GradeMax



Mark Scheme

January 2020

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 last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

Pearson Edexcel IA2
International Advanced Level in English Language

Unit 4: Investigating Language
Topic: Global Language
Subtopic: South African English

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms found in South African speakers of English. They should demonstrate awareness of the historical and social background of English to South Africa and the influences on its development. Candidates should comment on as many levels and frameworks as possible. **Phonology:** • substitution of /ð/ with /d/: 'then', 'that's', 'mother', 'father' long vowel sounds become the shorter version: vowel /iː/ becomes /I/ in 'been'; vowel sound /ɜː/ is replaced by the vowel /e/ • /e/ sound becomes /I/: 'settle'; /æ/ becomes /e/ in 'family' • voiced consonant sounds become unvoiced: 'good' is pronounced as /gʊt/ • the initial /h/ is deleted: 'home', 'here', 'hurry' and 'hurting'. **Morphology and Syntax:** • substitution of the determiner 'a' with the definite article 'the': 'look for the job' • substitution of 'for' with 'at' and deletion of 'a': 'look at place to stay' • sometimes uses present form for past: 'grow up' instead of 'grew up'. **Lexis:** • proper nouns of where the speaker has lived: 'Potgietersrus', 'Gauteng', 'Mokopane' • the spelling of place names reflects language influences: 'Hammanskraal' from Afrikaans and Dutch, 'Limpopo' from Sotho • switches between South African English, Xitsonga, isiXhosa isiZulu and Khoisan to illustrate how he is able to speak a number of South African languages: 'nothing for mahala' • translates from Tsonga into English: 'That means…' • use of the Germanic word 'ja' for yes • colloquialism used: 'come ups' to mean improving • pluralisation of 'peoples'. **Discourse:** • many pauses, fillers in the first two sections, perhaps showing that he is feeling nervous. When he is talking about the difficulties of family life, he becomes more fluent • the laughter occurs when he is talking about some of the difficulties of life • inclusion of proverbs from other languages. 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
Subtopic: Stages of speech development

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the different stages of speech development from birth to 4 years. They may comment on the stages of speech development presented in the transcripts. They also comment on how interactions with adults are considered important in a child's speech development. Some candidates may refer to a functional framework to describe or analyse the data. **Grammar and syntax:** B1 demonstrates features at the holophrastic stage: • Taraya's utterances are single words and typical of a child at 18 months • recasting of questions by the mother helps to establish understanding and to expand on what Taraya has said: 'you want to get down?' • Taraya responds to mother's questions using reduplication of: 'down down' • some utterances show a transition to the telegraphic stage: 'there da' B2 demonstrates features at the telegraphic stage: **Taraya** • she usually omits determiners and other function words: 'me want biscuit', 'nanny like doggy' • she forms some complete utterances: 'me draw a picture' and 'I need a biscuit' **Mother** • use of interrogatives for clarification: 'what do you say?' 'what do you want to draw?' • imperatives to give commands/instructions: 'go and get the tin' • repetitive use of declaratives to reinforce point: 'I said no' B3 demonstrates features at the post-telegraphic stage • the use of simple and compound sentence structures shows a development in Taraya's speech from B1 and B2 • her penultimate utterance is complex • Taraya's ability to change between the present tense and the future tense • imperative commands: 'look at the sunshine there' • declarative information is given to mirror a weather report: 'it's gonna be sunny and hot' • use of a false start to correct sentence: 'one hundred, one hundred one'. **Phonology:** B1 • abbreviation through the deletion of the final /d/: dad • reduplication of the syllable: 'dum dum' • substitution of the consonant /ð/ with the consonant /d/ B2 • substitution of the affricate /tʃ/ with the plosive /t/: 'chocolate' and 'picture'. **Lexis:** B1 • simple single word utterances: 'gone' • reduplication of syllables: 'dum dum' • repetition of 'down' to show frustration • use of a simple adverb: 'now' • recasting of 'bye' • use of social and naming words

B2

- the range of lexical items has expanded since B1 to include pronouns, adjectives, verbs and the simple preposition: 'with'
- initial use of the singular first-person object pronoun: 'me' instead of subject pronoun: 'I' is self-corrected later on: 'I need'
- language is generally simple and relates to everyday situations, animals and family members
- diminutive form: 'doggie'. Mother replies by using the standard form of 'dog'
- inclusion of adjectives and understanding of colours: 'brown', 'white', 'big'.

