

Mark Scheme (Results)

January 2022

Pearson Edexcel International Advanced Level

In English Language (WEN0)

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.

Unit 4: Investigating Language
Topic: Global Language
Subtopic: African American Vernacular English

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms found in speakers of African American Vernacular English. They should demonstrate awareness of the historical and social background on this variety of English and the influences on its development. Candidates should comment on as many levels and frameworks as possible. Candidates may explore the connections of AAVE with rural dialects of the Southern United States, older Southern American English as well as minor links with African creoles. **Phonology:** • omission of /h/ in 'hey' • substitution of /ɑɪ/ with /ə/ in 'my' • consonant / ð / is deleted consistently from them /em/ and substituted with /d/ in 'they' • vowel /əʊ/ is substituted with /æ/ in 'no no' /næ næ/ • colloquialism used: 'wanna/kinda/gonna' • substitution of /ŋ/ with /n/ in: 'trying' • non-standard pronunciation of 'wasn't. Use of glottal stop in medial position • assimilation of phonemes utilising /tʃ/ in: 'with you'. **Morphology and syntax:** • non-standard verb agreement: 'we was' • deletion of 'have': 'if they got', 'we been trying' • deletion of copular 'are': 'they close', 'you a huge Lakers fan', 'they happy' • deletion of suffix -s to show third person present tense: 'everybody criticize the Lakers' • non-standard verb usage: 'it don't work' • non-standard contraction: 'aint'. **Lexis:** • slang used in sports when players have an uncharacteristically good performance: 'showed out' • informal address typical to American English: 'yo' 'guys' 'cool'. **Discourse:** • data is spoken with non-fluency features such as micro pauses, hesitations and fillers, which act as natural syntactical breaks to reflect the spontaneity of discourse • informal phrasing to round off topics: 'you know what I mean'. Candidates referencing theories, concepts and issues that they have researched in response to the pre-released material will meet the AO2 requirement. 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: Interactive Toys

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the different stages of speech development from birth to eight years. They may comment on the stages of speech development presented in the transcripts. Mention may also be made to how exposure to language is considered important in a child's speech development. **Grammar and syntax:** B1 • sentences are simple • first person used to encourage child to sing along and place in the situation:' my first laptop is so fun' (candidates may comment on American phrasing) • declaratives used to convey information and replicate child's interests: 'I like to shake my rattle' • one imperative to engage: 'come along and see'. B2 • imperative sentences to engage interaction and form instructions on how to use toy; 'press a letter', 'let's play' • interrogatives used to replicate speech and elicit knowledge • longer and more complex utterances • introduction of adverbials: 'happily'. B3 • declaratives make requests and provide positive feedback on actions as encouragement: 'monkey would like a cone', 'you did it' • frequent imperatives to guide through sequence of making the ice cream order: 'make the order and press the…' • syntax is more complicated: 'topped with a cherry'. B4 • longer utterances with complex sentence structure: 'touch the name of the mini game you would like to play' • varied morphological structure on verbs to show past, present and present participle • largely declarative providing information on how to play the game and perform calculations: 'I have one turtle now…' • imperatives to help navigate the game: 'select a category' • use of inclusive pronouns: 'when we are adding'. **Phonology** B1 • use of rhyme to entertain: 'just for me…. along and see' • rattle noise and kissing noise to aid word association. B2 • use of rhyme and repetition: 'ride ride ride the bus' • sounds out letters to teach sounds and letter association as children begin to master vowels and consonants: 'which letter makes the sound /r/'. B3 • alliteration to aid recall: 'yellow and yummy' • repetition and onomatopoeia to mimic animal noises: 'cheep cheep'. **Lexis:** B1 • concrete nouns used in conjunction with matching shape button to help semantic development: 'heart', 'star' • one-word utterance replicates holographic stage: 'moon' • simple noun phrases relating to child's environment: 'my teddy bear' 'my rattle'.

