GradeMax



Mark Scheme
Results

June 2019

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
Topic: Global Language
Subtopic: South Korean English

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms found in South Korean speakers of English living in the US. They should demonstrate awareness of the historical background to the introduction of English to South Korea and the influences on its development. Candidates should comment on as many levels and frameworks as possible. **Morphology and Syntax:** **A1** • deletion or addition of the determiners 'a' and 'the': 'I got education', 'I had a lotsa', 'raised in country' • substitution of the determiner 'a' for the indefinite article 'an': 'to get a education' • inconsistent verb forms: the speaker switches from the past tense for 'came' then to the present tense 'have' instead of 'was' and then back to the past tense 'moved' • elliptical sentences: 'raised in countryside' • the range and length of pauses act as natural syntactical breaks to reflect the spontaneity of discourse. **A2** • inconsistent verb forms used: 'became' is substituted for 'was' or 'got'; 'go' replaces 'went'; the present participle 'studying' replaces the infinitive 'to study' • compound sentences mainly use the conjunction 'and'. **Lexis:** **A1** • third-person singular present 'is' used instead of third-person plural present 'are' • use of singular 'lot' instead of 'lots' • pluralisation of words: 'grammars' • use of American terms to describe education: 'high school', 'middle school'. **A2** • standard pronouns used to represent nouns: 'family / my', 'we'; 'boyfriend / him'; 'people / they' • omission of lexical features: 'to' in 'say hello each' • polysyllabic words show range of language and level of ability: 'institution', 'embarrassed', 'acquaintance' • proper nouns reflect South Korean background: 'Gwanganli', 'Haeundae', 'Sookmyung'. **Phonology:** **A1**

	• elision of 'get' and 'a': /gera/,'lotsa' and 'kinda' reflects the influence of American English on the speaker • non-fluency features of spontaneous speech: pauses, fillers, false starts. **A2** • substitution of /ð/ in /sðʊs/ and /də/ in 'the', /deɪ/ in 'they' and /di:z/ in 'these' • omission of /t/ in the consonant cluster at the end of 'twenty' • non-fluency features of spontaneous speech: 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.

Unit 4: Investigating Language
Topic: Child Language Development

Section A
Subtopic: Parent and child play

Question Number 2	Indicative Content
	Candidates should show an awareness of the different types of play between parents and children and how it is considered a way for children to develop their social interactions and language skills. They may comment on the similarities or differences between the two transcripts and the way different genders may approach play. Mention may also be made of the two main categories of play, free play and structured play, and how a balance of the two types of play is considered important in a child's development. **Grammar and syntax:** B1 **Mother** • open interrogatives used to challenge the daughter: 'what kind of things am I supposed to do?' • closed interrogatives used to clarify an action: 'Can I do right here with this?' • the majority of sentences are grammatically complete • recasting of questions to confirm understanding: 'what's her name?' 'which friend should I call?'. **Daughter** • awareness of sentence functions and syntactical implications • simple utterances to show cooperation: 'yeah' • awareness of instructional function: 'you have to call Lilly' • interrogatives used to engage the mother: 'want to play house?' • declaratives to establish roles: 'you're the mum'. B2 **Father** • closed interrogatives: 'are these all the pieces?' and open to engage the son and establish understanding: 'what piece is it?' • declaratives to add information: 'you need the corner pieces' • imperatives to give commands/instructions: 'Look for the corners', 'see if you can find'. **Son** • awareness of sentence functions and syntactical implications • declaratives to confirm understanding: 'there's a corner' • interrogative to ask for clarification: 'what's this bit dad?' • simple one-word response: 'red' and short utterances: 'it's the blob'. **Lexis:** B1

Mother

- positive lexis to show encouragement, clarification and support: 'I'd love to', 'okay'
- directional words supported by actions: 'can I do right here with this?' [mum picks up the phone]
- repetition of daughter's words: 'Lilly'
- use of pronouns to show involvement: 'I' and to give the control to the daughter: 'you'.

Daughter

- proper noun of recognisable friend: 'Lilly'
- use of positive exclamations 'yeah', 'okay'
- repetition of words to reflect difficulty in being able to convey instructions: 'hafta'.

