GradeMax



Mark Scheme (Results)

January 2021

Pearson Edexcel International Advanced Level 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 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.

Specific Marking Guidance

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.
- Indicative content is exactly that – they are 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 fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- 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 descriptors in that 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.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

Assessment objectives

AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
AO2 Analyse the language, form and structure used by a writer to create meanings and effects.
AO3 Explore links and connections between texts.
AO4 Show understanding of the relationships between texts and the contexts in which they were written.

Unit 4: Investigating Language
Topic: Global Language/Subtopic: Hawaiian Pidgin

Section A

Question Number	Indicative Content
1	Candidates should comment on the language features and identify them as forms found in Hawaiian Pidgin. They should demonstrate awareness of the historical and social background of Hawaiian Pidgin and the influences on its development. Candidates should comment on as many levels and frameworks as possible. **Phonology:** • substitution of /ð/ with /d/: 'the', 'that', 'they' and 'there' • substitution of /θ/ with /t/: 'three' • deletion of /ð/: /ʌm/ instead of 'them' • deletion of the final consonant: 'sometimes', 'ground', 'stand', 'pulling', 'towel' • addition of consonant: 'tissue' pronounced /tIʃʊəl/ • long vowel /i:/ becomes short /I/ in 'been'. **Morphology and syntax:** • non-standard use of tenses: 'was', 'fall', 'tell' • use of 'been' before verb to form past tense: 'been talk', 'been fall', 'been lift' • addition of first-person pronoun 'me': 'me every three days I' • omission of the modal verb 'am': 'I hurting you?' • 'are' instead of 'do': 'are you need help?' • transposition of modal verb and negative marker: 'not can' • compounding of how and am: 'how'm' • omission of the preposition 'of': 'on top the table' and pronoun 'he': 'if can stop the blood'. **Lexis:** • colloquialisms from native Hawaiian Pidgin and American English: 'cos', 'kinda', 'gonna', 'haole' • use of the word 'ja' for yes • uses 'leave' instead of 'let' • reward any reasonable explanation of the etymology of the words spoken. **Discourse:** • speech is largely fluent, with some repetition. Responses are in reply to questions asked by the other member of the family • discourse marker 'so' is used to direct the speech • laughter occurs when recounting awkward episodes. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3,4
	0	No rewardable material.		
Level 1	1 – 4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
Level 2	5 – 8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
Level 3	9 – 12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
Level 4	13 – 16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
Level 5	17 – 20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.		

Question Number	Indicative Content
2	Candidates should show an awareness of the different stages of writing. They should comment on the stages of writing development presented in the source material. Mention may also be made to the role played by the teacher in the sources and the methods used to support writing development. **Grammar and syntax:** B1 • sentences are grammatically simple: 'a chickren is a animal with feathers' and compound: 'and wash yor hans after wars'; complex: 'if you blink at a cat…' • punctuation is simple and occasionally inaccurate • declaratives used to convey information: 'grwn-up pet cats like to play'. B2 • sentences are more developed • declarative sentence structures: 'It lived about 120 million years' • use of interrogatives for points A and B: 'How long did dinsors lived?' • punctuation now includes full stops, commas and question marks • a number of sentences have an unusual and sophisticated structure with a delayed subject suggesting they have been lifted from another source. B3 • the range of sentences has expanded to include, simple, complex and compound • punctuation is still simple but accurate • list of three used to add depth of description: 'pitzar gnocchi or pasta' • present tense declaratives conform to an informative piece: 'Italy is shaped like a giant boot'. **Lexis:** B1 • a number of words are spelt correctly: 'you', 'can', whilst others are spelt phonetically: 'fer', 'strowc', 'afterwars' • there are a range of word classes • hyphenated word: 'grwn-up' • language relates to the topics being discussed: 'lay eggs', 'cats have fer' • numerical information included in keeping with an informative piece: '12 to 14 years' B2 • some spellings are still phonetically spelt, although there is more accuracy than in B1 • language relates to the topic of dinosaurs: 'Mesozone era', 'ichthortfys', which introduces more challenging vocabulary • inclusion of adjectives and comparisons add more description to the writing: 'large', 'like dolphins' B3 • the number of words phonetically spelt has decreased and there is more accuracy with the spelling of polysyllabic words • a wide range of word classes is now included in the student's writing • language relates to the topic of Rome: 'Trevi fountain', 'Amphitheatre' • use of simile: 'Italy shaped like a giant boot' **Orthography:** The writing moves from large irregular printing of letters in B1, to joined up lettering in B2 and B3. B1 • spacing between words and capitalisation is irregular • descenders and ascenders are generally correct and sit above or below the line. B2 • spacing between words is more accurate. B3 • there are still occasional errors with capitalisation and the doubling of consonants: 'diped', 'colect'.

