GradeMax



Mark Scheme (Results)

June 2018

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



Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

June 2018
WEN04_01_1801_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

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 1	Indicative Content
	General Candidates should show an awareness of the historical background to Jamaican English and the influences on its development. Jamaica gained independence from Britain in 1962. Jamaicans follow British grammar, and British English is taught in school. Since the mid-20th century, Jamaica has developed stronger social and economic ties with the United States, which has led to a steady increase in American English language features. **Analysis** Candidates should comment on the language features and identify them as forms found in Jamaican English. They may also comment on the features of spontaneous speech incorporated in this extract. **Morphology and Syntax:** • the use of the verb 'has' following the plural noun 'accents' • deletion of the third-person marker on 'give' • micropauses act as natural syntactical breaks: 'the town area (.) the urban area' • spontaneous and informal nature of speech • sentence function, for example interrogatives: 'right?', declaratives: 'Jamaica has fourteen parishes'. **Lexis:** • the use of proper nouns – place names: 'Kingston', 'St Elizabeth', 'Montego Bay', 'St Andrew' • the addition of a determiner 'the' before the proper noun 'English' • the plural noun 'persons' used instead of 'people' • third-person singular present 'is' used instead of third-person plural present 'are' • examples of patois: 'mi ne naa guu' • use of pronouns to distinguish between social groups: 'they', 'we'. **Phonology:** • the final plosive /d/ is deleted creating the elongated vowel sound and approximant /w/ in 'sound' • the final /s/ is deleted from the adverb 'sometimes' • substitution of plosive /d/ for 'th' in 'that' and 'the' • frequent use of stressed syllables • non-fluency features of spontaneous speech • variation of vowel sounds. The elongated vowels /ʊə/ and /a:/ in urban. 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.		
Level 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.		
Level 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.		
Level 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**.**		
Level 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.		
Level 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 2	Indicative Content
	General Candidates should show awareness of the impact nursery rhymes have on child language development and how the distinctive tonality and rhythm that characterises Child Directed Speech is reflected in the construction of nursery rhymes. Mention may also be made of how learning and reciting nursery rhymes has also been linked to the development of a child's spatial reasoning. **Analysis** Candidates should comment on the techniques and language features of nursery rhymes and the rhythm used to deliver the poetic form of the verses. Candidates could also discuss the use of actions and reactions required in the delivery of the nursery rhyme. **Grammar and Syntax:** B1 • is presented in the simple past tense: 'ran', 'hid', 'said' • sentences are simple: 'the clock struck one' • simple syntactical structure of subject/verb/object used throughout B2 • is presented in the simple present tense: 'are', 'clap', 'shout' and the simple future 'will' • unusually sentences are complex and compound • imperatives used to encourage actions: 'clap your hands', 'stamp your feet' B3 • is presented in the simple past tense: 'had' • sentences are simple: 'Old MacDonald had a farm' • repetition of adverbs used to create simple structures: 'here a… there a… everywhere a'. **Lexis:** B1 • use of numbers to aid counting: 'one', 'two' • simple concrete nouns: 'clock', 'shoe', 'mouse'. Words that children will learn very early on in their development • repetition of verbs 'run', 'said' and 'struck' • neologism 'dickory' to rhyme with 'hickory' B2 • use of adjectives: 'happy', 'angry' to teach emotions • pronoun 'you' and determiner 'your' makes it relatable to the child and encourages involvement • dynamic verbs encourage actions to be carried out: 'clap', 'stamp' B3 • proper noun 'Old MacDonald' creates a recognisable character • familiar farmyard animals used: 'cow', 'horses', 'chickens' • adverbs for location: 'here', 'there', 'everywhere' • anaphoric referencing: 'Old MacDonald… he' to develop word association. **Phonology:** B1 • rhythmic patterns and varied tone are required to recite the nursery rhyme • speech is used to create a voice for the mouse: 'Gee!' • the use of rhyming: 'dock', 'clock', 'shoe', 'two' B2 • rhythmic patterns and varied tone are required to recite the nursery rhyme

