GradeMax



Mark Scheme (Results)

Summer 2017

Pearson Edexcel IAL
In English Language (WEN04)
Unit 4: Investigating Language



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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Assessment Objectives: WEN04_01

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.

Section A

Question Number	Indicative Content
1	**General** Candidates should show an awareness of the historical background to Australian English, the influences on its development and the impact of a variety of dialectal regions of the British Isles. They should be aware that Australian English is the country's main language and is the first language of the majority of the population. Candidates may consider the sociocultural variations: *broad*, *general* and *cultivated* accent forms that reflect variations in the Australian accent. They may reflect on the social class, education and urban or rural background of speakers. **Analysis** Candidates should comment on the language features and identify them as forms found in Australian English. The speaker in the extract is from an urban and educated background and uses features similar to Standard English. Her sociocultural variation is *general*. She is a university student. Her speech is generally informal and reflects the age of the speaker. **Morphology and Syntax:** • micropauses act as natural syntactical breaks in examples such as 'So I come from a suburb of Brisbane (.) Robina (.)' • variety of sentence types (simple, complex) occurs • some variety of sentence function, for example questions 'whatre the best things (.) the best things about Brizzy' • deletion of the suffix '-ly'. **Lexis:** • the use of diminutives 'arvo', 'avo' and 'Brizzy' possibly to indicate familiarity/informality • evidence of litotes 'not bad' to ironically express an affirmative by using the negative • the use of proper nouns – place names: 'Brisbane', 'Melbourne', 'Robina' • the use of intensifiers 'heaps', 'fully' to present an informal style to the speech • 'load' used as a noun instead of 'lot' • inconsistent use of prepositions 'up from' instead of 'up with' and 'at' rather than 'in' • omission of some prepositions 'weekend' rather than 'at the weekend'. Omission of definite article 'in to town' rather than 'in to the town', 'weekend' rather than 'the weekend'. **Phonology:** • evidence of clipping: 'studyin' and 'eatin' • the affix -ory, in 'history' is pronounced with a full vowel

	• the speaker has a 'general' Australian accent, which reflects the prominence of its use on radio and television since the late 20th century. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
1	1–4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
2	5–8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
3	9–12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
4	13–16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
5	17–20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data.		

		• Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

Question Number	Indicative Content
2	**General** Candidates should show awareness of the impact CDS has on children's language development and how Jan's interaction with Maddy aids Maddy's discourse and social interaction. Mention should be made of Maddy's stage of development and the context in which the conversation takes place and how this may also influence language development. **Analysis** Candidates should comment on the techniques and language Jan uses within her interactions with Maddy and how these techniques enable Maddy to successfully develop her communication skills. Mention should also be made of the use of the book to aid language development and the importance of shared interactions with a caregiver. **Grammar and Syntax:** • Maddy is able to form present tense verb form: 'like' • Maddy makes some standard simple utterances: 'it is a house' • Maddy makes some non-standard and telegraphic utterances in response to Jan's prompts: 'cos it you car' • Maddy can combine clauses, including subordination, in response to Jan's prompts: 'I like horses cos I pat em' • she does make some grammatical omissions: 'it you car', 'up top chimney' • Maddy illustrates an awareness of sentence functions and syntactical implications: interrogatives 'you like dress', declaratives 'my dress pink like Barbie', formation of negatives 'no me want this book'; question formation; pronoun use 'me', 'I', although there are non-standard utterances made, which are in keeping with her stage of development. **Lexis:** • Maddy uses the first person object pronoun to relate to herself, 'me' instead of the first person possessive 'my', and the second person subject pronoun 'you' instead of the second person possessive 'your' • Maddy uses a number of adjectives relating to colour: 'pink', 'yellow', 'grey' to add additional description to concrete nouns in response to Jan's prompts. She also shows an understanding of numbers: 'four' • over-regularisation of the word sheep, 'sheeps', through the application of a regular inflection to an irregular stem • Maddy illustrates a knowledge of lexical items associated with animals, houses and colours in response to reading the book with Jan. **Phonology:**

