GradeMax



Mark Scheme (Results)

January 2018

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, i.e. 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 Indian English, the influences on its development and the impact Indian English has had on speakers, particularly during the last century, when India gained independence from Britain and decided to maintain English as the language of government. For most of the population English is a second language but it remains at the heart of Indian government, media and higher education. **Analysis** Candidates should comment on language features and identify them as forms found in Indian English. **Morphology and Syntax:** • sentence types are linked to the function and the dynamic of the interview • a variety of sentence functions: declaratives 'he is a big director and he sent me a script once'; interrogatives 'why is that' • micropauses and fillers act as natural syntactical breaks: 'er' • non-standard constructions: 'we are just a little now not wanting to see it' • deletion of the verb 'is' and definite article 'the'. **Lexis:** • the use of colloquial lexis: 'yeah', 'cool', 'stuff', 'like', indicates informality and achieves a contemporary feel • formality in referencing: 'gentleman', 'Mr Surti' • integration of English and Indian proper nouns • borrowed lexis: 'superhero' to show global impact on language • language associated with the Indian film industry: 'director', 'scripts', 'shooting'. **Phonology:** • clipping of final <d> sound 'background /bækgraʊn/' • non-fluency features such as pauses, fillers and interruption • <th> stopping and substitution of the <th> for <d> sound • merger of v and w, which can be used interchangeably • the elongation of an <r> sound in 'Raven /rɑ:vn̩/'. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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 will show an awareness of the impact writing frames have on child language development by providing a structure for planning and sequencing. They also assist children in selecting information and enabling them to reflect on what they have produced. **Analysis** Candidates should comment on the techniques and language used within writing frames by pre-schools and primary schools, which enable children to successfully develop their written communication skills. Mention could also be made of the positive reinforcement provided by the teacher in the way of ticks and written feedback. **Grammar and Syntax:** • short sentences and questions are provided on the sheet to focus and guide the student: 'what will it look like?' which enables an hypothesis to be made • student shows the ability to write in simple and compound sentences: 'it tasted of banana and I liked it' • student is able to write in the chronological order of an experiment: 'first', 'next' • student illustrates an awareness of sentence functions and syntactical implications: declaratives 'it looked a light yellow colour', formation of hypotheses 'it could be a bit un whisked'. **Lexis:** • language used follows the lexical field of the experiment: 'design', 'results' • use of proper nouns: 'Sydney', 'Sofia' • pronouns used: 'I' to give an opinion; 'we' and 'our' to show understanding of working within a group • a range of adjectives are used to describe appearance of the smoothie: 'thick', 'runny', 'sour' • use of future tense to predict the experiment: 'what will' and past tense to recount results of the experiment: 'we chopped', 'we poured' • use of numerical data: date, time. **Graphology:** • bold and underlined headings and subheadings: 'Our group', 'Ingredients', 'Fruit' • bullet points enable a simpler response to be given • guidelines provide help with handwriting • learning objective (LO) at the top of the sheet.

	Discourse/child directed speech: • the use of sections to complete in a chronological order help guide the child • open questions are used for five headings to help direct the experiment and enable the child to use her predictive skills • positive reinforcement is provided by way of ticks and positive feedback: 'well described' • additional questions are given by the teacher to enable the child to expand on her response: 'about how many minutes?'. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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** The candidates should show awareness of the ways financial institutions use language and product design to promote their business and to encourage the public to buy their products or invest in their services. They should comment on whether the language choices enable the readers to understand what the product or service is offering them without being too complex through its use of jargon and specialist language. **Analysis** Candidates should comment on the language choices and grammatical features, together with the use of graphology and typography (where appropriate) to analyse how financial institutions communicate with their customers and present their particular product or service. Candidates should speculate as to why the language is used in this way. **Syntax:** • declaratives with numerical information to inform the reader: 'Up to £3,000 overdraft' • synthetic personalisation through the direct address and use of the pronoun, 'you' and the determiner 'your' • short simple sentences and imperatives to guide and instruct: 'check your eligibility' • elliptical structures • simple heading: 'overview' clarifies the purpose of the page • dynamic verbs used to add impact and pace. **Lexis:** • use and delayed clarification of acronym: 'EAR (Equivalent Annual Rate)' • use of technological language to engage with a younger audience: 'digital', 'online Budget Calculator', 'text alert' • jargon increases between C1 and C2: '1.5% above base rate.' • numerical language: '20% off' • imperative and legalistic language used to stress the importance of terms and conditions: 'must be 18 or over'. **Discourse and Pragmatics:** • both texts have informative functions to describe the product and to succinctly clarify the key information • a general understanding of finance is assumed by the company • the onus is placed on the student to comply with the account requirements. Details of how to obtain additional help is provided in the form of contact numbers, available days and times: 'Lines are open 8 am to 10 pm' • disclaimer provided after the contact details: 'Calls may be recorded'

