GradeMax



Mark Scheme (Results)

January 2019

Pearson Edexcel IAL
In English Language (WEN04)
International Advanced Level

Unit 4: Investigating Language (Writing)

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January 2019

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Topic: Global Language
Subtopic: Ivory Coast English

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms found in Ivory Coast English. They should demonstrate awareness of the historical background to Ivory Coast English and the influences on its development. French is the main language of the Ivory Coast and influences the pronunciation of English. The economic and global links made with English-speaking nations have provided an incentive for many people to learn English. This is especially significant within the field of sport. Candidates should comment on as many levels and frameworks as possible. **Phonology:** • vowel difference: /i:/ substituted with /I/ in 'been', • substitution/omission of consonants: /t/ deleted in 'but'; /th/ consonant with /d/ in 'them', 'they', 'with' • influence of French pronunciation: 'season'. **Morphology** • deletion of plural suffix – s': 'player' and 'goal' • the omission of the verbs 'has' and 'are'. **Lexis:** • replacement of the indefinite article 'an' instead of the determiner 'a': 'I grew up in an part of Africa' • substitution of the determiner 'a' in place of the preposition 'of': 'all a the kids' • omission of the third person plural present form of the verb 'to be': 'they very good' • proper nouns and football related lexis used throughout: 'Xabi', 'Villa', 'strikers', 'players' • use of the plural noun form of the verb 'make' instead of the third person singular 'makes' • English and media influence: 'you know'. **Syntax** • omission of the determiner: 'the' • the majority of sentences are declarative to provide information in response to the interviewer's questions: 'I start to learn football in academy' • third person singular present 'is' used instead of third person plural present 'are' • use of singular 'lot' instead of 'lots' • present tense dominates and is sometimes non-standard: 'I start to learn football'. **Discourse** • non-fluency features reflect the context of the interview: pauses, fillers, false starts. 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.		

Topic: Child Language Development
Subtopic: Phonics

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the approaches to phonics teaching, and the impact phonics has on children's language development. Candidates should also discuss the attitudes to the benefits of phonics as an educational teaching method as presented within the article. (B3) **Grammar and Syntax:** B1 • present tense imperatives at the start of some sections instruct the student: 'put the missing words in the spaces to make a sentence' • interrogative is used to challenge the student's reading and comprehension: 'what will you give him as a treat?' • sentences are both simple: 'Floppy was very funny.' and compound 'and got the thief by his feet!' • simple syntactical structure of subject/verb/object used throughout: 'he ran into the sea' • mostly presented in the simple past tense: 'ran', 'said' • inclusion of modal: 'will' to project. B2 • imperative sentences guide the student: 'read these words…' • declarative sentences are in the present tense: 'the sound can be written in different ways' • use of the adverb 'now' teaches the child sequencing and the reading order of the page • some instructional or informative sentences are more complex, suggesting a parent, carer or teacher may be required to read to the child: 'Circle all of the 'ee' sounds in the sentences below'. B3 • steps clarify the term at each stage and provide examples • straightforward declarative structure • repetitive use of discourse markers: 'Children' • introductory instructional or informative sentences are more complex, suggesting a parent, carer or teacher may be required to read to the child: 'The sound practised on these pages is 'ai' as in rain.' • steps 2 to 6 project to future learning via modal forms: 'children will…'. **Lexis:** B1 and B2 • mostly monosyllabic concrete nouns in singular and plural form: 'bone', 'stone', 'sweets' • simple adjectives: 'slow', 'old' • proper noun of recognisable character from a reading scheme: 'Floppy' • additional lexemes provided to structure close activity: 'the', 'sat' • tongue twister combining words to add a fun element to learning and differentiating phonics • nonsense words for the alien characters: 'scrain', 'plake', 'framay' to consolidate learning.

	B3 • jargon, technical language and acronyms are clarified through parenthesis and/or differentiated font to enable convergence with the specific audience, parents: 'groups of letters…are called graphemes' • key words and definitions are emboldened. **Phonology:** B1 and B2 • focus on key sound patterns: 'ee', 'ai', 'oa' and pronunciation. B3 • extends via sequence of teaching and learning 'step' to define and exemplify increasingly complex phonic sounding and decoding stages, ending with consonant digraphs: 'ch'; 'sh'. **Discourse and pragmatics:** B1 and B2 • the book's focus on phonic learning supports the style used within a pre-school and primary school • a range of word classes, including singular and plural nouns and adjectives, are employed to widen vocabulary • the use of simple and compound structures, together with interrogatives, aids grammatical and syntactical understanding • the format of the book encourages the support of an adult to assist in reading the instructions and completing the tasks. B3 • repeated reference to 'children' and use of pronoun 'they' separates parental audience from learners • links made to the use of phonics within a school context: 'Reception' • the guide assumes an initial knowledge of what phonics are and the part they play in language development • access to subject specifics facilitated through differentiated font and parenthesis • headings introduce and sequence the six steps: 'Phonics learning step 1: 'decoding'. 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.		

