



**General Certificate of Education (A-level)  
January 2012**

**English Language A**

**ENGA1**

**(Specification 2700)**

**Unit 1: Seeing through Language**

***Mark Scheme***

---

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from: [aqa.org.uk](http://aqa.org.uk)

Copyright © 2012 AQA and its licensors. All rights reserved.

**Copyright**

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools and colleges to photocopy any material that is acknowledged to a third party even for internal use within the schools and colleges.

Set and published by the Assessment and Qualifications Alliance.

## 1701 English Language Marking Scheme How to Mark

### Aims

When you are marking your allocation of scripts your main aims should be:

- 1 to recognise and identify the achievements of students
- 2 to put into a rank order the achievements of students (not to grade them – that is something that is done later using the rank order that your marking has produced)
- 3 to ensure comparability of assessment for all students, regardless of question or examiner.

### Approach

It is important to be **open minded** and **positive** when marking scripts.

The specification recognises the variety of experiences and knowledge that students will have. It encourages them to study language in a way that is relevant to them. The questions have been designed to give them opportunities to discuss what they have found out about language. It is important to assess the **quality of what the student offers**.

Do not mark scripts as though they were mere shadows of some Platonic ideal (or the answer you would have written). The mark schemes have been composed to assess **quality of response** and not to identify expected items of knowledge.

### The Marking Grids

The specification has generic marking grids for each Assessment Objective which are customised for individual tasks. These have been designed to allow assessment of the range of knowledge, understanding and skills that the specification demands.

Within each Assessment Objective there are bands representing different levels of achievement.

Do not think of bands equalling grade boundaries. Depending on the part of the examination, the bands will have different mark ranges assigned to them. This will reflect the different weighting of assessment objectives in particular tasks and across the examination as a whole. You may be required to give different marks to bands for different assessment objectives.

### Using the Grid

You will need to give a mark for each Assessment Objective being tested in a particular question. To identify the mark for an Assessment Objective ask:

#### **What descriptors reflect the answer you are marking?**

On some occasions the descriptors in a band will only have one mark attached to them. On other occasions there will be a range of marks. In some bands there are upper and lower descriptors in such cases to help you.

Sometimes you will need to decide whether a script is displaying all the characteristics of a band firmly: if so, put it at the top of the band. As soon as a script has fulfilled one band and shows signs of the next, you should put it into that next band.

If a script displays some characteristics of a band barely, place it at the bottom of the band. If the script shows a range of some of the band's qualities, place it between the top and bottom of the band as seems fair.

### Annotating scripts

It is vital that the way you arrive at a mark should be recorded on the script. This will help you with making accurate judgements and it will help any subsequent markers to identify how you are thinking, should adjustment need to be made.

To this end you should:

- identify points of merit with ✓ or ✓✓  
(ensure that you don't go into automatic ticking mode where you tick rhythmically every 10 lines – ticks should engage with the detail of a student's thinking and analysis)
- write notes in the margin commenting on the answer's relationship to the AOs/grid/key words/focus
- identify linguistic errors with a ✕
- identify errors of spelling or punctuation by underlining, eg sentance
- write a summative comment at the end for each Assessment Objective
- indicate the marks for each Assessment Objective being tested at the end of the answer in the margin in sequence
- put a ringed mark in the right hand margin for **each** AO, see p 5.

### Distribution of Assessment Objectives and Weightings

The table below is a reminder of which Assessment Objectives will be tested by the questions and tasks completed by students and the marks available for them.

| Assessment Objective   | 1  | 2 | 3           |                 | 4 | Total |   |   |
|--|----|---|-------------|-----------------|---|-------|---|---|
|  |    |   | (i)<br>Mode | (ii)<br>Meaning |   |       |   |   |
| Question 1<br>Language and Mode  | 15 |   | 15          | 15              |   | 45    |   |   |
| Questions 2 & 3<br>Language Issues   | 10 |   |             |                 |   | 45    |   |   |
| <table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>2</td></tr> <tr><td>0</td><td>4</td></tr> </table> |    |   |             |                 |   |       | 0 | 2 |
| 0  | 2  |   |             |                 |   |       |   |   |
| 0  | 4  |   |             |                 |   |       |   |   |
| <table border="1" style="margin-left: 20px;"> <tr><td>0</td><td>3</td></tr> <tr><td>0</td><td>5</td></tr> </table> | 0  | 3 | 0           | 5               | 5 | 30    |   |   |
| 0  | 3  |   |             |                 |   |       |   |   |
| 0  | 5  |   |             |                 |   |       |   |   |

