A-LEVEL
English Language

7702/1   Language, the individual and society
Mark scheme

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

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. These scripts will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the exemplar to determine if it is of the same standard, better or worse. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the exemplar.

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 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.

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
					100

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   ⑦
>
> AO3 Summative Comment   ⑪

Question 3

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

> eg
>
> AO4 Summative Comment   ⑯

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   ⑦
>
> AO2 Summative Comment   ⑪

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]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **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 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader**	Students are likely to describe features such as: • semantic patterns • pragmatic features • sentence and clause types, elements and linking • cohesion and textual structure
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument**	Students are likely to describe features such as: • word classes in detail • verb tenses, voice, aspect, modals • phrases
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • icons, hyperlinks • graphological features
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence** • **label features with more inaccuracy than accuracy**	Students are likely to: • discuss formality and/or complexity (4) • offer only one or two descriptions, eg a word class, a sentence function (4) • make unsupported generalisations about language used (3) • use a linguistic register of very general terms eg sentence and word (3)

	• **express ideas with organisation emerging**	• quote imprecisely to illustrate descriptions (3)
Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**	Students are likely to: • quote relevant examples without any linguistic description
0	**Nothing written about the text or topic**	

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **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 13–15	**Students will:** • **evaluate use of language and representations according to context** • **explore analysis within wider social and cultural contexts**	Students are likely to: • evaluate linguistic construction of values and attitudes to politeness • evaluate how contrasting representations of the general public are constructed • evaluate the significance of journalistic context and online dimension • evaluate representations of the modern world
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use**	Students are likely to: • analyse how audience is addressed and positioned • analyse how language is used to represent Bryant's point of view • analyse representations of attitudes towards rudeness • analyse representations of travellers/behaviour on public transport
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context**	Students are likely to: • interpret vocabulary used to label travellers • examine use of the first person point of view/direct address • interpret vocabulary to describe (lack of) politeness/manners • link choices of language to audience, purpose, newspaper article
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context**	Students are likely to: • identify language about rudeness • identify language about manners • identify online newspaper features • identify purpose – to persuade/discuss/comment
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context**	Students are likely to: • give factual information about Bryant's complaints/content • show literal understanding of information • rely on lengthy quotations
0	**Nothing written about the text or topic**	

| 0 | 2 | Analyse how **Text B** uses language to create meanings and representations.
[25 marks]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **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 9–10	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader**	Students are likely to describe features such as: • semantic patterns • pragmatic features • sentence and clause types, elements and linking • cohesion and textual structure
Level 4 7–8	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument**	Students are likely to describe features such as: • word classes in detail • verb tenses, voice, aspect, modals • phrases
Level 3 5–6	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • archaisms • spellings
Level 2 3–4	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence** • **label features with more inaccuracy than accuracy** • **express ideas with organisation emerging**	Students are likely to: • discuss formality and/or complexity (4) • offer only one or two descriptions, eg a word class, a sentence function (4) • make unsupported generalisations about language used (3) • use a linguistic register of very general terms eg sentence and word (3) • quote imprecisely to illustrate descriptions (3)

Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**	Students are likely to: • quote relevant examples without any linguistic description
0	**Nothing written about the text or topic**	

Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT
	AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning	
		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 13–15	**Students will:** • **evaluate use of language and representations according to context** • **explore analysis within wider social and cultural contexts**	Students are likely to: • evaluate historical dimensions of language use • evaluate linguistic construction of values and attitudes conveyed • evaluate the representation of women • evaluate representation of the writer's contemporary world
Level 4 10–12	**Students will:** • **analyse how language choices create meanings and representations** • **analyse how aspects of context work together to affect language use**	Students are likely to: • analyse how audience is addressed and positioned • analyse how Mary Green uses language to convey her views • analyse how language is used to represent rudeness/the conductress • analyse how representation of accent is used
Level 3 7–9	**Students will:** • **interpret significance of specific choices of language according to context** • **link specific language choices with an aspect of context**	Students are likely to: • examine how period affects vocabulary • examine use of first person narrative • interpret how the writer presents her experiences • link choices of language to audience, purpose, newspaper article
Level 2 4–6	**Students will:** • **identify distinctive features of language and significant aspects of context**	Students are likely to: • identify and exemplify purposes of the letter • identify language about manners • identify language about women • describe potential audience as readers of newspapers
Level 1 1–3	**Students will:** • **paraphrase or describe content of texts** • **misunderstand text or context**	Students are likely to: • give an account of the events described • show literal understanding of information • rely on lengthy quotations
0	**Nothing written about the text or topic**	

| 0 | 3 |

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

[20 marks]

