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A-Level

# English Language

7702/1 Language, The Individual and Society (New)  
Final Mark Scheme

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7702  
June 2017

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Version/Stage: v1.0

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Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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)

## English Language Mark Scheme

### How to Mark

#### Aims

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

- recognise and identify the achievements of students
- place students in the appropriate mark band and in the appropriate part of that mark band (high, low, middle) for **each** Assessment Objective
- record your judgements with brief notes, annotations and comments that are relevant to the mark scheme and make it clear to other examiners how you have arrived at the numerical mark awarded for each Assessment Objective
- put into a rank order the achievements of students (not to grade them – that is done later using the rank order that your marking has produced)
- 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.

#### Assessment Objectives

This component requires students to:

- AO1:** Apply appropriate methods of language analysis, using associated terminology and coherent written expression
- AO2:** Demonstrate critical understanding of concepts and issues relevant to language use
- AO3:** Analyse and evaluate how contextual factors and language features are associated with the construction of meaning
- AO4:** Explore connections across texts, informed by linguistic concepts and methods.

#### The Marking Grids

The specification has generic marking grids for each Assessment Objective that are customised with indicative content 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 five broad levels representing different levels of achievement. Do not think of levels equalling grade boundaries.

On the left hand-side of the mark scheme, in bold, are the generic descriptors that identify the performance characteristics at 5 distinct levels.

On the right hand side are statements of indicative content. These give examples of the kind of things students might do that would exemplify the level. They are neither exhaustive nor required – they are

simply indicative of what would appear at this level. You will find that they sometimes indicate areas of content that can be handled with increasing sophistication and subtlety. You will also find statements which only characterise work at the bottom or top of the range.

Depending on the part of the examination, the levels 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 Grids**

These levels of response mark schemes are broken down into five levels, each of which has descriptors. The descriptors for the level show the performance characteristics of the level. There is the same number of marks in each level for an individual Assessment Objective. The number of marks per level will vary from two to four between different Assessment Objectives depending upon the number of marks allocated to the various Assessment Objectives covered by a particular question.

Having familiarised yourself with the descriptors and indicative content, read through the answer and annotate it (as instructed below) to identify the qualities that are being looked for and that it shows. You can now check the levels and award a mark.

### **Step 1 Determine a level**

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that level. The descriptors for the level indicate the different qualities that might be seen in the student's answer for that level. If it meets all the descriptors for the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptors and the answer. With practice and familiarity you will find that for better answers you will be able to skip through the lower levels of the mark scheme quickly.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best-fit approach for defining the level and then use the variability of the response to help decide the mark within the level; ie if the response fulfils most but not all of level 3 with a small amount of level 4 material, it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### **Step 2 Determine a mark**

Once you have assigned a level you need to decide on the mark.

It is often best to start in the middle of the level's mark range and then check and adjust. If there is a lot of indicative content fully identifiable in the work you need to give the highest mark in the level. If only some is identifiable or it is only partially fulfilled, then give the lower mark.

The exemplar materials used during standardisation will also help. There will be an answer in the standardising materials that will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is of the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

In addition to the generic descriptors (presented in bold text), paper-specific indicative descriptors (presented in plain text) are provided as a guide for examiners. These are not intended to be exhaustive and you must credit other valid points.

An answer that contains nothing of relevance to the question must be awarded no marks.

### 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 ✓✓ if they are from the top 2 levels
- (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 errors of factual accuracy, or where clarity is in doubt, with a question mark
- identify errors of spelling or punctuation by underlining, eg sentence
- 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.

Please do not write negative comments about students' work or their alleged aptitudes; this is unprofessional and it impedes a positive marking approach.

### 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	AO1	AO2	AO3	AO4	Total
Question 1	10		15		25
Question 2	10		15		25
Question 3				20	20
Questions 4/5	15	15			30
					<b>100</b>

**Section A – Textual Variations and representations**

**Questions 1 and 2**

- Award a mark out of 10 for AO1, place in the right-hand margin and ring.
- Award a mark out of 15 for AO3, place in the right-hand margin and ring.

eg

AO1 Summative Comment

AO3 Summative Comment

**Question 3**

- Award a mark out of 20 for AO4, place in the right-hand margin and ring.

eg

AO4 Summative Comment

**Section B – Children’s language development**

**Questions 4 and 5**

- Award a mark out of 15 for AO1, place in the right-hand margin and ring.
- Award a mark out of 15 for AO2, place in the right-hand margin and ring.

eg

AO1 Summative Comment

AO2 Summative Comment

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.