B2

Father

- use of language relates to the nature of jigsaws: 'corner pieces'
- shows positive support and understanding: 'yeah, ok', 'that's ok'
- relaxed colloquial language: 'dunno'
- pronouns help direct play: 'you', 'I'.

Son

- language is generally simple and monosyllabic
- repetition shows understanding: 'think it's a blob'.

Discourse and pragmatics:

B1 and B2

- B1 - mother allows the daughter to lead the conversation and direction of play
- B2 - father directs the play and the majority of the conversation. He initially answers his own question: 'are these all the pieces? No, here's some more'
- question and answer discourse structure
- topic shifts
- repetition of words and sentences
- toys/puzzle used to support play
- son refers to his father as dad whilst the daughter does not refer to her mother in a familial way.

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.

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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**.**		
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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.

Subtopic: Women and campaigning

Question Number 3	Indicative Content
	Candidates should show an awareness of the language of campaigning and how it is used to engage and persuade an audience and to promote women's positions in society. They may comment on the way language choices and grammatical features are selected by the writer in Text C. **Grammar and syntax:** • conforms to Standard English • various sentence structures used. Lists: 'jobs in industry, art…and science', list of three: 'TV, advertising and entertainment'. These emphasise the complexity of the subject • the writer's research and findings highlight the points made: 'currently only 18 per cent of undergraduate…' • sentence moods are predominantly declarative in style: 'we want to construct a different world' • the repetitive use of the modal verb 'must' is employed to emphasise the necessity and urgency of the subject • first-person plural pronoun 'we' encourages the audience to feel included and part of the vision and purpose. **Lexis and semantics:** • language is linked to the topic of women and work: 'achieving equality in the workplace', 'recruit and retain female workers' • hard-hitting and emotive choice of lexis emphasises the topic and the writer's passion: 'harmful', 'violence', 'discrimination', 'injustices' • metaphorical language: 'withered futures' • repetition: 'less' and use of post-modifying comparative: 'smaller'. **Discourse and pragmatics:** • appeals to a sense of shared unity and awareness: 'a globally familiar scene' • opening sentence establishes the importance of the topic and its significance in society • speech covers a wide spectrum of women and their positions within society: 'sports', 'household', 'school', 'workforce' • inclusion of statistical data establishes the authenticity of the piece: 'wage gap is 23 per cent' • topic sentences afford transition between sections and the introduction of each topic area: 'Women and girls', 'Achieving equality', 'Addressing the injustices' • concluding paragraph suggests solutions for the future in dealing with the subject: 'there are simple, big changes that must be made'. 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.

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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.

Unit 4: Investigating Language
Topic: Language and Technology
Section A
Subtopic: Language of blogs

Question Number 4	Indicative Content
	Candidates should show an awareness of the development of blogs and how they have evolved from an informal, diary-style posts to include more formal and informative styles as well as professional entries. Consideration should be given to the effect blogs have had on language and communication, particularly as they are not subjected to the controls of external editing. Mention may also be made of the way technology has enabled blogs to be easily composed as well as presented and accessed globally. **Grammar and syntax:** D1 • Standard English is used throughout • first-person narrative style in keeping with the generic characteristics of a blog • piece opens with a question, which reinforces the topic of the post: 'What is the difference between stress and anxiety?' • declaratives convey the writer's position on the topic and include research findings to highlight assertions: 'Anxiety UK', 'I saw stress as a by-product' • the rhetorical style reflects the individual views of the writer. Anecdotal accounts: 'As I moved into my 20's and then my 30's'; a list: 'the food I ate, school tests…'; the first-person pronoun creates an identity • concluding sentence presents a more positive attitude: 'were the start' • pre-and post-modification adds depth of description to the account: 'foggy and incoherent', 'success and importance'. D2 • presented in the form of a letter/email-style entry • informal sign off at the end of the blog: 'J' • first-person narrative style • set out in an order of events: 'I'm living in an apartment', 'I'm working', 'I'm returning', (in September) • elliptical and at times unconnected sentences mirror erratic thoughts of the writer • list of three: 'I'm tired, restless and my feet are in constant pain' • simple format of entry for ease of reading • use of exclamatives to reflect emotions: 'What a cliffhanger!'. D3 • Standard English used throughout • informal tone suggests a relationship with the reader: 'If you're ever at a loose end' • retrospective reflections: 'brought to mind'. **Lexis and semantics:** D1

- use of acronym: 'GAD'
- jargon and specific language linked to the topic of stress and anxiety: 'mental illness', 'pills', 'physical symptoms'
- abstract nouns link to the topic of mental health: 'worrier', 'irrationality'.

