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Pearson
Edexcel

Mark Scheme (Provisional)

June 2021

Pearson Edexcel International Advanced Level
in English Language (WEN04)
Unit 4: Investigating Language

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June 2021
Publications Code WEN04_01_2106_MS
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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what th 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.

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Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the a r and place it in that level. The mark awarded within the level will be decided based he quality of the answer and will be modified according to how securely all bullet point 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.

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Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as found in speakers of Chinese English. They should demonstrate awareness of the histor nd social background of English in China and the influences on its development. Candidates should comment on as many levels and frameworks as possible. **Phonology:** • deletion of final consonant /d/ in: 'kind' and 'hold' • deletion of /l/ in: 'all' • substitution of vowel /ɪ/ with /iː/ in: 'this' • substitution of /r/ with /w/ in: 'very' • deletion of final consonant /t/ in: 'just' • deletion of final /s/ in: 'always' **Morphology and Syntax:** • deletion of preposition 'for': 'so example' • non-standard tenses for 'raised', 'taught' and 'said': 'raise', 'teach', 'say' • use of singular instead of plural 's': 'five year old', 'Italian' • non-standard verb agreement for 'burnt': 'burn' • deletion of preposition 'of': 'slice ginger go' • deletion of 'to' in infinitive: 'to burn' • candidates can explore the variation in syntax with the difference between English and Chinese grammar. In Chinese there aren't separate singular and plural forms for nouns or verb conjugation to denote tenses. **Lexis:** • some non-standard word meanings, uses adjective 'older' to refer to noun 'elder' • semantic field of Chinese cooking: 'sesame', 'soy', 'black bean', 'wok' • colloquialism used: 'gonna' **Discourse:** • data is spoken with non-fluency features such as micro pauses and fillers, which act as natural syntactical breaks to reflect the spontaneity of discourse. Discourse markers are used to direct the topics and change in instructions during the demonstration. 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.

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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 lim 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.		

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Question Number 2	Indicative Content
	Candidates should show an awareness of the different stages of writing d pment from birth to seven years. They may comment on the stages of writing developm resented in the extracts. Reference may also be made to typical features expected at e ge in handwriting and spelling. **Graphology** Across B1-B4, this may include: • title and dates • consistency of letter size and spacing • capitalisation • punctuation • formatting, structure and illustration. **Orthography** **B1** • has acquired all letters to spell out her name • formation of letters demonstrates good gross and fine motor skills and recognition of letter patterns • some features such as the curve on 'J' have yet to be developed. **B2** • evidence of phonetic spelling, go, ride, our: 'goo', 'rid', 'owa' • evidence ofsounding-out approach for tractor and owls, e.g. 'charata' 'alloos'. **B3** • evidence of learned spelling • evidence of sounding-out approach for characters: 'chacacter's'. **B4** • is able to spell words with complete consonant and vowel patterns • letters missing in some multi-syllable words: 'Unviesity', 'dectives'. **Grammar and syntax** **B2** • all declarative, making simple statements of what she did on her day trip • attempts at adverbials: 'on the barn' • repetition reflects age appropriate vocabulary to vary tenses: 'Next I went..' **B3** • declaratives make statements about character's features • simple clause structure with use of coordinating conjunctions to form compounds • repetitive 3rd person sentence formation to simply convey details: 'He is...', 'His eyes are…' **B4** • writing has developed to be able to write for a specific function and convey detailed information • longer sentences with main clause and use of subordinate clauses to provide reasoning: 'because I wanted' • varied use of verbs and confident use of past tense. Use of singular instead of plural: 'Hieroglyphics is Ancient Egyptian' • largely declarative providing information on what she learnt about Egypt. Some exclamatives to convey excitement • use of adverbials to reflect time and place or events. **Lexis** The child is transferring their lexical knowledge from their spoken language and/or from their environment, including school-based activities.

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B2

- frequent use of concrete nouns to depict things seen on the trip
- repeated use of verb 'went' to demonstrate past actions.

B3

- frequent use of adjectives to fit descriptive purpose
- proper nouns reflect the names of characters and places to create a setting in narrative.

B4

- wide range of vocabulary has been acquired in order to write for an informative purpose
- subject specific lexis reflects topic: 'hieroglyphics', 'mummies'
- modified noun phrases to build detail: 'some Ancient Egyptian objects'**.**

Discourse and pragmatics:

- B1-B2 use illustration to support meaning. Picture of herself to reflect her identity with her name and in B2 the images are used to sequence the events of the day and support the structure of writing
- writing on a picture of the character supports the description required of the task
- final task set in paragraphs with use of adverbials to structure the order: 'first', 'after', 'finally'
- B1-B3 are simple in function aiming to describe or inform. B4 has developed to convey details and feelings about the things she has learned.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material.