Topic: Language and Power
Subtopic: Language and bullying

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language used by the perpetrator of bullying and how it is used to abuse, oppress, control and intimidate the recipient. They should comment on the way language choices and grammatical features are manipulated to obtain a reaction. Consideration should also be made of the causes of bullying presented within the article (C1). **Grammar and syntax:** C1 • conforms to Standard English of an online article • short heading establishes the topic • declaratives clarify the writer's research and findings and highlight the points made: 'what makes a bully can be complex' • lists of common factors and reasons for bullying: 'old shoes, be too short, too smart, too dumb…' emphasise the severity and complexity of the topic • concluding paragraph promotes ways to deal with the issues of bullying: 'counselling and therapy are often good options'. C2 • heading establishes the topic • various sentence structures used: staccato - 'Loser', 'You're weird'; telegraphic – nobody likes you' • sentence moods are predominantly short declarative in style: 'you're fat', although there is one imperative: 'go kill yourself' to undermine and control the receiver and one interrogative: 'why do people like you?' **Lexis and semantics:** C1 • language linked to the topic of bullying and its various modes: 'insults or even physical violence' • emotive choice of lexis emphasises the severity of the topic: 'victimising' 'powerlessness', 'excessive', 'brutal' • subject specifics from the field of technology: 'Cyber bullying', 'internet', 'forums' to explore the newer mediums used for bullying • the verb 'may' and adjective 'possible' are employed to avoid the writer making assertions. C2 • informal contractions/slang reinforces the casual nature of the language used: 'gonna' • offensive, sexual or emotive language: 'bitch', 'gay', 'dead' • second person singular pronoun 'you' directs the comment at the receiver, whilst the use of 'I' reflects the personal nature of the comment by the speaker. **Discourse and pragmatics:** C1 • opening sentence establishes the complexity of the topic and its significance in society • inclusion of a quote from reputable establishment, and the work it has completed, provides authority: 'UCLA', 'study showed' • the use of discourse markers affords transition between sections and the introduction of each topic area: 'Another possible bullying situation'

	• presents a number of sides to the debate, considering the position of the bully, the victim and some possible reasons for the bullying to occur. C2 • the short and abrupt nature of each phrase or saying reflects the intensity and aggressive nature of the language of bullying • many of the sayings play on the physical aspect of the victim to undermine their self-worth: 'ugly', 'cry', 'fat'. 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.		

Topic: Language and Technology
Subtopic: Technology and Written Communication

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of the ways written language has been affected by the developments in technology, with particular focus on the data provided. Candidates should comment on the views and examples presented in the article. **Grammar and syntax:** • conforms to Standard English of an opinion piece • heading signals the scale of change • declaratives convey current position, research findings and highlight assertion • the rhetorical style reflects the individual views of the contributors. Questions: 'what kind of impact is it having on how we talk? Tripling and parallel syntax: 'there's a style that's very particular…'; pronoun to include and exclude • incorporation of direct: McCulloch and indirect: Payack • concluding paragraph shifts to future tense to predict and project. **Lexis and semantics:** • use of metaphor: 'seeing the forest for the trees' • jargon and technical language linked to the new technology of communication: 'emoticons', '#hashtagging', 'gr8' • subject specifics from the field of linguistics: 'bidialectal', 'code switching' • negative/positive modification to support assertions. **Discourse and pragmatics:** • opening paragraph sets the historical context and its global significance • inclusion of quotes from experts provides authority. Titles and academic position establish their status • the use of discourse markers affords transition between sections and introduction of topic: 'Emoji are the hottest new texting trend' • presents both sides of the debate and incorporates structures that include the reader in the various perspectives. 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.

Topic Global English
Subtopic: Ivory Coast English

Section B

Question Number 5	Indicative Content
	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. References to the following can be expected: • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the historical development of English spoken in the Ivory Coast and its relationship to the official language, French and the local indigenous languages • the differences in vocabulary, accent, register and grammar • consideration of Ivory Coast English as a minority language and the least spoken within the country • relevant language frameworks English spoken in the Ivory Coast – morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of English in the Ivory Coast – sport, 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.

Topic: Child Language Development
Subtopic: Phonics

Section B

Question Number 6	Indicative Content
	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. References to the following can be expected: • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the main developmental theories they have researched. Any mention of the theories **must** link directly to the task • 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 phonic teaching • the effects of sounding out phonemes, the repetition of sound patterns and the correspondence between these sounds and the spelling patterns (graphemes) and the impact it has on language • the use of phonics and synthetic phonics within teaching. 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.

Topic: Language and Power
Subtopic: Language of bullying

Section B

Question Number 7	Indicative Content
	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. References to the following can be expected: • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the historical and social development of language and bullying • the way social media and lifestyle changes have affected language and bullying • influences modern communication technology has had on the speed, immediacy and anonymity of bullying • the role education has played in drawing attention to language and bullying through the curriculum and wider aspects of school life • relevant language framework for analysis: the use of lexis and syntax, discourse and pragmatics. 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.

Topic: Language and Technology
Subtopic: Technology and language development

Section B

Question Number 8	Indicative Content
	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. They should speculate on the positive and negative influences of technology on language. References to the following can be expected: • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the historical development of technology and the introduction of specialist and technical jargon within language • the way social media and lifestyle changes have affected the increased use of technology • influences modern communication technology has had on the use of emoticons and graphological features to communicate • the role education has played in providing access to a wider range of technology. 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.