**Section A: Textual variations and representations**

**0 1** Analyse how **Text A** uses language to create meanings and representations.

**[25 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
<p>Level 5 9–10</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology, identifying patterns and complexities</b></li> <li>• <b>apply different levels of language analysis in an integrated way, recognising how they are connected</b></li> <li>• <b>apply levels of language analysis with rare errors</b></li> <li>• <b>guide the reader</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• pragmatic features</li> <li>• sentence and clause types, elements and linking</li> <li>• cohesion</li> <li>• discourse structure</li> <li>• ellipsis</li> </ul>
<p>Level 4 7–8</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology with precision and detail</b></li> <li>• <b>apply two or more levels of language analysis</b></li> <li>• <b>apply levels of language analysis with occasional errors</b></li> <li>• <b>develop a line of argument</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• journalistic language</li> <li>• word classes in detail</li> <li>• verb tenses, voice, aspect, modals</li> <li>• phrases</li> </ul>
<p>Level 3 5–6</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology consistently and appropriately</b></li> <li>• <b>label features that have value for the task</b></li> <li>• <b>label features with more accuracy than inaccuracy</b></li> <li>• <b>communicate with clear topics and paragraphs</b></li> </ul>	<p>Students are likely to describe features such as:</p> <ul style="list-style-type: none"> <li>• semantic fields</li> <li>• formality</li> <li>• word classes</li> <li>• verb moods</li> <li>• hyperlinks</li> <li>• graphological features</li> </ul>

<p>Level 2 3–4</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about language used</li> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> <li>• discuss formality, complexity at a generalised level</li> </ul>
<p>Level 1 1–2</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic description</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	



<b>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate use of language and representations according to context</b></li> <li>• <b>explore analysis within wider social and cultural contexts</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate how values and attitudes to gender, nationality and experience are conveyed</li> <li>• evaluate the use of narrative strategies</li> <li>• evaluate the significance of journalistic context</li> <li>• evaluate the significance of online dissemination</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse how language choices create meanings and representations</b></li> <li>• <b>analyse how aspects of context work together to affect language use</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• examine how audience is addressed and positioned</li> <li>• analyse how language is used to represent the incident</li> <li>• analyse representations of athletes</li> <li>• analyse the representation of Metro</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>interpret significance of specific choices of language according to context</b></li> <li>• <b>link specific language choices with an aspect of context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• interpret vocabulary used to represent Campbell-Brown</li> <li>• examine use of the third person point of view</li> <li>• interpret vocabulary to represent rules and laws</li> <li>• link choices of language to audience, purpose, newspaper article</li> </ul>
Level 2 4–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify distinctive features of language and significant aspects of context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• identify language describing Campbell-Brown</li> <li>• identify language about sport</li> <li>• identify online newspaper features</li> <li>• identify purpose – to inform/comment</li> </ul>
Level 1 1–3	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>paraphrase or describe content of texts</b></li> <li>• <b>misunderstand text or context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• give factual information about the race</li> <li>• show literal understanding of information</li> <li>• rely on lengthy quotations</li> </ul>
0	<b>Nothing written about the text or topic</b>	

**0 2** Analyse how **Text B** uses language to create meanings and representations.

**[25 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 9–10	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology, identifying patterns and complexities</b></li> <li>• <b>apply different levels of language analysis in an integrated way, recognising how they are connected</b></li> <li>• <b>apply levels of language analysis with rare errors</b></li> <li>• <b>guide the reader</b></li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• pragmatic features</li> <li>• sentence and clause types, elements and linking</li> <li>• cohesion</li> <li>• discourse structure</li> <li>• ellipsis</li> </ul>
Level 4 7–8	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology with precision and detail</b></li> <li>• <b>apply two or more levels of language analysis</b></li> <li>• <b>apply levels of language analysis with occasional errors</b></li> <li>• <b>develop a line of argument</b></li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• official and legal language</li> <li>• word classes in detail</li> <li>• verb tenses, aspect, voice, modals</li> <li>• phrases</li> </ul>
Level 3 5–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>apply linguistic methods and terminology consistently and appropriately</b></li> <li>• <b>label features that have value for the task</b></li> <li>• <b>label features with more accuracy than inaccuracy</b></li> <li>• <b>communicate with clear topics and paragraphs</b></li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic fields</li> <li>• formality</li> <li>• word classes</li> <li>• verb moods</li> <li>• graphological features</li> <li>• archaisms</li> </ul>