**Section A – Language and Mode**

- Award a mark out of 15 for AO1 and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (i) – *Mode* and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO3 (ii) – *Meaning* and put a ringed mark in the right hand margin.

|    |             |                   |
|----|-------------|-------------------|
| Eg |             | right hand margin |
|    | AO1         | 12                |
|    | AO3 Mode    | 12                |
|    | AO3 Meaning | 11                |

**Section B – Language Development**

Question 2 

|   |   |
|---|---|
| 0 | 2 |
|---|---|

|   |   |
|---|---|
| 0 | 4 |
|---|---|

- Award a mark out of 10 for AO1, and put a ringed mark in the right hand margin.

|    |     |                   |
|----|-----|-------------------|
| Eg |     | right hand margin |
|    | AO1 | 7                 |

Question 2 

|   |   |
|---|---|
| 0 | 3 |
|---|---|

|   |   |
|---|---|
| 0 | 5 |
|---|---|

- Award a mark out of 5 for AO1, and put a ringed mark in the right hand margin.
- Award a mark out of 15 for AO2 double it and put it in the right hand margin.

|    |          |                   |
|----|----------|-------------------|
| Eg |          | right hand margin |
|    | AO1      | 4                 |
|    | AO2 11x2 | 22                |

Transfer each ringed mark to the box on the front of the answer booklet. Add together and put the total mark in the box in the top right hand corner. Initial your mark.

|   |  |   |  |
|---|--|---|--|
| <b>1</b>  | <p><b>Key words:</b> Identify and describe the <b>main mode characteristics</b> of the texts. Examine how the <b>participants in Text A and the producers of Text B use language to achieve their purposes and create meanings</b>. In your answer you should consider: how <b>situation and channel affect the use of language</b>, how the <b>participants in Text A use language to express their opinions</b>, how the <b>producers of Text B use language to communicate their ideas</b>, how <b>choices of vocabulary, grammar and structure create meanings</b>.</p> <p><b>Assessment focuses:</b> Quality of expression – selection/application/evaluation of Linguistic Frameworks for Analysis – identifying/describing/interpreting significant language features – writer’s/participants’ aims and purposes – Mode characteristics – creation of meanings.</p> |   |  |
| <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">0</td> <td style="width: 50%;">1</td> </tr> </table> | 0  | 1 |  |
| 0   | 1  |   |  |
| <b>Mark</b>   | <p><b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression (Award a mark out of 15)</b></p>  |   |  |
| <b>13–15</b>  | <p>Uses sophisticated and demanding linguistic terms with rare mistakes.<br/>         Guides reader structurally and stylistically.<br/>         Makes very few technical errors.<br/> <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• <i>sentence types, clauses, clause elements and clause linking</i></li> <li>• <i>pragmatic features</i></li> <li>• <i>structural features.</i></li> </ul>  |   |  |
| <b>9–12</b>   | <p>Uses a range of linguistic terms or in some depth with occasional errors.<br/>         Develops a line of argument in controlled linguistic register.<br/>         Shows firm control of technical accuracy.<br/> <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• <i>types of nouns, adjectives, adverbs and conjunctions</i></li> <li>• <i>verb tenses, aspect, voice, modality</i></li> <li>• <i>interactive features.</i></li> </ul>  |   |  |
| <b>6–8</b>  | <p>Uses linguistic terms consistently and largely accurately.<br/>         Communicates clearly with clear topics and paragraphs.<br/>         Makes infrequent technical errors.<br/> <i>Students are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• <i>word classes: adjectives, verbs, adverbs, and nouns</i></li> <li>• <i>sentence functions.</i></li> </ul>  |   |  |
| <b>4–5</b>  | <p>Begins to use linguistic terms but with some errors.<br/>         Expresses ideas with organisation emerging.<br/>         Occasional technical errors.<br/> <i>Students are likely to label:</i></p> <ul style="list-style-type: none"> <li>• <i>pronouns precisely</i></li> <li>• <i>some lexical-semantic features.</i></li> </ul>   |   |  |
| <b>3</b>  | <p>Attempts to use linguistic terms with occasional accuracy of description.<br/>         Conveys basic ideas with some organisation.<br/>         Frequent errors.<br/> <i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>graphology/phonology/complexity/formality.</i></li> </ul>   |   |  |
| <b>2</b>  | <p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br/>         Makes basic errors that intrude on communication.</p>  |   |  |
| <b>1</b>  | <p>Rarely quotes or refers to the language of the text(s).<br/>         Has major flaws in language that impede communication.<br/>         Does not communicate.</p>  |   |  |
| <b>0</b>  | <p>Does not comment on the texts.</p>  |   |  |