B2

- friendly greeting to sound like a friend: 'hey (.) let's play'
- wider variety of concrete nouns to include numbers and animals
- expanded lexical terms including adverbs and determiners: 'how', 'which'.

B3

- colour lexis has expanded to include more specific varieties linked to flavours: 'mint green', 'vanilla'
- use of pre and post modified noun phrases: 'one scoop of chocolate ice cream'.

B4

- complex vocabulary: 'strategies', 'category', 'difficulty'
- language has developed further to include subject specific lexis associated with maths, games and nature: 'adding', 'scores', 'island'
- a wide range of word classes are now included.

Discourse and pragmatics:

B1 – B4

- all toys use sound effects to maintain interest or aid semantic associations
- all toys require an action from the child to produce sound and recordings from the devices
- B3 and B4 provide positive feedback to actions mimicking praise and encouragement of a caregiver
- B2-B4 provide commands and instructions to navigate the toy but B2 and B3 require guidance while B4's player is more independent when navigating the system.

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: Mental Health Awareness

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language of power used when discussing mental health and how it is used to destigmatise by developing understanding and empowering people. They may comment on the way language choices and grammatical features are selected by the writer of the text. **Grammar and syntax:** • second person pronoun 'you' engages the audience and plural form promotes inclusivity in the experience: 'We spend much of our time at work…' • shifts in perspective affect the dynamic between writer and reader • imperatives offer guidance to improve mental health and how to support others promoting a proactive approach: 'Talk about your feelings…' • subordinate clauses convey the situations and actions to take: 'If you suspect…' 'If someone does confide…' • declaratives inform of how mental health conditions can develop to reduce misunderstandings as well as interrogatives forming topic headings: 'This may be triggered…', 'What does the law say?' • use of adverbs to advise on the confidential manner in which to approach a mental health concern at work:' privately', 'discretely'. **Lexis and semantics:** • conforms to Standard English and the formality of a professional leaflet • title has connotations of self-care and promotes mental health as equally as important as physical health: 'Mental Health First Aid' • euphemistic language is used when discussing the difficulties people may have: 'challenging' • emotive language is used when presenting the consequences of poor understanding of mental health conditions to demonstrate the serious impact on others: 'discrimination', 'force them out' • lexical field of mental health, employment and the law • pre-modified noun phrases add detail and provide clarity of information: 'an undisclosed mental health problem', 'sudden trauma'. **Discourse and pragmatics:** • reference to legislation enforces the legal requirements of employers and empowers those with mental health problems by informing them of their rights: 'Employers have a duty…' • promotes a positive approach to managing mental health conditions in the workplace, providing solutions and accurate information to reduce stigma • the leaflet implies that mental health discrimination has not been treated equally as other forms when it requests: 'mental health is addressed in the same way as gender, race...' • the leaflet is designed to support people with mental health conditions as well as inform/protect employers from practising discriminatory behaviour • use of statistics to inform and demonstrate that mental health problems are common and people are not alone: 'One in four workers experience' • information is simplified by the use of headings, subheadings and bullet points. 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 Technology
Subtopic: Language of Social Media

