



**General Certificate of Education  
June 2011**

**English Language A 1701**

**ENGA1 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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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 candidates' 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 to download from the AQA Website: [www.aqa.org](http://www.aqa.org).

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## 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 candidates
- 2 to put into a rank order the achievements of candidates (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 candidates, 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 candidates 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 candidate 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 candidate'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 candidates and the marks available for them.

| Assessment Objective  | 1         | 2         | 3<br>(i) Mode<br>(ii) Meaning | 4         | Total     |
|---|-----------|-----------|-------------------------------|-----------|-----------|
| <b>Question 1<br/>Language and Mode</b>                     | <b>15</b> |           | <b>15</b>                     | <b>15</b> | <b>45</b> |
| <b>Questions 2 &amp; 3</b><br><div>0 2</div> <div>0 4</div> | <b>10</b> |           |                               |           | <b>45</b> |
| <div>0 3</div> <div>0 5</div>                               | <b>5</b>  | <b>30</b> |                               |           |           |

**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 |
|---|---|

 or 3 

|   |   |
|---|---|
| 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 |
|---|---|

 or 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.

|                            |   |
|----------------------------|---|
| <div>1</div> <div>01</div> | <p><b>Key Words:</b> Identify and describe the main mode characteristics of the texts. Examine how the writer of Text A and the participants in Text B use language to achieve their purposes and create meanings. In your answer you should consider: how situation and channel affect the use of language, how the writer of Text A uses language to inform and advise readers, how the participants in Text B use language to communicate their ideas and opinions, how choices of vocabulary, grammar and structure create meanings.</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> |
| Mark                       | <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 15)</p>   |
| 13–15                      | <p>Uses sophisticated and demanding linguistic terms with rare mistakes.<br/>Guides reader structurally and stylistically.<br/>Makes very few technical errors.<br/><i>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• sentence types, clauses, clause elements and clause linking</li> <li>• pragmatic features</li> <li>• structural features</li> <li>• types of turn.</li> </ul>  |
| 9–12                       | <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>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• types of nouns, adjectives, adverbs and conjunctions</li> <li>• verb tenses, aspect, voice, modality</li> <li>• interactive features.</li> </ul>   |
| 6–8                        | <p>Uses linguistic terms consistently and largely accurately.<br/>Communicates clearly with clear topics and paragraphs.<br/>Makes infrequent technical errors.<br/><i>Candidates are likely to describe:</i></p> <ul style="list-style-type: none"> <li>• word classes: nouns, adjectives, verbs, adverbs and conjunctions</li> <li>• sentence functions.</li> </ul>   |
| 4–5                        | <p>Begins to use linguistic terms but with some errors.<br/>Expresses ideas with organisation emerging.<br/>Occasional technical errors.<br/><i>Candidates are likely to label:</i></p> <ul style="list-style-type: none"> <li>• pronouns precisely</li> <li>• some lexical-semantic features.</li> </ul>   |
| 3                          | <p>Attempts to use linguistic terms with occasional accuracy of description.<br/>Conveys basic ideas with some organisation.<br/>Frequent errors.<br/><i>Candidate are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• graphology/phonology/complexity/formality.</li> </ul>   |
| 2                          | <p>Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br/>Makes basic errors that intrude on communication.</p>  |
| 1                          | <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>   |
| 0                          | <p>Does not comment on the texts.</p>   |