<p>Level 2 3–4</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about language used</li> <li>• use a linguistic register of very general terms eg sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> <li>• discuss formality, complexity at a generalised level</li> </ul>
<p>Level 1 1–2</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic description</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	

<b>AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>evaluate use of language and representations according to context</b></li> <li>• <b>explore analysis within wider social and cultural contexts</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• explore historical dimensions of language use eg grammar, genre, syntax</li> <li>• evaluate values and attitudes conveyed</li> <li>• evaluate the construction and representation of authority</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>analyse how language choices create meanings and representations</b></li> <li>• <b>analyse how aspects of context work together to affect language use</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• analyse how Mr David Scott Duncan uses language to assert his authority</li> <li>• analyse how language is used to represent the rules</li> <li>• analyse how language is used to represent the 'offence'</li> <li>• analyse how language is used to represent the report/the king/the judges</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>interpret significance of specific choices of language according to context</b></li> <li>• <b>link specific language choices with an aspect of context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• interpret how period affects vocabulary</li> <li>• interpret use of first and third-person narrative</li> <li>• interpret how language is used to describe the event</li> </ul>
Level 2 4–6	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify distinctive features of language and significant aspects of context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• identify and exemplify purposes of the report</li> <li>• identify language from a sporting context</li> <li>• identify language from a legal/official context</li> <li>• describe potential audience as sporting enthusiasts or historians</li> </ul>
Level 1 1–3	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>paraphrase or describe content of texts</b></li> <li>• <b>misunderstand text or context</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• give factual information on the events described</li> <li>• show literal understanding of information</li> <li>• rely on lengthy quotations</li> </ul>
0	<b>Nothing written about the text or topic</b>	

**0 3**

 Explore the similarities and differences in the ways that **Text A** and **Text B** use language.

**[20 marks]**

<b>AO4: Explore connections across texts, informed by linguistic concepts and methods</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b> These are examples of ways students' work might exemplify the performance characteristics in the question above. They indicate possible content and how it can be treated at different levels.
Level 5 17–20	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>evaluate the importance/significance/effect of connections found across texts</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• evaluate the various discourses about athletes and sporting events/incidents</li> <li>• evaluate effects of contemporary/historical contexts on language use, representations and meanings</li> <li>• evaluate effects of technological contexts on language use, representations and meanings</li> <li>• evaluate effects of social contexts on language use, representations and meanings</li> </ul>
Level 4 13–16	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>explore connections between texts by linking language and context</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• explore media contexts: online newspaper report/official report and language use</li> <li>• explore historical contexts and language use, eg legalese</li> <li>• explore technological contexts and language use</li> <li>• explore social contexts and language use</li> </ul>
Level 3 9–12	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>make connections across texts by identifying similar or different uses of language/content/context</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• contrast use of first and third-person pronouns</li> <li>• contrast use of sentence types and functions</li> <li>• compare and contrast vocabulary used to describe rule breaking or athletic/sports context</li> <li>• compare and contrast other uses of language</li> </ul>

<p>Level 2 5–8</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>make connections at a literal level</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• compare topics</li> <li>• compare purposes to inform and entertain</li> <li>• contrast audiences/users</li> <li>• contrast writers/producers</li> <li>• contrast genres</li> </ul>
<p>Level 1 1–4</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss relevant aspects of texts without making connections explicitly</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• make one/two implicit connections (4)</li> <li>• make implicit connections by using similar topics for paragraphs (3)</li> <li>• write about each text separately (2)</li> <li>• write about one text only (1)</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	

**Section B Children’s language development**
**0 4**

“Child directed speech is a major factor in the development of a child’s language.”

