday/Dore, Aitchison, Brown, Cruttenden, Wug test, Tomasello, Pinker, Nelson, etc.)			
	AO1/AO2 - Does your response reflect the weighting of AOs for this question? 15 marks for AO1/15 marks for AO2			
	AO1 - Have you written using an appropriate academic register?			
	CONCLUSION			
	AO1/AO2 - Have you offered a concise summary of your findings?			
Q5	INTRODUCTION			
	AO2 - Has your opening identified which stage of writing development the child is at, based on their age?			
	AO1 - Have you identified & precisely labelled features typical of this stage present in the transcript?			
	AO2 - Have you discussed how contextual factors might affect the child's language use in the transcript?			
	AO1/AO2 - Have you addressed the statement in the question and outlined how this may be relevant to the transcript?			
	MAIN BODY OF ESSAY			
	AO2 - Have you structured your response by identifying the key concepts (e.g. educational context, role of creativity, feedback, scaffolding/writing frames, etc.)?			
	AO1/AO2 - Have you used discourse markers at the beginning of each paragraph? E.g. Whilst / Although / Indeed / Even though / Despite / Further to this / Additionally / Most of all / Notably			
	AO2 - At the start of each paragraph, have you constructed a strong topic sentence that presents the concept being explored? E.g. Nativists such as Chomsky believe that humans are born with an innate capacity to acquire language			
	AO1/AO2 - Have you used tentative language and evaluative adverbs to help form conclusions and create judgements? e.g. Perhaps / May / Might / it appears			
	AO1/AO2 - Have you used discourse markers to build and develop ideas? E.g. Firstly, primarily, ostensibly, arguably, significantly, crucially, ultimately, evidently, whilst, notably, undoubtedly, on balance, finally,...			
	AO1 - Have you backed up each theory/concept using examples from both the transcript and your own knowledge?			
	AO1 - Have you precisely labelled your examples and used features from different frameworks (lexis/semantics, grammar, orthography, discourse, etc.)?			
	AO2 - Have you critiqued and assessed the views of theorists according to the question?			
	AO2 - Have you included the main writing theorists (Kroll, Rothery, Barclay, etc.)?			
	AO1/AO2 - Does your response reflect the weighting of AOs for this question? 15 marks for AO1/15 marks for AO2			
	AO1 - Have you written using an appropriate academic register?			
	CONCLUSION			
	Have you offered a concise summary of your findings?			