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Question Number 3	Indicative Content
	Candidates should show an awareness of the language of power used in ge of cosmetic product advertisements and the rhetoric employed to persuade th ience to invest in the product. They may comment on the way language choices and g atical features are selected by the writer of the text to target their specific consumer. **Grammar and syntax** • all texts use second-person pronoun 'you' to engage the audience. **C1** • use of adverbs conveys urgency and speed of results: 'now', 'instantly' • rhetorical question creates a desire for the impossible in the audience: 'what if you could grow young?' • imperative encourages audience to search for the product range: 'Discover…' • ellipsis of adverbials used to dramatic effect: 'one drop', 'one week'. **C2** • minor and simple sentences create short, direct and engaging statements to engage audience in key features of product: 'AVAILABLE IN 7 SHADES' • interrogative used to make reader compare effects of this product to what they are currently using: 'How does Lasting Finish 25HR Foundation measure up…' • direct speech provides customer feedback to convey authenticity of the product's value:' "Fantastic! *Definitely* recommend it". **C3** • use of first-person plural creates inclusivity and personal invitation: 'join us' • heavy use of imperatives to participate in offers: 'Get 2 vials', 'Bring a friend'. **C4** • direct speech utilised to quote a well-known figure • imperatives command men to live a life synonymous with the strong masculine ideal they are presenting: 'Live like a man' • subordinate clause acting independently provides reasoning for buying product and puts audience in control: 'Because you shape your future'. **Lexis and semantics** **C1** • lexical field of exploration creates excitement and concept of something never tried before: 'discovery', 'new possibility', 'boundaries of science' • scientific lexis suggests that there is irrefutable evidence that their product claims will work: 'GenActiv technology', 'recovery genes', 'aggressions' • modified noun phrases make the product sound exciting and have connotations that the product can defy the natural ageing process:' a dramatic new possibility', 'youth code serum', 'new youth of your skin'. **C2** • use of hyperbole: 'forever' • lists traits of product to make it sound invincible: 'party-proof', 'transfer-proof' • comparatives to show the superiority of this product compared to others: 'better coverage' • use of statistics to support claims • adjectives make the product sound unique to the reader: 'exclusive'.

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C3

- list of three with alliteration is memorable: 'Refresh, Restore, Rej ate'
- connotations of luxury and treating yourself: 'pampered'
- specialist medical lexis relating to products: 'syringe', 'Sculptra', 'Rest '
- noun phrase conveys a one-off event not to be missed:' special holiday e
- relies on discounts and savings to entice reader: 'free'.

C4

- semantic field of achievement and strength: 'success', 'champion', 'run over 42 km'
- modified noun phrases to describe features of product: 'advanced anti-ageing skincare'
- scientific lexis to increase validity in product by stating unique ingredients: 'blue algae'
- connotations of structure and power create a sense of building skincare and link with ideas of masculine traits: 'force supreme', 'architect'.

Discourse and pragmatics:

- Texts C1 and C2 rely on external authorities to support the claims of their products. Texts C1 and C4 rely on the power conveyed by scientific evidence while C2 relies on previous customer experience. Both have disclaimers in small print, which suggest the limitations of their claims reflecting they are adhering to advertising codes of conduct
- use of statistics to inform and demonstrate that their product is preferred and reassure audience that they will not be disappointed
- C3 uses special offers with bonus treatments and savings to entice customers to get products they may not normally buy under the notion that they are receiving a bargain
- information is presented in an accessible and readable format
  C4 uses a man who has achieved a lot professionally and personally to represent their brand allowing his qualities to be linked with their product.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material.