 Referring to **Data Set 1** in detail, and to relevant ideas from language study, evaluate this view of children’s language development.

**[30 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p>These are examples of ways students’ work might exemplify the performance characteristics in the question above.</p> <p>They indicate possible content and how it can be treated at different levels.</p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic patterns</li> <li>• clause types, elements and linking</li> <li>• grammatical patterns and rules eg question formation</li> <li>• discourse structure eg question/answer routine</li> <li>• pragmatic features eg deixis and context dependence</li> <li>• phonemic features in detail</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• types of extension</li> <li>• word classes in detail</li> <li>• verb tenses, voice, aspect, modals</li> <li>• morphemes</li> <li>• repetition and reformulation</li> <li>• consonant/vowels/syllables</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	Students are likely to describe features such as: <ul style="list-style-type: none"> <li>• semantic fields</li> <li>• word classes</li> <li>• verb moods</li> <li>• turn taking</li> <li>• prosodic features, eg raised volume and stress</li> </ul>

<p>Level 2 4–6</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about language used</li> <li>• use a linguistic register of very general terms like sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel language features</li> </ul>
<p>Level 1 1–3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic description</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	



<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5  13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• evaluate and challenge different ways of explaining children's language development</li> <li>• synthesise ideas and conceptualise a view of the process</li> <li>• integrate a range of well-selected examples to support/challenge ideas</li> <li>• evaluate adults interactions with children and effects of context eg gender roles, correction, use of digital media, books and toys</li> </ul>
Level 4  10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• consider the role of the parent and other things which might affect children's development</li> <li>• identify and discuss significance of cognitive development/innateness theories/social interaction theories</li> <li>• identify and discuss significance of physical development</li> <li>• identify and discuss significance of phonological element</li> <li>• consider the importance of Mother's input, usage, correction and reformulation</li> <li>• consider the importance of interaction, eg Child Directed Speech, LASS</li> </ul>

Level 3 7–9	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• describe the role of parent/CDS</li> <li>• classify functions of Child Directed Speech</li> <li>• illustrate and label features of Child Directed Speech, eg repetition, exaggerated sing song intonation, interrogatives, use of name/naming</li> </ul>
Level 2 4–6	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• show awareness of research by outlining theories without reference to task</li> <li>• identify examples and explain their purpose/significance</li> </ul>
Level 1 1–3	<b>Students will:</b> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge</b></li> </ul>	Students are likely to: <ul style="list-style-type: none"> <li>• discuss examples of children’s language development without linguistic comment (3)</li> <li>• give examples of children’s language development (2)</li> <li>• discuss children’s development without specific focus on language (1)</li> </ul>
0	<b>Nothing written about language concepts or issues</b>	

**0 5**

“The role of the teacher is essential for literacy development.”

 Referring to **Data Set 2** and **Data Set 3** in detail, and to relevant ideas from language study, evaluate this view of children’s language development.

**[30 marks]**

<b>AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p>These are examples of ways students’ work might exemplify the performance characteristics in the question above.</p> <p>They indicate possible content and how it can be treated at different levels.</p>
Level 5 13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology, identifying patterns and complexities</li> <li>• apply different levels of language analysis in an integrated way, recognising how they are connected</li> <li>• apply levels of language analysis with rare errors</li> <li>• guide the reader</li> </ul>	Students are likely to describe features such as for example: <ul style="list-style-type: none"> <li>• patterns in sentences, clauses, order and elements</li> <li>• grammatical function vs lexical words</li> <li>• grammatical agreement eg singular/plural</li> <li>• patterns of grammatical use/semantic use</li> <li>• multiple/contradictory patterns eg simultaneous use of standard and non-standard features</li> </ul>
Level 4 10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology with precision and detail</li> <li>• apply two or more levels of language analysis</li> <li>• apply levels of language analysis with occasional errors</li> <li>• develop a line of argument</li> </ul>	Students are likely to describe features such as for example: <ul style="list-style-type: none"> <li>• types of nouns, verbs, adjectives, adverbs, pronouns</li> <li>• plurality</li> <li>• tense</li> <li>• word order</li> <li>• grapheme/phoneme relation</li> </ul>
Level 3 7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• apply linguistic methods and terminology consistently and appropriately</li> <li>• label features that have value for the task</li> <li>• label features with more accuracy than inaccuracy</li> <li>• communicate with clear topics and paragraphs</li> </ul>	Students are likely to describe features such as for example: <ul style="list-style-type: none"> <li>• word classes, eg pronouns, nouns, verbs etc</li> <li>• orthography</li> <li>• punctuation</li> <li>• semantic fields</li> <li>• sentence functions</li> <li>• images</li> </ul>