	• use of clapping to support words sung • repetition of echo: 'Hoo-ray!' B3 • rhythmic patterns and varied tone are required to recite the nursery rhyme • sounds of animals used: 'cluck', 'moo', 'neigh' • the refrain 'E-I-E-I-O'. **Discourse and Pragmatics:** • the use of songs to stimulate learning and social interaction • a range of nouns are employed to widen vocabulary and verbs to teach tenses • the use of simple structures and repetition to secure grammatical and syntactical understanding • simple, generally monosyllabic vocabulary is used in all three nursery rhymes: 'clock', 'shoe', 'hands', 'feet', 'farm', 'cow' • nursery rhymes encourage paired or group interaction. 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.		
Level 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.		
Level 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.		
Level 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**.**		
Level 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.		
Level 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 3	Indicative Content
	General The candidates should show awareness of the ways politicians use language to promote their ideals and that of their organisation. They should comment on whether the speech plays on the emotions of the listener in a direct or subtle way and how politicians use personalisation to connect with their audience. **Analysis** Candidates should comment on the language choices and grammatical features to analyse how politicians engage with their audience and present their particular point of view and agenda. **Syntax:** • rhetorical structures such as a list of three: 'protect… provide… support' and balance structures: 'the responsibility is great – but the rewards are even greater' and antithesis: 'hope…hopelessness' • simple declarative sentences often beginning with the subject 'I' and a simple verb to emphasise his stance: 'I welcome', 'I stress' • direct address and use of the pronouns, 'you', 'we' act as inclusive tools • use of parenthesis adds additional information and complexity to the speech. **Lexis:** • use of subject-specific jargon: 'mandates', 'peacekeepers', 'accountability' assumes all the audience understand the topics being covered • proper nouns and names of organisations: 'United Nations', 'Force Commanders' add professionalism to the speech • pre- and post-modification: 'fresh', 'complex and challenging', 'asymmetrical and unconventional' provides added description to points made • base, comparative and superlatives create depth and complexity to the rhetoric: 'great… greater' 'highest' • words are emotive with negative connotations: 'sexual abuse', 'threats' or positive connotations: 'noble mission'. **Discourse and Pragmatics:** • speech scripted and planned in advance • informative function to convey a vision and purpose. There is a cyclical style to the speech – positive opening, negative middle and positive conclusion • use of exclamation 'thank you' to open and close the speech, presents an element of humility and appreciation and creates an immediate connection with the audience • shared cultural understanding of the purpose of the role of the Secretary-General and his message to the other delegates – use of 'we' • language converges with the audience. 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.		
Level 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.		
Level 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.		
Level 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**.**		
Level 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.		
Level 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 4	Indicative Content
	General Candidates should show an awareness of the way language is adapted for use via online instant messaging where there are limited visual images to assist in the meaning being communicated. Mention may be made of the use of emoticons and graphological features to enhance and convey messages. **Analysis** Candidates should comment on the language features used to construct online instant message conversations, which combine written and spoken features of language. **Morphology and Syntax:** • formal syntax used to construct the general notification on security • a number of sentences are linguistically complete: 'Have you got my small case', to help clarify information shared between speakers • incomplete sentence structures are also used and reflect the more spontaneous and disjointed nature of the messaging – communications do not always follow a chronological order but switch between topics • the speakers frequently apply the conventional system of adjacency seen within spoken discourse: 'where you going', 'goin to nans for weekend' • elliptical structures, incomplete syntax and multiple conversation topics are characteristic of this type of communication. **Lexis and Graphology:** • message on security separated and highlighted through text box and icon • incorporation of French and German relate to context and add humour • informal language, acronyms and slang used to reflect the sociolinguistic group of young people: 'OMG', 'cool' • written conventions are broken through the use of capitalisation of words: 'MAD???' • elongation of spellings represents the spontaneous nature of the communication: 'soooo' and mirror spoken discourse • some messages maintain correct spelling and punctuation, which may reflect the prescriptive text facility of the phone or they could be the speaker conforming to writing conventions • emoticons are used to replace lexical features and represent emotional reactions • punctuation is exaggerated to reflect surprise or humorous reaction to a comment. **Phonology and Discourse:** • security message is a general notification of encryption to inform participants • discourse is focused on personal information and relates solely to those involved in the different topics of conversation • elliptical structures: 'hated teacher' • phatic communication – messages are for general and social interaction • use of humour: 'did you pack your mankini', to convey the light-hearted nature of the conversation • shared understanding of intertextual and cultural references: 'Donnie Darko' • speakers all demonstrate a shared understanding of many features of online instant messaging: appropriate responses where required; the use of emoticons and acronyms; slips in spelling are still understood; over-use of punctuation to convey 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
	0	No rewardable material.		
Level 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.		
Level 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.		
Level 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**.**		
Level 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.		
Level 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 5	Indicative Content
	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 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 Jamaican English and its relationship to the native patois, British English or American English • candidates are likely to consider the differences in vocabulary, accent, register and grammar • candidates may consider Jamaican English as the main language and the most widely spoken. May include reference to some of the following points: • relevant language frameworks of Jamaican English – morphology and syntax, lexis and semantics • influence of social, historical and cultural changes that have impacted on the development of Jamaican English – internet, travel, media, TV, music 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.
Level 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.
Level 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.
Level 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.
Level 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.

Level 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 6	**Indicative Content**
	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: • although candidates may agree with this statement, some may 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 CDS. Any mention of the theories must link directly to the task • 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 nursery rhymes. May include reference to some of the following points: • effects of rhyming, repetition and the phonology of nursery rhymes and the impact it has on language and/or social development • the nature of nursery rhymes to act as a social activity. 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.
Level 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.
Level 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.
Level 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.
Level 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.
Level 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 7	**Indicative Content**
	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 political speeches in persuading the listener to support the speaker's political ideology • they may consider the synthetic personalisation and direct address utilised by politicians and how they have a public presence as well as promoting themselves via more varied modes of communication – newspapers, broadcast media, online • from their research, candidates will discuss a range of political speeches and the effectiveness of delivery • candidates may consider the historical evolution of political speeches. May include reference to the following points: • candidates may apply a framework for analysis to include: the use of lexis and syntax, discourse and pragmatics • the way that politicians use synthetic personalisation to engage with the audience • candidates may analyse political speeches using a CDA (Critical Discourse Analysis) approach • the way politicians use rhetoric and 'spin' to play on the listeners' 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.
Level 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.
Level 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.
Level 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.
Level 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.
Level 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 8	**Indicative Content**
	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. They should speculate on the positive and negative influences online instant messaging has had on language. 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 instant messaging as a way to communicate • candidates may consider the way the online medium has developed a language and pragmatic format • candidates may explore the development of other applications available for online instant messaging, initially evolving from a social platform to encompass that of a business medium. May include reference to the following points: • all types of online instant messaging (formal/informal/multi-speaker) may be analysed • candidates may also consider the influences modern communication technology has had on the role of English today • candidates are likely to consider how this format has created neologisms within spoken and written language. 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.
Level 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.
Level 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.
Level 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.
Level 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.

Level 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.