	Discourse and pragmatics: B1, B2 and B3 • drawings used to illustrate the writing in B1 • headings used accurately in B1 and B3 to divide the topics • B1 is written as a block of text without defined paragraph breaks • B2 uses lettering to divide each question or statement • B3 has clear paragraphs to divide topics • B3 contains personal opinion: 'It must have been fantatic to wach' • B1 and B2 have positive reinforcement from the teacher through the use of ticks, a star and reference to the child's name. B3 has a self-assessment grid for a more independent approach to assessment. 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.		

Question Number	Indicative Content
3	Candidates should show an awareness of the language of travel and how it is used to provide legal advice, guidance and general information to travellers. 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 government-based web page • written in the chronological order of a checklist that the traveller can follow. It starts with the checks required before leaving home and ends at the point of departure: 'Check passport', 'Get on the plane' • sentences are predominantly imperative to reinforce the action required: 'Put', 'Arrive', 'Show' • the active voice emphasises the importance of the information • the use of anaphora: 'check' and 'Be aware', emphasises the importance of each point • various sentence structures, including lists are used to clarify the information given • repetitive use of the second-person pronoun 'your' directly targets the audience • use of an exclamation mark on the last bullet point adds an element of humour to the information. C2 • conforms to Standard English and the formality of a government website • the initial sentence opens with 'British nationals' to engage with the target audience and the first paragraph summarises the reasons for taking 'sensible precautions' • short succinct paragraphs and bullet pointing focus on specific information and make the web page easier to follow • various sentence structures are used to provide either straightforward information or to add more detail to key points • at times the voice is more passive with the use of the epistemic modal 'may' to suggest there may be limitations or restrictions to the help that can be provided: 'we may not be able to provide…', whilst the deontic modal 'will', asserts the power the government holds and is able to use in resolving issues • lists are used to provide details and expand on points made, and a list of three clarifies what constitutes a crisis: 'terrorism, unrest or natural disasters' • in contrast to C1, the majority of sentences start with a prepositional phrase: 'during a pandemic', 'in some situations' • the website is predominantly declarative, providing details of how the British government can provide support • the use of pronouns distinguishes who holds the power and who would be responsible for resolving any issues arising when travelling or living overseas: 'we will provide', 'you should also read'. **Lexis and semantics:** C1 • language is linked to the topic of air travel: 'airline company', 'baggage' • some specialist terms are used but the context behind the text helps for ease of understanding: 'itinerary', 'security screening' • language covers a number of areas - general legal information: 'rules or regulations'; documentation information: 'passport', 'boarding pass'; safety information: 'valuables' and personal information: 'dietary requirements' • the modal verbs 'must' and 'should', add a sense of urgency and importance to specific information.

C2

- language provides important information and advice to British nationals: 'what to do', 'hotline', 'evacuation', 'repatriation'
- emotive language emphasises the severity of situations that may be faced by British nationals: 'affected by a crisis', 'pandemic', 'victims of terrorist incidents'
- legal language is used to reinforce the power held by the government and to place restrictions on the audience: 'when you agree to sign an Undertaking to Repay form'
- the majority of vocabulary describes how the government 'will' try to assist British nationals, however the final sentence uses the negative 'won't' to reinforce the power the government has: 'won't provide this financial assistance'.

Discourse and pragmatics:

C1

- the use of the Canadian flag and the title 'Government of Canada' in both English and French, promotes a reputable image and gives the impression that the information that follows is reliable
- instrumental use of power to enforce rules
- headings confirm the contents of the web page: 'Air travel'
- the emboldening and underlining aids in highlighting important information
- bullet points help simplify what is a dense document and make it easier to read.

C2

- the website name and image of a crown are positioned at the top of the web page to suggest the power lies with the British government
- influential power is used to inform British nationals about possible emergencies overseas
- headings and bullet points divide up the information for ease of reading
- recognisable online and social media platforms are provided on the web page to enable the audience to gain up-to-date and regular information: Facebook and Twitter'.

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.		