B3

- language has developed further to include subject specific lexis associated with the weather, the news and coordinates: 'rain', 'news', 'north'
- a wide range of word classes are now included in Taraya's speech
- relaxed colloquial language: 'gonna'
- pronouns now include 2nd person singular and plural: 'you' and 1st person plural: 'we'.

Discourse and pragmatics:

B1, B2 and B3

- mother asks questions to develop conversation and to clarify Taraya's requests
- Taraya uses gestures to reinforce what she means: [pointing at empty bowl], [points to the snow cloud]
- mother encourages the use of polite behaviour: 'what do you say?' and expects Taraya to say 'please' and 'thank you'
- role playing and props are used to support conversation and to help develop Taraya's speech.

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: Language and Power
Subtopic: Language of recruitment

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language of recruitment and how it is used to promote a position of employment and to provide personal details in a curriculum vitae/résumé. They may comment on the way language choices and grammatical features are selected by the writers in both texts. **Grammar and syntax:** C1 • conforms to Standard English and the formality of a professional advertisement • various sentence structures are used to clarify the position being advertised and to provide details of the job specifications and applicant requirements • sentence moods are declarative in form • second-person pronoun 'you' engages the audience and encourages them to consider how they qualify for the position • in the bullet pointed lists, the v-ing form is frequently used. C2 • Standard English and formal tone in keeping with a professional document • various sentence structures used to convey personal details and qualifications relevant for the position: 'I am a General Accountant' • first-person pronoun 'I' in the opening paragraph makes the CV more personal • sentence moods are predominantly declarative, providing details of experience, knowledge and qualifications • in the bullet pointed lists, the v-ing form is frequently used. **Lexis and semantics:** C1 • language is linked to the topic of accountancy: 'Fund Accountant', 'bank reconciliations', 'preparing financial statements' • acronyms relate to accounting profession: 'ACCA', 'ACA', 'PQE' • specific details provide information about the position: 'permanent, full-time', 'City of London' • pre-modifying adjectives promote the company and the benefits of the advertised position: 'market leading', 'fantastic', 'great'. C2 • language is linked to the topic of accountancy and to many of the job requirements mentioned in C1: 'reviewing financial statements' • inclusion of statistics to show accomplishments within a financial organisation: 'reducing… by 20%', 'decreased errors by 30%' • specialist terminology: 'auditors', 'general ledger' shows knowledge of profession • acronyms relate to accounting profession and link to the job description: 'ACCA' • list of 3: 'rates, laws and regulations', develops the depth of skills possessed by the applicant. **Discourse and pragmatics:** C1 • promotes a positive image of the company and suggests that the appointed applicant will be successful: 'great opportunity to pursue career progression' • opening sentence establishes the status of the company: 'a market leading … accounting firm' • advertisement covers a wide spectrum of positions within the company: 'Reviewing prepared accounts', 'Managing client KPIs' • the inclusion of financial data and location details establishes the authenticity of the advert: 'City of London', '£45,000 - £52,000'

- subheadings afford transition between sections and the introduction of each topic area: 'Responsibilities include', 'Essential experience/qualifications'
- concluding paragraph clarifies the recruitment company's role in the advertised position: 'acts as an employment agency'.

C2

- information is simplified by the use of headings, subheadings and bullet points
- written in a chronological order with most recently held position at the top: '2/1/2012 to Current'
- personal details are provided to enable ease of contact via post, mobile or online
- inclusion of qualification dates and level of professional status.

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.				
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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: Language and Technology
Subtopic: Language of space exploration