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Question Number 4	Indicative Content
	Candidates should show an awareness of the language of vloggers and th guage features they use in order to present engaging content via one-way commu ion. Consideration should be given to the types of vlogs available, varying formats it the purpose and connect with the audience in a way that will encourage them to sub e to channels. **Grammar and syntax** **D1** • use of parallelism to create rhythm in speech: 'your favourite teams your favourite players', 'the best players are the best teams are' • subordinate clauses to direct attention to what audience wants and what he can offer: 'if you wanna follow' • use of imperatives to command audience to engage in channel and subscribe: 'be sure, drop a subscription' • adverbials reflect the time he has put in developing his skills and previous success to explain why the audience should invest their time in following him: 'since December', 'for the past year' • use of second-person possessive pronoun gives a sense of ownership to the audience: 'your channel'. **D2** • interrogatives reflect the question and answer format to mimic interaction with the audience: 'what did you pick?' • largely declarative to provide informative function for the purpose of letting fans get to know her by directly answering questions from them • adverbials used to set agenda for the vlog: 'in today's video' • use of second-person pronoun 'you' to connect with audience. **Lexis and semantics** **D1** • informal, colloquial and welcoming lexis to create friendly persona: 'what is up guys' • subject specific lexis unique to gaming community reflects his knowledge and expertise to attract specific audience: 'Esports' 'Overwatch league' • modified noun phrases provide detail of what his content will focus on: 'the latest tournament highlights' • username conveys a unique online identity, which shows him as the main person to go to for information on this specific online game: 'The Fortnite Guy' • use of superlatives conveys the quality of his content: 'best of the best'. **D2** • informal and colloquial to create a relaxed, cosy, intimate atmosphere: 'chilled vid', 'cas set up' • friendly term of address creates conversational feel: 'you guys' • frequent use of intensifiers can be linked to idiolect: 'really happy' • noun phrases provide extra detail: 'my most recent Instagram picture' • use of first person and repetition of verbs to convey her feelings and ideas on the topic: 'I think', 'I thought', 'I enjoyed'. **Phonology** **D1** • places emphasis on words throughout dialogue to create excitement about gaming and engage audience. **D2** • places emphasis on words to engage audience and create entertaining dialogue • pronounces words clearly and does not engage in informal pronunciation usually found in speech. Does not use contractions, does not drop h's and replaces the schwa with full vowels: 'I am' 'I'm', 'I have', 'to leave a'.

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Discourse and pragmatics
D1-D2

- both are very fluent suggesting rehearsal and confidence in front of amera
- monologue includes parasocial interactions: 'you might well be asking , 'drop a subscription'
- D1 is more structured following a format introducing himself to a new audi and persuading the viewers as to why they should subscribe to his channel. D2 fol a question and answer format but appears more improvised with phatic talk used replicate real conversation, building on an established relationship with the audien
- both feature prosodics to create a rhythmic, engaging presentation to make up for the lack of interaction and maintain interest
- politeness features are present in D2 to convey that her video's content is based on what her subscribers want: 'I thought it would be nice.'
- D2 demonstrates tactics in order to get subscribers accessing her other social media platforms by requesting questions are left on her Instagram post as opposed to her YouTube channel.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material.

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	0	No rewardable material.		
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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.		

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Question Number 5	Indicative Content
	The candidate may make links between the data presented in Section A b ould extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative ent 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 Chinese English • different attitudes towards Chinese English both nationally and internationally • differences in vocabulary, accent, register and grammar • relevant language frameworks of English spoken– morphology and syntax, lexis and semantics • influence of social, technological and cultural changes that have impacted on the development of Chinese English– business, education, second language acquisition and media. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

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	0	No rewardable material.			
Level 1	1 – 6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls d 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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Question Number 6	Indicative Content
	The candidate may make links to the data presented in Section A but shoul end beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative co 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 writing development at various ages • consideration of the possible variations in spelling and handwriting methods such as phonics and cursive approaches to teaching children to write • the effects of writing development, technology and the development of social and pragmatic skills. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

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Question Number 7	Indicative Content
	The candidate may make links between the data presented in Section A but ld extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative co 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 language of power • consideration of the rhetorical devices used in advertisements in order to create need within the user to purchase it • the historical and social representations of beauty, gender and ideals which are created to aspire to • comparison of language used in advertisements for different products targeting various 'flaws' or features to enhance • relevant language framework for analysis: lexis and syntax, discourse and pragmatics. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material. These are suggestions only. Please consider any relevant response.

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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 = bu point 5, 6
	0	No rewardable material.			
Level 1	1 - 6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls d 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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Question Number 8	Indicative Content
	The candidate may make links between the data presented in Section A but ld extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative co 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 on vlog channels and how vloggers connect with an audience and create engaging content • consideration of the historical, technical and social development of online, one-way communication designed to attract and maintain subscribers • how the evolution of technology, the media and social changes have provided vloggers with a platform to form an online community • relevant language framework for analysis: lexis and syntax, prosodics, discourse and pragmatics. The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the Pre-released material. These are suggestions only. Please consider any relevant response.

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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 = bu point 5, 6
	0	No rewardable material.			
Level 1	1 - 6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls d 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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