|              |  |   |
|--------------|--|---|
| <b>Mark</b>  | <b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language</b>  |   |
|              | <b>Award a mark out of 15 for analysis of mode features</b>  | <b>Award a mark out of 15 for analysis of meaning</b>   |
|              | <b>Makes close detailed points drawing on and integrating various aspects of description. Engages perceptively with texts' meanings, purposes and effects.</b>   |   |
| <b>13–15</b> | <p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• <i>elements of mixed modes and multi-modality</i></li> <li>• <i>conceptualised overviews and classifications of mode</i></li> <li>• <i>syntactical simplicity and complexity</i></li> <li>• <i>audience positioning</i></li> <li>• <i>textual cohesion and intertextuality</i></li> <li>• <i>information processing and structuring at sentence and paragraph level.</i></li> </ul> | <p><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• <i>sentence and clause effects</i></li> <li>• <i>strategies used to answer and deflect questions (A)</i></li> <li>• <i>use of Parliamentary conventions of language (A)</i></li> <li>• <i>self representations (A)</i></li> <li>• <i>rhetorical strategies, eg question/answer structure (B)</i></li> <li>• <i>use of metaphor (B).</i></li> </ul> |
|              | <b>Analyses context's influence and interprets texts' communicative intent clearly and in detail.</b>  |   |
| <b>9–12</b>  | <p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> <li>• <i>message/information, expressive orientation of the texts</i></li> <li>• <i>repetition and reformulation</i></li> <li>• <i>visual channels</i></li> <li>• <i>degrees of interactivity, eg turns (A)</i></li> <li>• <i>degrees of interactivity, eg links (B)</i></li> <li>• <i>written version of speech (A).</i></li> </ul>  | <p><i>Students are likely to analyse:</i></p> <ul style="list-style-type: none"> <li>• <i>representations of the Cultural Olympiad</i></li> <li>• <i>representations of the arts and cultural legacy</i></li> <li>• <i>effects of tenses and modality</i></li> <li>• <i>particular representations of national/regional pride, inclusivity, ambition/determination</i></li> <li>• <i>doubt/scepticism, Londoncentricity.</i></li> </ul>   |
|              | <b>Understands effect of context and what texts are trying to communicate.</b>   |   |
| <b>6–8</b>   | <p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>shared contexts: inclusiveness and shared interests (B)</i></li> <li>• <i>degrees of planning and structuring</i></li> <li>• <i>implications of visual design</i></li> <li>• <i>degrees of formality</i></li> <li>• <i>impersonal address.</i></li> </ul>  | <p><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• <i>meanings of word choices</i></li> <li>• <i>some specific ideas and opinions about the Cultural Olympiad.</i></li> </ul>   |
|              | <b>Shows awareness of effect of context. Begins to interpret what texts are trying to communicate.</b>   |   |
| <b>4–5</b>   | <p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• <i>use of standard English</i></li> <li>• <i>ephemerality/permanence</i></li> <li>• <i>personal, direct address.</i></li> </ul>   | <p><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• <i>some information and statistics about the Cultural Olympiad.</i></li> </ul>   |
|              | <b>Identifies some features of language variation. Has broad awareness that context has influenced language use.</b>   |   |
| <b>3</b>     | <p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>bold, capitals, punctuation, font</i></li> <li>• <i>lay-out and fluency features.</i></li> </ul>  | <p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>parliamentary participants and internet audience (A)</i></li> <li>• <i>regional audience (B).</i></li> </ul>   |
|              | <b>Gives simple/generalised/descriptive accounts of the content of texts.</b>  |   |
| <b>2</b>     | <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>label texts as written/electronic and spoken.</i></li> </ul>   | <p><i>Students are likely to:</i></p> <ul style="list-style-type: none"> <li>• <i>give unanalysed quotations</i></li> <li>• <i>give narrative accounts of contents.</i></li> </ul>  |
| <b>1</b>     | <b>Misunderstands audience/purpose/context/content/meaning significantly.</b>  |   |
| <b>0</b>     | <b>Does not comment on the texts.</b>  |   |