	• text C1 shapes its language to target a student audience. **Graphology:** • bold headings with a tick bullet point clarify what each section relates to • company awards and product guarantees are clearly visible and promote a sense of prestige and reliability • links to internet pages for further information • adverts relevant to students shown on the website: 'National Express' • photographs of students help to personalise the page. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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 public address systems and the evolution of technology as a form of mass communication. Candidates should discuss the way technology facilitates communication with the public, introducing forms of language linked to specific environments such as railway stations or stadiums. Candidates should explore the ways public address systems convey messages and information in a clear, instantly recognisable and accessible fashion. **Analysis** Candidates should comment on the language from which these announcements are constructed in order to fulfil their various functions. A distinction may be drawn between the tenor and content of the final example, which personalises the stock statements of a public address system. **Morphology and Syntax:** • sentence types are linked to function within the extract • declarative sentences provide factual information to travellers: 'This station is Stratford' • imperative sentences: 'Please stand well away from the edge of platform 2', 'Mind the gap', mainly addressing health and safety issues • details for points 4 and 10 (train announcements) follow a chronological order to reflect the journey order. **Lexis:** • lexical field specific to train travel: 'luggage', 'replacement bus', 'train', 'conductor', 'journey' • the use of politeness principles and courtesy phrases: 'please', 'welcome', 'thank you', 'very sorry' • formal language with no contractions used: 'Here is a special announcement' • the use of company names, train lines and locations: 'Abellio Greater Anglia', 'Stansted', 'Central Line' • times and platform numbers provide accurate information: 'platform 10', '14:57' • use of pronoun in point 10 is used to personalise the address • use of 'we'/'our' to convey a collective and corporate identity. **Discourse:** • recapping of details to ensure public understanding • discourse is focused on conveying information: 'The next train', 'A replacement bus service' • reference to expected behaviour and veiled warnings: 'Please ensure you have a valid ticket' • politeness principles applied

	• maintains maxims of communication • points 2 and 6 relate directly to current concerns and heightened security. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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	Candidates make 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 quote by using data from their research/investigation to support their views • candidates are likely to consider the historical development of Indian English after Independence from Britain • candidates are likely to consider the differences in vocabulary, accent, register and grammar • candidates may consider Indian English as a second language spoken • English can be used to indicate position in social hierarchy. May include references to some of the following points: • relevant language frameworks of Indian English – morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of Indian English – independence, internet, travel, TV and film • the use of Indian English within education, media and politics. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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	Candidates make 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 agree with this statement and consider a range of approaches used within education by using data from their research/investigation to support their views. Examples may include: improving structure and sequence, developing syntactical variants, linking form to function and extending vocabulary • other candidates may challenge the statement by referencing the restrictive effect of writing frames. Examples may include: limitations on creativity, lack of opportunity to develop points, repression of individual responses • 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 writing development • candidates will probably use relevant language frameworks and levels to illustrate and discuss the features of a child's writing development at the various stages and link them to the effects of child language development. May include references to some of the following points: • effects of writing frames and their use by teachers to provide feedback and positive reinforcement • gender differences when it comes to using writing frames. The AO2 requirement will be met by candidates referencing theories, concepts and issues which 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	Candidates make 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 financial institutions in informing the public about their products and services. For example: the use of images and simple headings, the summary of features and user-friendly language • candidates may argue that the language used by financial institutions is complex and confusing. For example: the use of acronyms, jargon and statistical information • they may consider the synthetic personalisation and direct address utilised by the financial institutions • they may consider more conventional means of promotion such as branch face-to-face appointments, leaflets, newspapers, broadcast media • from their research, candidates will discuss a range of financial institutions, methods of communication and effectiveness of presentational devices used • the candidates may consider the historical evolution of financial institutions from a local and national level to a global focus. May include reference to the following points: • apply a framework for analysis to include: the use of graphology, lexis and syntax, discourse and pragmatics • analyse the way that financial institutions engage with the customer • analyse financial institutions' material using a Critical Discourse Analysis approach • the use of legal information, jargon and specialist language to exploit the readers' financial concerns. The AO2 requirement will be met by candidates referencing theories, concepts and issues which they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

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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	Candidates make 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 may consider the way public address systems have enabled information to be delivered swiftly and immediately on a large scale • candidates may comment on the formulaic nature of the language used as an obstacle to communication due to stock phrases and unnecessary repetition • candidates are likely to consider the historical evolution of public address systems and the globalisation of it as a form of communication • candidates may discuss the various contexts that contribute to the language of such announcements. May include reference to the following points: • all aspects of public address systems may be analysed, however the focus will most likely be on the spoken discourse nature of communicating information • the influences public address systems have had on the role of English today • the language of public address systems 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 which they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

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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.