<p>Level 2 4–6</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>use linguistic methods and terminology inconsistently and sometimes without value for the task</b></li> <li>• <b>generalise about language use with limited/unclear evidence</b></li> <li>• <b>label features with more inaccuracy than accuracy</b></li> <li>• <b>express ideas with organisation emerging</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• refer to elements of language that do not illuminate the analysis</li> <li>• make unsupported generalisations about nature of sentences</li> <li>• use a linguistic register of very general terms like sentence and word</li> <li>• quote imprecisely to illustrate descriptions</li> <li>• mislabel word classes and sentences</li> </ul>
<p>Level 1 1–3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>quote or identify features of language without linguistic description</b></li> <li>• <b>present material with limited organisation</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• quote relevant examples without any linguistic terminology</li> </ul>
<p>0</p>	<p><b>Nothing written about the text or topic</b></p>	

<b>AO2: Demonstrate critical understanding of concepts and issues relevant to language use</b>		
<b>Level/Marks</b>	<b>PERFORMANCE CHARACTERISTICS</b>	<b>INDICATIVE CONTENT</b>
		<p><b>These are examples of ways students' work might exemplify the performance characteristics in the question above.</b></p> <p><b>They indicate possible content and how it can be treated at different levels.</b></p>
Level 5  13–15	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrate a synthesised, conceptualised and individual overview of issues</b></li> <li>• <b>evaluate and challenge views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to evaluate and challenge different ways of understanding children's writing development:</p> <ul style="list-style-type: none"> <li>• evaluate and challenge different views of written language development eg national literacy strategy</li> <li>• synthesise ideas and conceptualise a view of the process</li> <li>• integrate a range of well-selected examples to support/challenge importance of accuracy/creativity</li> <li>• evaluate the nature and effects of correction, reformulation, relationships created through politeness (face needs etc) and feedback</li> <li>• evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles</li> </ul>
Level 4  10–12	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>identify and comment on different views, approaches and interpretations of linguistic issues</b></li> </ul>	<p>Students are likely to explore different ways of understanding children's writing development:</p> <ul style="list-style-type: none"> <li>• identify and discuss different purposes of teacher roles and activities</li> <li>• identify and discuss issues concerning genres using the data eg recounts, imaginative narratives</li> <li>• examine first person narrative structure</li> <li>• examine the use of fiction to develop creativity/imagination/ideas</li> <li>• examine narrative conventions</li> <li>• examine link with proofreading strategies/self-checking</li> <li>• compare the two types of writing using relevant examples</li> </ul>
Level 3  7–9	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>show detailed knowledge of linguistic ideas, concepts and research</b></li> </ul>	<p>Students are likely to explain stages of children's writing development:</p> <ul style="list-style-type: none"> <li>• describe different explanations of writing development</li> <li>• describe roles and activities performed by teacher</li> <li>• describe importance of accuracy</li> <li>• illustrate examples of presentation, handwriting, formation of letter</li> </ul>

		<p>symbols, punctuation in data</p> <ul style="list-style-type: none"> <li>• consider spellings used in data eg standard/non-standard/phonetic spelling etc</li> </ul>
<p>Level 2 4–6</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>show familiarity with linguistic ideas, concepts and research</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• show awareness of research by outlining theories without reference to task</li> <li>• identify salient examples from data</li> <li>• label features of mechanical accuracy</li> </ul>
<p>Level 1 1–3</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>discuss issues anecdotally without specialist linguistic knowledge</b></li> </ul>	<p>Students are likely to:</p> <ul style="list-style-type: none"> <li>• give examples of children’s language development without linguistic comment (3)</li> <li>• give examples of children’s language development (2)</li> <li>• give children’s development without specific focus on language (1)</li> </ul>
<p>0</p>	<p><b>Nothing written about language concepts or issues</b></p>	