|  |  |   |   |
|--|--|---|---|
| <p style="text-align: center; font-size: 24pt; font-weight: bold;">2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">2</td> </tr> </table> | 0  | 2 | <p><b>Key words: Comment linguistically on five different features of language use which you find of interest.</b><br/> <b>Assessment focuses:</b> Application and exploration of Linguistic Frameworks for Analysis.</p> |
| 0  | 2  |   |   |
| <p><b>Mark</b></p>   | <p><b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b></p>   |   |   |
| <p><b>0–10</b></p>   | <ul style="list-style-type: none"> <li>• Award 2 marks for each linguistic feature described fully and accurately.</li> <li>• Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description.</li> </ul>  |   |   |
|  | <p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>declarative mood – ‘I washing up the dishes’</i></li> <li>• <i>question formation – ‘where baby go’</i></li> <li>• <i>address – ‘Pooh’</i></li> <li>• <i>negation – ‘don’t got any apple pie’</i></li> <li>• <i>questioning by caregiver – ‘can you put some hotdog on the plate for Pooh to have lunch’</i></li> <li>• <i>reformulation by caregiver – ‘who has one of those’</i></li> <li>• <i>ellipsis – ‘got apple pie’</i></li> <li>• <i>present tense – ‘I know who have one of these’</i></li> <li>• <i>clauses – ‘I know who have one of these’</i></li> <li>• <i>present progressive – ‘washing’</i></li> <li>• <i>domestic semantic context – ‘I washing up the dishes’</i></li> <li>• <i>irregular subject/verb agreement – ‘who have’</i></li> <li>• <i>discourse marker – ‘now’</i></li> <li>• <i>functions of speech, eg control – ‘what do you want to eat’</i></li> <li>• <i>genres of speech, eg role play – ‘what do you want to eat’.</i></li> </ul> |   |   |