AO4: Explore connections across texts, informed by linguistic concepts and methods		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **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	**Students will:** • **evaluate the importance/significance/effect of connections found across texts**	Students are likely to: • evaluate discourses about rudeness/manners/communication/gender • evaluate effects of contemporary/historical contexts on language use, representations and meanings • evaluate effects of technological contexts on language use, representations and meanings • evaluate effects of social contexts on language use, representations and meanings
Level 4 13–16	**Students will:** • **explore connections between texts by linking language and context**	Students are likely to: • explore media contexts and genre and language use • explore historical contexts and language use • explore technological contexts and language use • explore social contexts and language use
Level 3 9–12	**Students will:** • **make connections across texts by identifying similar or different uses of language/content/context**	Students are likely to: • contrast use of first person pronouns • contrast use of sentence types and functions • compare and contrast vocabulary used to describe manners/rudeness/communication • compare and contrast other uses of language
Level 2 5–8	**Students will:** • **make connections at a literal level**	Students are likely to: • compare topics • compare purposes to inform and persuade/comment/discuss • contrast audiences/users • contrast writers/producers • contrast genres
Level 1 1–4	**Students will:** • **discuss relevant aspects of texts without making connections explicitly**	Students are likely to: • make one/two implicit connections (4) • make implicit connections by using similar topics for paragraphs (3) • write about each text separately (2) • write about one text only (1)
0	**Nothing written about the text or topic**	

Section B: Children's language development

0 4   'The best way to explain children's language development is to focus on what they use it for.'

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

[30 marks]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **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 13–15	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader**	Students are likely to describe features such as: • semantic patterns • pragmatic features eg deixis and context dependence • clause types, elements and linking • grammatical patterns and rules eg question or tense formation • grammatical function vs lexical words • discourse structure
Level 4 10–12	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument**	Students are likely to describe features such as: • word classes in detail • verb tenses, voice, aspect, modals • phrases • morphemes • repetition and reformulation
Level 3 7–9	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • turn taking • prosodic features
Level 2 4–6	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence** • **label features with more inaccuracy than accuracy** • **express ideas with organisation emerging**	Students are likely to: • discuss formality and/or complexity (6) • offer only one or two descriptions, eg a word class, a sentence function (6) • make unsupported generalisations about language used (5) • use a linguistic register of very general terms eg sentence and word (4) • quote imprecisely to illustrate descriptions (4)

Level 1 1–2	**Students will:** • **quote or identify features of language without linguistic description** • **present material with limited organisation**	Students are likely to: • quote relevant examples without any linguistic description
0	**Nothing written about the text or topic**	

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **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 13–15	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • evaluate and challenge different ways of explaining children's language development • synthesise ideas and conceptualise a view of the process of language development • integrate a range of well-selected examples to support/challenge ideas • evaluate interactions with children and effects of uses of language eg gender roles, family roles, domestic routines and play
Level 4 10–12	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to: • comment on individual/physical explanations • comment on cognitive and nativist explanations • comment on contextual and cultural explanations • comment on social interaction and play-based explanations
Level 3 7–9	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • illustrate the role of family and impact of activity on talk • illustrate and label features of Child Directed Speech, eg repetition, exaggerated sing song intonation, interrogatives • examine ideas about functions of children's talk eg imaginative, heuristic, personal etc • identify one explanation of speech development
Level 2 4–6	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • show awareness of research by outlining theories without reference to task • identify examples of Theo's language and explain their purpose/significance • identify examples of Nana's speech and explain their purpose/significance
Level 1 1–3	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss examples of children's language development without linguistic comment (3) • give examples of children's language development (2) • discuss children's development without specific focus on language (1)
0	**Nothing written about the text or topic**	

0 5   'In learning to write, children should develop their accuracy before learning to write for different contexts.'

