

3 Subject Content

3.1 - AS Unit 1 ENGB1 Categorising Texts

Unit content

The aim of this unit is to introduce candidates to methods of exploring and understanding spoken and written language in use. Candidates will be examined on their understanding of the way purposes, audiences and contexts impact upon language production and reception.

Candidates will be required to use linguistic methods to analyse and investigate a variety of texts taken from everyday sources. The following areas of language should form the basis for their study of these methods:

- **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

Section A – Text Variation

This section uses a generic question designed to test candidates' ability to explore the ways in which varieties of data can be grouped using the knowledge they have gained during their studies. The following list of possible 'groupings' should form the basis of their preparation for this task.

- purpose
- audience
- genre
- formality
- speech
- writing
- multimodality
- representation
- linguistic areas (e.g. lexis, grammar, phonetics / phonology etc)

This list is not intended to be exhaustive, and other interesting groupings may be pursued in the light of the data presented to the candidates in the examination. However, groupings tied solely by social contexts (e.g. power, gender and technology) should be avoided, as this is the explicit focus of Section B.

Aqa English Language Categorising Texts January 2014

Steven Hunt, John Bulwer



Aqa English Language Categorising Texts January 2014:

Teaching Classics Worldwide Steven Hunt, John Bulwer, 2025-02-06 Designed for instructors in schools and universities as well as stakeholders and policy makers in education everywhere this book is a systematic guide to contemporary school teaching of classical languages literature and civilisation in major countries across the world Each chapter is arranged by geographical area and draws on the experiences of teachers and other education experts in each country commenting on contemporary practices Presenting an overview survey and comparison of practices across the world this book is essential reading for instructors and teaching training courses in the world of classical education

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