	• Maddy has difficulty in pronouncing the /j/ phoneme, substituting it for the lateral /l/. Similarly she cannot pronounce the affricate /tʃ/ in chimney substituting it for the plosive /t/ • Maddy has difficulty with the consonant cluster /str/. However, she is able to correct her own phonology in response to Jan's prompt • Maddy uses an elided form of because /kɒz/. This is likely to have been influenced by other language users (sociolect) and could be used as evidence that the environment may influence the development of language. **Discourse/child directed speech:** • the use of an interactive book to stimulate learning and social interaction • a range of open and closed questions are employed to enable Maddy to either show understanding or to provide more detailed responses: 'what else can you see' • the use of questions enables the creation of adjacency pairs to be established, teaching Maddy the conventions of communication and turn-taking • simple, generally monosyllabic vocabulary is used by Jan: 'house', 'read', 'book'. Polysyllabic lexis is in keeping with the lexical field of houses, colours and farms to avoid confusion or misunderstanding • 'stroke' is broken down by Jan to aid Maddy's pronunciation • correction of non-standard forms: 'you mean stroke them' • use of diminutives: 'Maddz' • positive reinforcement used: 'well done'. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
1	1–4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
2	5–8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
3	9–12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
4	13–16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
5	17–20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data.		

		• Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

Question Number	Indicative Content
3	**General** Candidates should show awareness of how charities use language and ideology to promote their cause and to encourage the public to support their campaign. They should comment on whether the promotional material plays on the emotions of the reader in a direct or subtle way and how an element of synthetic personalisation is used to connect with the audience. **Analysis** Candidates should comment on the language choices and grammatical features, together with the use of graphology and typography, to analyse how charities engage with their audience and present their particular campaign. Candidates should speculate as to why the language is used in this way. They may also comment on the various formats used by charities–leaflets, magazines, newspapers, online and broadcast media. **Graphology:** • prominent use of photographs particularly children/celebrities strategically placed • ratio of text to images • symbolic use of colour/logos • typography–capitals/italics/bullet points/font type and size • web links and tweets. **Syntax:** • declaratives with statistical information to persuade the reader: 'just £5 could buy a…', '10% of children die before their 5th birthday' • synthetic personalisation through the direct address and use of the pronoun, 'you' and the determiner 'your' • short simple sentences: '10,000 children' • use of punctuation to keep sentences short and simple • imperatives: 'donate now', 'give monthly', 'join', 'volunteer' to suggest urgency. **Lexis:** • use of proper nouns: 'Pierre' to create a human and emotional quality to the text • adverbs of time: 'now', 'today' to stress urgency • words and phrases are emotive and severe: 'torture', 'abuse', 'malnourished', 'death penalty' • recognisable slogans: 'no child born to die', 'Lift Lives For Good' • use of a positive concluding sentence to suggest optimistic outcomes: '1 brighter future'. **Discourse and Pragmatics:** • varied formats, some multimodality: webpage, leaflet, flyers

	• informative function to imply urgency and the desperate nature of the various campaigns • shared cultural understanding of the purpose of charities • the onus is placed on the reader to do the right thing and support the charity • positive options provided to show how the public can support: 'get involved in a marathon, a parachute jump' • personalisation through the use of individual cases: 'children like Pierre'. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
1	1–4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
2	5–8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
3	9–12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
4	13–16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
5	17–20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data.		

		• Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

Question Number	Indicative Content
4	**General** Candidates should show an awareness of the development of online gaming and the evolution of technology as a form of instant and live communication and entertainment. Candidates should discuss the way technology has made gaming globally accessible, introducing forms of language that are recognisable by gamers, irrespective of their native language, and introducing new lexical fields and neologisms. Candidates should explore the ways gaming language can have both spoken and written features in its construction and will support the graphological and CGI features displayed. They may also comment on the exclusive nature of gaming language. **Analysis** Candidates should comment on the expansion of online gaming and the language that has evolved as a result. They should speculate on the positive and negative influences on language. **Morphology and Syntax:** • first person declarative utterances: 'Ive spun, 'I cant stop spinning' • elliptical sentences 'help stuck in a bush', 'using turbo again'. The listener would need to understand the context of the conversation to make sense of some of the language • interrogatives used by both speakers to question actions and confirm understanding, 'can you drive through water'. **Lexis:** • specialist lexis and gaming jargon is used: 'pittin', 'press x to jump' 'high level weapon' 'turbo', which could be less accommodating for those unfamiliar with gaming • the use of shouting: 'NOOO', to convey frustration • evidence of colloquial and informal language being used: 'sick', 'wicked' • the use of jokes is shared by both speakers: 'hope you like my tail lights' • use of abbreviated proper nouns: 'Buck Palace'. **Phonology and Discourse:** • prosodic features: laughter/increase in volume/elongated sounds to emphasise intensity of the game • discourse is largely focused on action on screen • low formality throughout via the use of contractions: 'cant', 'dont' • the mediated voice of the game narrator contrasts with the spontaneous language of the gamers • clipping: 'blastin', 'slidin', 'tryin' to convey informality of discourse. **Graphology/CGI:**