| Mark         | <b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language</b>  |   |
|--------------|--|---|
|              | Award a mark out of 15 for analysis of <b>mode</b> features  | Award a mark out of 15 for analysis of <b>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>Candidates are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• elements of spoken and mixed modes</li> <li>• conceptualised overviews of mode</li> <li>• syntactical simplicity and complexity</li> <li>• information processing and structuring at sentence and paragraph level.</li> </ul> | <p><i>Candidates are likely to explore:</i></p> <ul style="list-style-type: none"> <li>• sentence and clause effects</li> <li>• rhetorical strategies</li> <li>• audience positioning</li> <li>• use of synthetic personalisation and reassurance as strategies in A</li> <li>• managing presentation and interview in B.</li> </ul>  |
|              | <b>Analyses context's influence and interprets texts' communicative intent clearly and in detail.</b>  |   |
| <b>9–12</b>  | <p><i>Candidates are likely to analyse:</i></p> <ul style="list-style-type: none"> <li>• message and expressive orientation of the texts</li> <li>• repetition and reformulation</li> <li>• turn taking</li> <li>• degrees of interactivity, eg tag questions, monitoring features.</li> </ul>                         | <p><i>Candidates are likely to analyse:</i></p> <ul style="list-style-type: none"> <li>• representation of views of university education</li> <li>• representation of university life</li> <li>• self-representation of participants in Text B</li> <li>• effect of tenses and modality</li> <li>• particular topics: social life, study, personal development, value of perseverance.</li> </ul> |
|              | <b>Understands effect of context and what texts are trying to communicate.</b>   |   |
| <b>6–8</b>   | <p><i>Candidates are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• shared context and address: inclusiveness and shared interests</li> <li>• planning and organisation</li> <li>• visual design</li> <li>• markers of spoken mode.</li> </ul>  | <p><i>Candidates are likely to discuss:</i></p> <ul style="list-style-type: none"> <li>• meanings of word choices</li> <li>• specific examples, ideas and opinions about university life</li> <li>• impersonal and personal accounts of university life.</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>Candidates are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• use of standard/non-standard English</li> <li>• permanence</li> <li>• personal and direct address.</li> </ul>   | <p><i>Candidates are likely to explain:</i></p> <ul style="list-style-type: none"> <li>• information about university life – courses, learning methods, tasters.</li> </ul>   |
|              | <b>Identifies some features of language variation. Has broad awareness that context has influenced language use.</b>   |   |
| <b>3</b>     | <p><i>Candidates are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• bold, capitals, punctuation, font</li> <li>• length of turns</li> <li>• short paragraphs.</li> </ul>   | <p><i>Candidates are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• functions of the texts broadly</li> <li>• prospective student audience</li> <li>• national audience.</li> </ul>   |
|              | <b>Gives simple/generalised/descriptive accounts of the content of texts.</b>  |   |
| <b>2</b>     | <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• label texts as electronic (web page) and spoken (radio phone-in).</li> </ul>  | <p><i>Candidates are likely to:</i></p> <ul style="list-style-type: none"> <li>• give unanalysed quotations.</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>  |   |

|                             |  |
|-----------------------------|--|
| <div>2</div> <div>0 2</div> | <p><b>Key words:</b> Comment linguistically on <b>five different features</b> of language use which <b>you find of interest</b>.</p> <p><b>Assessment focuses:</b> Application and exploration of Linguistic Frameworks for Analysis.</p>  |
| Mark                        | <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>   |
| 0–10                        | <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>Candidates are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>repetition – ‘dog dog’</i></li> <li>• <i>ellipsis – ‘ooking pussy’</i></li> <li>• <i>declines correction – ‘woof woof’, ‘dog dog’</i></li> <li>• <i>affirmative response to questions – ‘yeah’, ‘mmm’</i></li> <li>• <i>declarative mood – ‘ooking pussy’</i></li> <li>• <i>adjective use – ‘big’</i></li> <li>• <i>role of care-giver (questioning) – ‘is it upstairs’</i></li> <li>• <i>role of care giver (reformulating) – ‘looking for the pussycat’</i></li> <li>• <i>consonant cluster simplification – ‘tairs’, ‘pots’</i></li> <li>• <i>onomatopoeia/sound symbolism – ‘booowwww’</i></li> <li>• <i>domestic environment semantic field – ‘tairs’, ‘pussy’</i></li> <li>• <i>use of familiar suffix ‘doggy’</i></li> <li>• <i>one word utterances – ‘pots’</i></li> <li>• <i>meaning relation/two word utterances – ‘ooking pussy’.</i></li> </ul> |