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of the language of space exploration and how it has introduced many neologisms to our language. Consideration should be given to the effects space exploration has had on communication. Mention may also be made of the way technology has enabled the language of space exploration to be easily accessed globally. **Grammar and syntax:** D1 • open and closed questions posed, which reflect the topics that the listener/viewer would be interested in: 'What did Earth look like from the moon?' • each question builds on the previous answer, moving from a wider focus to more specific and personal details: 'What was the scariest part of being in space?' • the informal style reflects the interviewer's limited knowledge of space exploration and terminology: 'Is its surface different…?' • Buzz Aldrin uses simple sentence structures which evidence his adaptation of language for the young audience. D2 • structured style reflecting the serious nature of the communication • interrogatives used to clarify instructions or ask for information: 'Do you read?' • short grammatical structures that mirror the speed of the interactions: 'Roger. Apollo 11 is GO' • repetition of questioning: 'How do you read? / Do you read? • longer declarative structures used to provide information: 'AOS Tananarive is 2 hours 9 minutes and 18 seconds.' **Lexis and semantics:** D1 • straightforward technical language is used by Aldrin: 'spaceflight', 'reduced gravity', 'moonwalk', to ensure the listener understands what he is talking about and to avoid making his answers too complex • Aldrin uses adjectives to add description to what he is discussing: 'dark gray', 'tiny, solidified' • figures of speech accentuate Aldrin's descriptions of the moon. Metaphor: 'brilliant jewel in the black velvet sky' and similes: 'talcum-powderlike dust', 'it clings like cement' • language reinforces the drama of the event: 'essential for our survival', 'tragic death-producing events' • the second-person pronoun 'you', used by the interviewer and interviewee, personalises the interview. D2 • use of proper nouns and titles identify who is talking and who they are communicating with: 'Apollo 11', 'Houston', 'Buzz', 'Mike' • technical acronyms simplify information: 'LOS' • subject specific language linked to the topic of space exploration: 'trajectory', 'docking' • globally recognisable radio language used to acknowledge information, 'Roger', to indicate when the speaker has finished, 'Over' and to inform when they are discontinuing communication, 'Out' • numerical data provides the astronauts with stages of events: 'Around 3.5 minutes', 'Go at 5 minutes'.

	Discourse and pragmatics: D1 • format is in keeping with the characteristics of an interview • the questions asked show the interviewer has researched the event and is knowledgeable about the topic being discussed: 'Is it true that a pen saved your life…?' • informal but respectful style in keeping with the genre of an interview • inclusion of subject specific terminology gives the interview authority • the inclusion of a personal, retrospective account of the events: 'I went with an open mind', adds authenticity to Buzz Aldrin's responses • the humour makes light of a serious topic: 'master of understatements!'. D2 • a live communication, presented in transcript form, following the chronological order of events as they happen • the dialogue is in real-time following events as they happen • the repetition of positive words used to reassure: 'good', 'GO' • formal and technical discourse, with only one humorous comment: 'We like those 99 numbers' • the complexity of the topic emphasises the serious nature of the event. 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 Global English
Subtopic: South African English

Section B

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 Africa and its relationship to the various African languages • different attitudes towards South African English • differences in vocabulary, accent, register and grammar • relevant language frameworks of English spoken in South Africa – phonology, morphology and syntax, lexis and semantics • influence of social, technological, governmental and cultural changes that have impacted on the development of English spoken in South Africa – journalism, sport, internet, travel, newspapers, 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. Any mention of the research **must** link directly to the task and must be selected appropriately and integrated throughout the response. 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
Subtopic: Stages of speech development

Section B

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 appropriately and integrated throughout the response • the use of relevant language frameworks and levels to illustrate and discuss the stages of speech development up to the age of 4 • consideration of the possible variations in approaches to developing spoken language from birth to 4 years of age • the role of parents and care-givers in the development of social and pragmatic skills in children • evidence of research can be based on candidates' personal experience and locale. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. Any mention of the research **must** link directly to the task and must be selected appropriately and integrated throughout the response. 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: Language and Power
Subtopic: Language of recruitment

Section B

Question Number 7	Indicative Content
	The candidate may make links between the data presented in Section A but should extend well 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 impact of historical and social development on the language of recruitment • the way social media and lifestyle changes have affected the linguistic methods used in recruitment • the roles education, politics and the law have played in the recruiting process • comparison of language used by employers and applicants when advertising and applying for positions of employment and how they 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 from Language and Power that they have researched in response to the pre-released material. Any mention of the research **must** link directly to the task and must be selected appropriately and integrated throughout the response. 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: Language and Technology
Subtopic: Language of space exploration

Section B

Question Number 8	Indicative Content
	The candidate may make links between the data presented in Section A but should extend well 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 • comparison of language used by the space industry and how it may have changed over time • consideration of the impact of historical, technical and social development on the language of space exploration how the evolution of technology, the media and social changes made the language of space exploration more accessible to the public • 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. Any mention of the research **must** link directly to the task and must be selected appropriately and integrated throughout the response. 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.			