**This list is not definitive. You should also reward other linguistic points which are accurate and valid.**



|             |  |              |  |
|-------------|--|--------------|--|
| <b>2</b>    | <p><b>Key words:</b> To what extent can adults help children acquire speech? In your answer you should: refer to particular examples of children's language, discuss relevant research and theory, present a clear line of argument.</p> <p><b>Assessment focuses:</b> Quality of expression – understand and discuss examples of the language used by children/theories about initial language acquisition – explore the nature of the acquisition process.</p> |              |  |
| 0   3       |  |              |  |
| <b>Mark</b> | <b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b><br>(Award a mark out of 5)   | <b>Mark</b>  | <b>AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language</b><br>(Award a mark out of 15 and double)  |
| <b>5</b>    | <p>Uses sophisticated and demanding linguistic terms with rare mistakes.<br/>Guides reader structurally and stylistically.<br/>Makes very few technical errors.</p>  | <b>13–15</b> | <p>Shows good knowledge about linguistic concepts, theories and research.<br/>Identifies and comments on different views and interpretations.<br/><i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• a range of well selected examples of phonological, semantic and grammatical features, eg syntax, word order, negation, semantic relations and question formulation</li> <li>• significance of adult input and interaction</li> <li>• pragmatic and social dimensions of learning language</li> <li>• significance of nature and effect of correction and reformulation</li> <li>• significance of overgeneralisation and regression</li> <li>• the differences between understanding and performance.</li> </ul> |
| <b>4</b>    | <p>Uses a range of linguistic terms or in some depth with occasional errors.<br/>Develops a line of argument in controlled linguistic register.<br/>Shows firm control of technical accuracy.</p>  | <b>9–12</b>  | <p>Shows depth/range of knowledge of linguistic ideas/concepts/ research.<br/>Develops views on linguistic issues.<br/><i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• examples of types of extension: categorical, analogical and statement</li> <li>• the importance of critical period in language development</li> <li>• the role of reading and play in pragmatic and language development</li> <li>• role of CDS/LASS to help understand language.</li> </ul>  |
| <b>3</b>    | <p>Uses linguistic terms consistently and largely accurately.<br/>Communicates clearly with clear topics and paragraphs.<br/>Makes infrequent technical errors.</p>  | <b>6–8</b>   | <p>Shows knowledge of linguistic ideas, concepts and research.<br/>Outlines views on linguistic issues.<br/><i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• semantic fields and word classes acquired</li> <li>• one-word, two-word and telegraphic stages</li> <li>• theory/research based on interactive approaches</li> <li>• theory/research based on innatism.</li> </ul>   |
| <b>2</b>    | <p>Begins to use a linguistic terms but with some errors.<br/>Expresses ideas with organisation emerging.<br/>Occasional technical errors.</p>   | <b>3–5</b>   | <p>Shows awareness of linguistic ideas, concepts and research.<br/><i>Students are likely to show:</i></p> <ul style="list-style-type: none"> <li>• knowledge of pre-verbal stages as preparing for language</li> <li>• awareness of features of children's and adults' language</li> <li>• familiarity with names of researchers and labels of theories.</li> </ul>   |
| <b>1</b>    | <p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br/>Makes basic errors that intrude on communication.</p>   | <b>2</b>     | <p>Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study.<br/><i>Students are likely to use:</i></p> <ul style="list-style-type: none"> <li>• generalised/lay discussions of children's language</li> <li>• broad assertions.</li> </ul>  |
| <b>0</b>    | <p>Has major flaws in language that impede communication.<br/>Does not communicate.</p>  | <b>1</b>     | <p>Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.</p>   |
|             |  | <b>0</b>     | <p>Shows no understanding of anything concerned with the study of language.</p>  |

|   |   |   |  |
|---|---|---|--|
| <b>3</b>  | <p><b>Key words: Comment linguistically on five different features of language use which you find of interest.</b></p> <p><b>Assessment focuses:</b> Application and exploration of Linguistic Frameworks for Analysis.</p>   |   |  |
| <table border="1" style="display: inline-table;"> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> </tr> </table> | 0   | 4 |  |
| 0   | 4   |   |  |
| <b>Mark</b>   | <b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b>   |   |  |
| <b>0–10</b>   | <ul style="list-style-type: none"> <li>• Award 2 marks for each linguistic feature described fully and accurately.</li> <li>• Award 1 mark for each relevantly identified linguistic feature with partially accurate linguistic description.</li> </ul>   |   |  |
|   | <p><i>Students are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>main clause – ‘we enjoyb it’</i></li> <li>• <i>first person plural narrative – ‘we went to the nature centter’</i></li> <li>• <i>spatial dimensions of early writing – various letter sizes</i></li> <li>• <i>reversed letter ‘d’</i></li> <li>• <i>reversal of letter corrected by the teacher – ‘enjoyb/enjoyed’</i></li> <li>• <i>interaction – ‘Well done’</i></li> <li>• <i>past tense – ‘we went...’</i></li> <li>• <i>narrative function – ‘we went to the nature centter’</i></li> <li>• <i>expressive function – ‘we enjoyb it’</i></li> <li>• <i>narrative linked to drawing</i></li> <li>• <i>compounding clauses – ‘and that, we went...’</i></li> <li>• <i>non-standard punctuation – ‘fish .s’</i></li> <li>• <i>orthographical variation – ‘sore’</i></li> <li>• <i>genre prompt – ‘When I saw the photograph I remembered...’</i></li> <li>• <i>syntactic parallelism – ‘we went’, ‘we went’</i></li> <li>• <i>patterning of clause elements – ‘we’ + verb.</i></li> </ul> |   |  |