	• the interactive use of graphics, colour, imagery and text to enhance the gaming experience. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
1	1–4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
2	5–8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
3	9–12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
4	13–16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
5	17–20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data.		

		• Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

Section B

Question Number	Indicative Content
5	The candidate makes links between the data given and their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. Possible content: • candidates may discuss the comment made in the quote by using data from their research/investigation to support their views • candidates are likely to consider the historical development of Australian English after the founding of the Colony of New South Wales in 1788 • candidates are likely to consider the differences in vocabulary, accent, register and grammar • candidates may consider Australian English as the main language and the most widely spoken. May include references to some of the following points: • relevant language frameworks of Australian English– morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of Australian English– internet, travel, media, T.V. and film. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.					
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.			
2	7–12	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts.			
3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.			
4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with the use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data.			

		• Examines relevant links to contextual factors and language features to support analysis. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.

Question Number	Indicative Content
6	The candidate makes links between the data given and their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. Possible content: • although candidates may argue against this statement, most will agree or consider a range of approaches, using data from their research/investigation to support their views • candidates are likely to consider the main developmental theories they have researched such as nativism, behaviourism, social interactionism and cognitive-based theories, particularly with a focus on child directed speech • some candidates may consider Halliday's taxonomy and Dore's instrumental theories • candidates will probably use relevant language frameworks and levels to illustrate and discuss the features of a child's language at the various stages of development and link them to the effects of child directed speech. May include references to some of the following points: • effects of CDS and whether parental/caregiver impact aids language and/or social development • gender differences when it comes to CDS. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.					
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.			
2	7–12	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts.			
3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.			
4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with the use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data.			

		• Examines relevant links to contextual factors and language features to support analysis. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.

Question Number	Indicative Content
7	The candidate makes links between the data given and their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. Possible content: • candidates may identify the role and purpose of charity advertisements/leaflets and websites in persuading the reader to support a campaign and cause • they may consider the synthetic personalisation and direct address utilised by the charities and how they have an online presence as well as promoting themselves via more standard modes of communication – leaflets, magazines, newspapers, broadcast media • from their research, candidates will discuss a range of charities, methods of communication and effectiveness of presentational devices used • candidates may consider the historical evolution of charities from a local and national level to a global focus. May include reference to the following points: • candidates may apply a framework for analysis to include: the use of graphology, lexis and syntax, discourse and pragmatics • the way that charities use synthetic personalisation to engage with the audience • candidates may analyse charity promotional material using a CDA approach • how charities use shock tactics and emotional material to play on the readers' emotions. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.					
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.			
2	7–12	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts.			
3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.			
4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with the use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data.			

		• Examines relevant links to contextual factors and language features to support analysis. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.

Question Number	Indicative Content
8	The candidate makes links between the data given and their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. Possible content: • candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views • candidates are likely to consider the historical evolution of online gaming and the globalisation of it as a form of entertainment and communication • candidates may consider the way gaming has created a common language to enable players globally to play • candidates may explore the development of technology and formats that enable gaming to take place–computers, gaming consoles, tablets and mobile phones. May include reference to the following points: • all aspects of gaming language may be analysed, however the focus will most likely be on the spoken discourse nature of online gaming and the informal and phatic nature of communication • candidates may also consider the influences gaming language has had on the role of English today • candidates are likely to engage with gaming language as a common language and the impact of technology on its development. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.					
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.			
2	7–12	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts.			
3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.			
4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with the use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data.			

		• Examines relevant links to contextual factors and language features to support analysis. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
5	25–30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.