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]

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression		
Level/ Marks	PERFORMANCE CHARACTERISTICS	INDICATIVE CONTENT **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 13–15	**Students will:** • **apply linguistic methods and terminology, identifying patterns and complexities** • **apply different levels of language analysis in an integrated way, recognising how they are connected** • **apply levels of language analysis with rare errors** • **guide the reader**	Students are likely to describe features such as: • semantic patterns • pragmatic features eg deixis and context dependence • sentence and clause types, elements and linking • grammatical patterns and rules eg agreement, plurality, tense formation • grammatical function vs lexical words • discourse structure
Level 4 10–12	**Students will:** • **apply linguistic methods and terminology with precision and detail** • **apply two or more levels of language analysis** • **apply levels of language analysis with occasional errors** • **develop a line of argument**	Students are likely to describe features such as: • word classes in detail • verb tenses, voice, aspect, modals • phrases • morphemes • grapheme/phoneme relation
Level 3 7–9	**Students will:** • **apply linguistic methods and terminology consistently and appropriately** • **label features that have value for the task** • **label features with more accuracy than inaccuracy** • **communicate with clear topics and paragraphs**	Students are likely to describe features such as: • connotations • semantic fields • word classes • verb moods • graphological features • orthography and punctuation
Level 2 4–6	**Students will:** • **use linguistic methods and terminology inconsistently and sometimes without value for the task** • **generalise about language use with limited/unclear evidence** • **label features with more inaccuracy than accuracy** • **express ideas with organisation emerging**	Students are likely to: • discuss formality and/or complexity (6) • offer only one or two descriptions, eg a word class, a sentence function (6) • make unsupported generalisations about language used (5) • use a linguistic register of very general terms eg sentence and word (4) • quote imprecisely to illustrate descriptions (4)

Level 1	**Students will:**	Students are likely to:
1–3	• **quote or identify features of language without linguistic description** • **present material with limited organisation**	• quote relevant examples without any linguistic terminology
0	**Nothing written about the text or topic**	

AO2: Demonstrate critical understanding of concepts and issues relevant to language use		
Level/ Marks	**PERFORMANCE CHARACTERISTICS**	**INDICATIVE CONTENT** **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 13–15	**Students will:** • **demonstrate a synthesised, conceptualised and individual overview of issues** • **evaluate and challenge views, approaches and interpretations of linguistic issues**	Students are likely to: • evaluate and challenge different ways of understanding children's writing development • evaluate and challenge different ways of explaining the process of written language development • synthesise ideas and conceptualise a view of the process of written language development • integrate a range of well-selected examples to support/challenge ideas • evaluate a range of different contexts and literary practices, such as exposure to a range of writing models, writing technology, learning styles
Level 4 10–12	**Students will:** • **identify and comment on different views, approaches and interpretations of linguistic issues**	Students are likely to explore: • different ways of understanding children's writing development • comment on individual/physical development • comment on the role of creativity and imagination • comment on contextual and cultural aspects • comment on significance of communicative purpose, genre, mode
Level 3 7–9	**Students will:** • **show detailed knowledge of linguistic ideas, concepts and research**	Students are likely to: • explain stages of children's writing development • illustrate issues concerning genres eg letters, recipe/instruction writing • illustrate children's use of writing for different contexts • identify one explanation of written development
Level 2 4–6	**Students will:** • **show familiarity with linguistic ideas, concepts and research**	Students are likely to: • show awareness of research by outlining theories without reference to task • identify salient examples from data eg presentation, handwriting, formation of letter symbols, punctuation in data, vocab • label features of mechanical accuracy

Level 1 1–3	**Students will:** • **discuss issues anecdotally without specialist linguistic knowledge**	Students are likely to: • discuss examples of children's language development without linguistic comment (3) • give examples of children's language development (2) • discuss children's development without specific focus on language (1)
0	**Nothing written about the text or topic**	