Question Number	Indicative Content
4	Candidates should show an awareness of the language of technology with a particular focus on how humans are able to interact with different forms of devices and artificial intelligence. They may comment on the way language choices and grammatical features are selected by the various speakers in both texts. **Grammar and syntax:** D1 • the transcript follows a standard question and answer format, with Erica selecting appropriate language to respond to the interviewer • declarative sentences are used to convey information: 'hello, my name is Erica' and interrogatives to engage the interviewer: 'do you guys like my new haircut' • a range of sentence types shows that Erica has a wide range of grammatical and syntactical skills and is able to adapt her answers to the questions posed • Erica expands on her responses by using comparative examples to explain her ideas: 'think of how the telescope'. D2 • format is in keeping with the characteristics of an interview with questions and answers • Alexandra and Pepper both ask open and closed questions • the style is informal reflecting the relaxed nature of the communication. Both speakers include contractions in their speech • interrogatives used to ask for information: 'Do you like chatting to people?' or to clarify a previous answer: 'Are you asking about my religion?' • Pepper's responses do not always relate to the topic being discussed: 'Tell me more about the police dentist' • sentences are generally short and simple • Pepper is able to refer to itself in the first person 'I'. **Lexis and semantics:** D1 • language relates to the questions being posed and shows that Erica is able to adapt her responses to suit the topic: 'I should clarify what I said about robots' • technical language relates to the subject of robotics: 'source code', 'algorithms', 'first principles' • the first-person pronouns 'I' and 'me' show Erica is able to relate to herself in the same way as a human • colloquialisms show how Erica is able to use more phatic language: 'yeah', 'awesome', 'guys', 'whatever' • Erica uses language to convey emotions: 'I will never again have the chance to talk with people' and to suggest her ability to show empathy • use of Guardian reader's names: 'Mark', 'Jim' • choice of language suggests that Erica is able to give opinions: 'I don't think robots will take over the world' D2 • language is generally phatic, covering a range of different everyday topics: 'is he your boyfriend, Pepper?' 'why does the sun rise?' • Alexandra uses the colloquialism: 'hang out', which Pepper appears to understand and Pepper uses 'he rocks' to convey an emotional reaction • Pepper's choice of language does not always relate to the topic Alexandra has chosen • language relates to technology and computer systems: 'online' 'updating your status', 'internet' • Pepper uses the term 'robot' to relate to herself .

	Discourse and pragmatics: D1 • the responses by Erica suggest she has been programmed to respond to a large number of topics. She is able to deviate from her answers, unlike Pepper in D2 • the occasional use of more formal and complex language is not the typical style that a human would use in this type of interview: 'the difficult multivariate optimizations required to maximize happiness' • the use of names when responding to questions and the use of laughter make the interaction more personal and gives Erica a more human-like quality • Erica shows a number of social and empathetic skills when responding to questions: 'that's a really good question', 'hi, Hugh', 'thank you'. D2 • Pepper's responses appear to be pre-programmed, deviating from the topic when a question is not fully understood • the dialogue is in real-time following a Q&A format • inclusion of the song 'Daisy, Daisy', illustrates the range of language and skills with which Pepper has been programmed • a photo of Pepper and Alexandra is included • Pepper shows a lack of social and empathetic skills despite Alexandra's attempts to ask personal questions: 'No thanks, I don't think I'd like to do that'. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3,4
	0	No rewardable material.		
Level 1	1 – 4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
Level 2	5 – 8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
Level 3	9 – 12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
Level 4	13 – 16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
Level 5	17 – 20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.		

Section B

Question Number	Indicative Content
5	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 Hawaiian Pidgin and its relationship to the other languages spoken in Hawaii • different attitudes towards Hawaiian Pidgin • relevant language frameworks of Hawaiian Pidgin – phonology, morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of Hawaiian Pidgin – 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.			

Question Number	Indicative Content
6	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 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 • consideration of the possible variations in approaches to teaching children to write • the relevant significance of a stimulating language environment as opposed to the acquisition of mechanical skills • the use of relevant language frameworks and levels to illustrate and discuss the acquisition of writing 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. 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
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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.			
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Level 5	25 - 30	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.			

Question Number	Indicative Content
7	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 way social media and lifestyle changes have affected the methods used in travel advertisements and the relaying of advice to travellers by various organisations • the roles politics and the law have played in the language of travel • comparison of language used by companies when advertising travel products, and governments and agencies providing advice to travellers • 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.			

Question Number	Indicative Content
8	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 • comparison of language used by various technological gadgets and artificial intelligence and how it may have changed over time • consideration of the historical and technical development of artificial intelligence and how various forms of technology are able to interact with humans • how the evolution of technology, the media and social changes have provided many avenues for interaction with technology • relevant language framework for analysis: phonology, 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.			

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