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



|                            |  |  |   |
|----------------------------|--|--|---|
| <b>2</b><br><div>0 3</div> |  | <b>Key Words:</b> How far is <b>children's linguistic development</b> the <b>result of an innate capacity to learn language</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 language used by children/theories about initial language acquisition – explore the nature of the acquisition process. |   |
| <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>                   | Uses sophisticated and demanding linguistic terms with rare mistakes.<br>Guides reader structurally and stylistically.<br>Makes very few technical errors.                                       | <b>13–15</b>   | Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations.<br><i>Candidates are likely to explore:</i> <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>acquisition as an active and deductive rule-governed process, Universal grammar</li> <li>significance of variable input and interaction</li> <li>individual variations in vocabulary learning, speech styles and semantic understanding &gt; individual, social and cultural contexts</li> <li>evidence of learning by imitation and significance of the environment</li> <li>functionalist/interactionist approaches.</li> </ul> |
| <b>4</b>                   | 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.         | <b>9–12</b>  | Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues.<br><i>Candidates are likely to discuss:</i> <ul style="list-style-type: none"> <li>a clear case for innate capacity</li> <li>a range of examples supporting innateness theories, eg morphological examples</li> <li>rules and principles applied by children, eg plurality, tense</li> <li>significance of critical learning period</li> <li>limitations of ideas of imitation and learning by correction/reinforcement.</li> </ul>  |
| <b>3</b>                   | Uses linguistic terms consistently and largely accurately.<br>Communicates clearly with clear topics and paragraphs.<br>Makes infrequent technical errors.                                       | <b>6–8</b>   | Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.<br><i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>nature of 1-, 2-word stages as a sign of innateness</li> <li>theories and research relevant to the issue of innate capacity: LAD, CLP</li> <li>theories and research based on imitation/behaviourism.</li> </ul>  |
| <b>2</b>                   | Begins to use linguistic terms but with some errors.<br>Expresses ideas with organisation emerging.<br>Occasional technical errors.  | <b>3–5</b>   | Shows awareness of linguistic ideas, concepts and research.<br><i>Candidates are likely to show:</i> <ul style="list-style-type: none"> <li>knowledge of pre-verbal stages as universal before becoming language specific</li> <li>a limited range of features of children's language with occasional linguistic description</li> <li>familiarity with names of researchers and labels of theories.</li> </ul>  |
| <b>1</b>                   | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br>Makes basic errors that intrude on communication.                             | <b>2</b>   | Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study.<br><i>Candidates are likely to use:</i> <ul style="list-style-type: none"> <li>few features of children's language</li> <li>generalised/lay discussions of children's language/broad assertions.</li> </ul>   |
| <b>0</b>                   | Has major flaws in language that impede communication.<br>Does not communicate.  | <b>1</b>   | Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.   |
|                            |  | <b>0</b>   | Shows no understanding of anything concerned with the study of language.  |