**This list is not definitive. You should also reward other linguistic points which are accurate and valid.**

|   |   |              |   |             |
|---|---|--------------|---|-------------|
| <b>3</b>  | <p><b>Key words:</b> What are the <b>most important factors</b> influencing children's <b>written language acquisition</b>?<br/>                 In your answer you should: refer to <b>particular examples</b> of <b>children's language</b>, discuss <b>relevant research</b> and <b>theory</b>, present a <b>clear line of argument</b>.<br/> <b>Assessment focuses:</b> Quality of expression – understand and discuss examples of the written language used by children/theories about children's acquisition of writing skills – explore the nature of the acquisition process.</p> |              |   |             |
| <table border="1" style="display: inline-table; margin-right: 10px;"> <tr> <td style="width: 20px; height: 20px; text-align: center;">0</td> <td style="width: 20px; height: 20px; text-align: center;">5</td> </tr> </table> | 0   | 5            | <b>Mark</b>   | <b>Mark</b> |
| 0   | 5   |              |   |             |
|   | <p><b>AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression</b><br/>                 (Award a mark out of 5)</p>   |              | <p><b>AO2: Demonstrate critical understanding a range of concepts and issues related to the construction and analysis of meanings in spoken and written language</b><br/>                 (Award a mark out of 15 and double)</p>   |             |
| <b>5</b>  | <p>Uses sophisticated and demanding linguistic terms with rare mistakes. Guides reader structurally and stylistically. Makes very few technical errors.</p>   | <b>13–15</b> | <p>Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations.<br/> <i>Students are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• a range of features in detail, eg grammatical, orthographical, semantic and punctuation features</li> <li>• contribution of reading, drawing and narrative to the development of writing skills</li> <li>• impact of new technologies, eg keyboard</li> <li>• phoneme/lexeme relationships</li> <li>• writing as representing communicative power</li> <li>• motor skills, attention span</li> <li>• forms of writing and their contexts, eg diaries</li> <li>• syntax, semantic relations, systematic orthographical variation</li> <li>• written language acquisition as an active &amp; deductive process, eg experimentation</li> <li>• research and theories about writing acquisition critically, using evidence to evaluate.</li> </ul> |             |
| <b>4</b>  | <p>Uses a range of linguistic terms or in some depth with occasional errors. Develops a line of argument in controlled linguistic register. Shows firm control of technical accuracy.</p>   | <b>9–12</b>  | <p>Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues.<br/> <i>Students are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• some well selected examples of children's written language</li> <li>• acquisition of writing as an interactive process</li> <li>• links between speech and writing</li> <li>• roles of primary/secondary care-givers</li> <li>• role of correction</li> <li>• rules and principles applied by children, eg word order, negation, agreement of word classes, tense and sentence boundaries</li> <li>• relevant research and theory</li> <li>• a view of the nature of written language acquisition as a developmental and cognitive process.</li> </ul>   |             |
| <b>3</b>  | <p>Uses linguistic terms consistently and largely accurately. Communicates clearly with clear topics and paragraphs. Makes infrequent technical errors.</p>   | <b>6–8</b>   | <p>Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.<br/> <i>Students are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• semantic fields and word classes acquired</li> <li>• stages of acquisition of writing skills</li> <li>• drawing and handwriting, formation of letter symbols, punctuation and word classes</li> <li>• features of theories without linking to examples/issues of task</li> <li>• broad/implicit understanding of the nature of the acquisition process.</li> </ul>   |             |
| <b>2</b>  | <p>Begins to use a linguistic terms but with some errors. Expresses ideas with organisation emerging. Occasional technical errors.</p>  | <b>3–5</b>   | <p>Shows awareness of linguistic ideas, concepts and research.<br/> <i>Students are likely to show:</i></p> <ul style="list-style-type: none"> <li>• awareness of features of children's language</li> <li>• familiarity with names of researchers and labels of theories.</li> </ul>   |             |
| <b>1</b>  | <p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description. Makes basic errors that intrude on communication.</p>  | <b>2</b>     | <p>Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study.<br/> <i>Students are likely to use:</i></p> <ul style="list-style-type: none"> <li>• generalised/lay discussions of children's language</li> <li>• broad assertions.</li> </ul>  |             |
| <b>0</b>  | <p>Has major flaws in language that impede communication. Does not communicate.</p>   | <b>1</b>     | <p>Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.</p>  |             |
|   |   | <b>0</b>     | <p>Shows no understanding of anything concerned with the study of language.</p>   |             |