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of the language of social media and how it has introduced many neologisms and acronyms to our language. Consideration should be given to the effects social media has had on communication. Mention may also be made of the way technology has enabled people from different countries and cultures to communicate globally across platforms. **Grammar and syntax:** D1 • format is brief due to character limit of 280 • simple and compound sentences convey concise declarative statements on current events: 'That was the best thing…' • ellipsis utilised to shorten tweets and limit information: '(If you) like this lemme follow you' • non-standard use of punctuation, omitting full stops and apostrophes demonstrates informality and triple question marks to stress expression • imperatives used to spread advertisement: 'RT for the chance' • interrogatives to encourage response to tweet in likes or retweets: '…fans together today???' • hashtag feature used to create trends and join topic threads to link to a national or global conversation. D2 • largely declarative sentence mood to convey details of lifestyle or activities: 'Back from a day trip…' • imperatives used to interact with other features: 'scroll across', interrogatives to engage interest in offers: 'What's one career goal…' and exclamative to show excitement: '…travel coming up!!' • first person pronoun conveys personal tone similar to a diary update and second person pronoun 'you' creates a conversational tone with followers • standard use of punctuation is used in contrast to tweets showing a more professional image • mixture of sentence types to vary style with subordinate clauses to put ideas to followers: 'If you consider travelling…'. D3 • informal, as in tweets, with use of non-standard punctuation • some non-standard grammar suggests users communicating in a second language and other dialects: 'im terrify of it!', 'ain't this fit' • first and second person pronouns convey personal opinions directed at others commenting on the video • time stamps convey the age of the comment showing an ongoing conversation where people can contribute • range of sentence types and functions from short statements to descriptive comments on the content of the video. **Lexis and semantics:** D1 • acronym for retweet used to convey function of tweets to spread messages and ideas in short space: 'RT' • abbreviations simplify message and reduce characters: 'obvi', 'MUNLIV' • informal contractions for 'let me' and 'you all' reflect informality, accent and create chatty tone: 'lemme', 'yall' • usernames show personal identity and allow users to tag others into their conversations: 'to see @Bengals'

	• lexis has acquired new meaning to describe negative behaviour experienced on social media: 'a troll'. D2 • range of acronyms used to communicate common messages and directions used by influencers: 'ICYMI (in case you missed it)' 'DM (direct message)' • heavy use of emoticons to convey emotions and positive vibes to followers • abbreviations and colloquialisms create a conversational tone to personalise content: 'fave makeup', 'you guys' • pre-modifiers add description to content to convey exciting lifestyle: 'the most stunning villa' • semantic field reflects the topic of the account, lifestyle, career, fitness and travel. D3 • phonetic spelling to replicate pronunciation to convey personal voice: 'woah …dang' • use of emoticons and punctuation to show emotions: '', '* o *' • French and Portuguese lexis demonstrates global audience viewing the video • abbreviations and acronyms to shorten dialogue: 'btw', 'insta'. **Discourse and pragmatics:** D1-D3 • all data is deictic being specific to topic threads and a base of followers/subscribers • D2 uses politeness features to create and maintain a relationship with followers to keep them engaged in their content: 'Thanks for all your fun…', 'It would be so good to meet you all…' • D1 and D2 have time stamps so users can assess the relevance of the comment in the thread judging by how recent it is. Users tend to respond to recent comments • D1 makes singular statements that convey opinion to a wide audience but don't necessarily invite a response while D2 encourages further interaction due to promotion of products. 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: African American Vernacular English

Section B

Question Number 5	Indicative Content
	Candidates may make links to 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 African American Vernacular English • different attitudes towards African American Vernacular English • differences in vocabulary, accent, register and grammar • relevant language frameworks of English spoken: morphology and syntax, lexis and semantics • influence of social, technological, political and cultural changes that have impacted on attitudes to African American Vernacular English: sport, internet, literature, media, TV, music and film • relevant language frameworks 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.

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: Interactive Toys

Section B

Question Number 6	Indicative Content
	Candidates may make links to 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 stages of speech development at various ages • consideration of the language used by interactive toys to encourage speech development • potential disadvantages of interaction with talking toys in terms of pragmatic and social development • relevant language frameworks 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.

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: Mental Health Awareness

Section B

Question Number 7	Indicative Content
	Candidates may make links to 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 on the language of power • consideration of the historical and social representations of people with mental health problems • the way the media, public information and lack of understanding have contributed to negative portrayals of mental illness and stereotypes • the roles education, politics and the law have played in changing language and the methods used to raise awareness of mental illness to destigmatise the issue • comparison of language used in everyday speech, on social media or in the workplace when discussing mental health issues • relevant language frameworks 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.

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 Social Media

Section B

Question Number 8	Indicative Content
	Candidates may make links to 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 online communities (closed and open) and the language features used • the influence of different social platforms on the language of its users • how the evolution of technology, the media and social changes have provided many avenues for global communication and online communities • 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.

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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