D2

- headings are colloquial and chatty: '{I Have Some Splainin To Do…}'
- lexical fields of food, cookery and work: 'interning', 'culinary school', 'recipes'
- use of humour: 'unappetizing' and informal sign off: 'cheers', 'J'
- first-person narrative: 'I'
- language is personal as if talking to friends: 'I know, I left you…', 'I'm living in an apartment'.

D3

- proper nouns: 'Berlin', 'Andreas Schmidt' and the use of language associated with jazz/music: 'pianist', 'tenor saxophonists' suggests a secure knowledge of the subject
- polysyllabic language suggests a more educated reader: 'instrumental combination', 'deftness', 'intelligence'
- the pronoun 'my' is only used once to present personal opinion
- language suggests a global audience or one that travels regularly: 'Berlin'.

Discourse and pragmatics:

D1

- opening paragraph provides a summary and definition of the topic: 'describes stress as…'
- personal style in keeping with the genre of a blog
- inclusion of research gives the post authority
- discourse markers afford transition between sections and the chronological order of the post: 'Growing up', 'As I moved into my 20s'
- use of personal experience will engage the reader who is going through similar circumstances.

D2

- the blog creates an intimate and personal feel
- assumes the reader is a regular reader of the blog: 'So, let's play Catch-up'
- informal discourse style in keeping with a blog
- chronology of events. The blog reads as if it is a series of thoughts or recollections.

D3

- the topic suggests a regular readership and one that is interested/knowledgeable about a particular genre of music
- the inclusion of a personal, retrospective account of the live music session: 'last night', adds authenticity to the post
- the complexity of the subject suggests the writer has a detailed understanding and knowledge of the topic.

	Graphology: D1 • heading provides an empathetic feel to the post: 'DON'T WORRY' • the name of the writer and the date are displayed at the top of the entry D3 • date and heading confirm and clarify the entry and nature of the blog: 'Nov 7'. 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.

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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.

Unit 4: Investigating Language
Topic Global English
Section B
Subtopic: South Korean English

Question Number 5	Indicative Content
	The candidate may make links between the data presented in Section A but should extend beyond this data to provide evidence of 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 South Korea and its relationship to the Korean language • different attitudes towards Konglish • differences in vocabulary, accent, register and grammar • relevant language frameworks of English spoken in South Korea – morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of English spoken in South Korea – 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.

Unit 4: Investigating Language
Topic: Child Language Development
Section B
Subtopic: Parent and child play

Question Number 6	Indicative Content
	The candidate may make links between the data presented in Section A but should extend beyond this data to provide evidence of 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 and must be selected and integrated throughout the response • the use of 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 play with parents • consideration of the possible variations in approaches to play depending on the gender of the parent or child • discussion of the perceived stereotypical approach to play according to gender • the effects of cooperative play between parents and children and the development of social and pragmatic skills. 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.

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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.

Unit 4: Investigating Language
Topic: Language and Power
Section B
Subtopic: Women and campaigning

Question Number 7	Indicative Content
	The candidate may make links between the data presented in Section A but should extend beyond this data to provide evidence of 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 women and campaigning • the way social media and lifestyle changes have affected language used by women when campaigning • the roles education, politics and the law have played in drawing attention to the language used by and about women • comparison of women's language when campaigning and how it may have changed over time • relevant language framework for analysis: 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.

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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.

Unit 4: Investigating Language
Topic: Language and Technology
Section B
Subtopic: Language of blogs

Question Number 8	Indicative Content
	The candidate may make links between the data presented in Section A but should extend beyond this data to provide evidence of 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 • the issues and concerns raised in the authenticity and reliability of blogs and how they are able to manipulate and misinform the reader • consideration of the historical and social development of blogs and their evolution from informal, single-person, diary-style entries to multi-author blogs • how the evolution of technology has provided many avenues for blogs to be posted. 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.