|  |   |
|--|---|
| <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <div style="font-size: 24pt; font-weight: bold; margin-bottom: 5px;">3</div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span style="border: 1px solid black; padding: 2px 5px;">0</span> <span style="border: 1px solid black; padding: 2px 5px;">4</span> </div> </div> | <p><b>Key words:</b> Comment linguistically on <b>five different features</b> of language use which <b>you find</b> of interest.</p> <p><b>Assessment focuses:</b> Application and exploration of Linguistic Frameworks for Analysis.</p>   |
| <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>Candidates are likely to identify:</i></p> <ul style="list-style-type: none"> <li>• <i>simple sentence</i> – ‘Onday we went on a picnikc’</li> <li>• <i>complex sentence</i> – ‘We had a delicious lunch...’</li> <li>• <i>sub-ordinate clause</i> – ‘except we had frogs init!’</li> <li>• <i>first person plural narrative</i> – ‘we whet home’</li> <li>• <i>exclamatory clause</i> – ‘except we had frogs init!’</li> <li>• <i>correct spelling</i> – ‘delicious’</li> <li>• <i>correct punctuation except omitted full stop</i> ‘...picnikc We...’</li> <li>• <i>spatial dimensions of early writing</i> – various letter sizes</li> <li>• <i>past tense</i> – ‘we went on on a picnikc’</li> <li>• <i>repetition of preposition</i> – ‘on on a picnikc’</li> <li>• <i>orthographical variant</i> – ‘whet’</li> <li>• <i>correction and interaction</i> – ‘whet’ = ‘went’ and tick</li> <li>• <i>elision</i> – ‘init’</li> <li>• <i>aspects of narrative</i> – linear, sequential, imaginative, familial</li> <li>• <i>narrative linked to drawing</i></li> <li>• <i>irregular capitalisation</i> – ‘Jumped’</li> <li>• <i>compound/complex sentence</i> – ‘They jumped out...told mum’</li> <li>• <i>proof reading/drafting skills/self correction</i> – ‘picnikc’</li> <li>• <i>co-ordinate clause used as a sentence for effect</i> ‘And mum screamed’</li> <li>• <i>aspects of narrative structure</i> – characterisation, orientation, complication, plot development, coda (each different example, if appropriately illustrated may be given two marks).</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <div>3</div> <div>0 5</div>                              | <p><b>Key Words:</b> How do you <b>agree</b> that <b>all children go through</b> the same <b>stages</b> when <b>learning to write</b>?</p> <p>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>.</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> |  |  |
| <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>   | Uses sophisticated and demanding linguistic terms with rare mistakes.<br>Guides reader structurally and stylistically.<br>Makes very few technical errors.   | <b>13–15</b>   | Shows good knowledge about linguistic concepts, theories and research. Identifies and comments on different views and interpretations.<br><i>Candidates are likely to explore:</i> <ul style="list-style-type: none"> <li>• <i>stages of acquisition of writing critically using evidence to evaluate</i></li> <li>• <i>a range of features in detail, eg grammatical, orthographical, semantic and punctuation features</i></li> <li>• <i>contribution of reading, drawing and narrative to the development of writing skills</i></li> <li>• <i>other factors which affect the acquisition of writing skills, eg correction, exposure to a range of models, motor skills, learning skills, contexts for writing</i></li> <li>• <i>writing as representing communicative power</i></li> <li>• <i>syntax, semantic relations, systematic orthographical variation</i></li> <li>• <i>written language acquisition as an active and deductive process, eg experimentation, correction</i></li> <li>• <i>links between cognitive theory, developmental theory and linguistic development.</i></li> </ul> |
| <b>4</b>   | 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.   | <b>9–12</b>  | Shows depth/range of knowledge of linguistic ideas/concepts/research. Develops views on linguistic issues.<br><i>Candidates are likely to discuss:</i> <ul style="list-style-type: none"> <li>• <i>stages of acquisition of writing skills, eg Kroll – preparatory, consolidation, differentiation, integration, Barclay – scribbling, mock letters, conventional letters, phonetic spelling, correct spelling</i></li> <li>• <i>some well selected examples of children's writing</i></li> <li>• <i>links between speech and writing</i></li> <li>• <i>acquisition of writing as an interactive process</i></li> <li>• <i>roles of primary/secondary care-givers</i></li> <li>• <i>some rules and principles applied by children, eg word order, negation, agreement of word classes, tense and sentence boundaries</i></li> <li>• <i>a view of the nature of written language acquisition as a developmental and cognitive process.</i></li> </ul>   |
| <b>3</b>   | Uses linguistic terms consistently and largely accurately.<br>Communicates clearly with clear topics and paragraphs.<br>Makes infrequent technical errors.   | <b>6–8</b>   | Shows knowledge of linguistic ideas, concepts and research. Outlines views on linguistic issues.<br><i>Candidates are likely to explain:</i> <ul style="list-style-type: none"> <li>• <i>some stages of the acquisition of writing skills</i></li> <li>• <i>some features of children's written language</i></li> <li>• <i>handwriting, formation of letter symbols, punctuation and word classes</i></li> <li>• <i>broad/implicit awareness of the nature of the acquisition process.</i></li> </ul>  |
| <b>2</b>   | Begins to use linguistic terms but with some errors.<br>Expresses ideas with organisation emerging.<br>Occasional technical errors.  | <b>3–5</b>   | Shows awareness of linguistic ideas, concepts and research.<br><i>Candidates are likely to show:</i> <ul style="list-style-type: none"> <li>• <i>some features of theories without linking to examples/issues of task</i></li> <li>• <i>a limited range of features of children's language</i></li> <li>• <i>some familiarity with names of researchers and labels theories.</i></li> </ul>  |
| <b>1</b><br><br><br><br><br><br><br><br><br><br><b>0</b> | Attempts to use frameworks with minimal accuracy achieved or quotes judiciously without linguistic description.<br>Makes basic errors that intrude on communication.<br><br>Has major flaws in language that impede communication.<br>Does not communicate.  | <b>2</b><br><br><br><br><br><br><br><br><br><br><b>1</b><br><br><br><br><br><br><br><br><br><br><b>0</b> | Is anecdotal/descriptive with implicit relevance and uncertain about how to carry out linguistic study.<br><i>Candidates are likely to use:</i> <ul style="list-style-type: none"> <li>• <i>few features of children's language</i></li> <li>• <i>generalised/lay discussions of children's language/broad assertions.</i></li> </ul> Has little focus on linguistic issues and gives generalised discussions of children's development without language focus.<br><br>Shows no understanding of anything concerned with the study of language.  |

### **Converting marks into UMS marks**

Convert raw marks into marks on the Uniform Mark Scale (UMS) by visiting the link below:

[www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion).