

Unit 4: Investigating Language – mark scheme

Section A

Topic: Global English/Subtopic: American English

Question Number	Indicative Content
1	<p>General Students should show awareness of the historical background to American English, the influences on its development and the range of dialects within it. They should be aware that the speaker lives in a rural area and that his language may show different forms from General American and that many of the language features exhibited by the speaker can also be in other dialects of English.</p> <p>Analysis Students should comment on the language features and identify them as forms found in American English. The speaker also uses forms that are close to Standard British English.</p> <p>Morphology and Syntax</p> <ul style="list-style-type: none"> • Deletion of determiners, e.g. 'grandfather was Baptist preacher'. • Use of 'a' before the present participle verb form, e.g. 'a-flapping'. • Evidence of inconsistent tense. This may be classified as use of the historic present and may be an attempt to create a sense of immediacy, e.g. 'I was about five and my cousin Allen is about six'. • The past participle form 'seen' used instead of the simple past 'saw'. • The third person form of the verb 'to be' used with the first person singular and plural. <p>Lexis</p> <ul style="list-style-type: none"> • Some words chiefly associated with American e.g. 'rooster' and 'dishpan' (although their meaning is probably known outside the US). • Some of the words used by the speaker also found in British English but may have different meanings e.g. 'yard', 'college', 'smart' and 'porch'. • Evidence of informal lexis being used, e.g. 'holler' and 'whooped'. • 'Pappy' (father) probably associated more with the southern states. • Use of place names. <p>Phonology</p> <ul style="list-style-type: none"> • Loss of the final consonant on many words, e.g. 'old', 'at' and 'and'. • Deletion of the medial consonant in 'little'. • The determiner 'an', usually used before a noun with an initial vowel, realised as /ə/. • The vowel /ɪ/ in the verb 'sit' pronounced /e/. • A stress difference illustrated by the speaker's pronunciation of the medial vowel in 'Methodist'.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 		

Topic: Child Language Development/Subtopic: The Development of Conversational Skills

Question Number	Indicative Content
2	<p>General Students should show awareness of the stage of development that James has reached and theories that attempt to explain aspects of language development such as functional and developmental theories. Students should also acknowledge the context in which the conversation is taking place and how this influences the language.</p> <p>Analysis Students should comment on the language features used by James that enable him to have a successful conversation with his parents and to speculate on the function of his language, why the language is used this way and the influences on his language development.</p> <p>Morphology</p> <ul style="list-style-type: none"> • James can form present participle verb forms to enable him to describe on-going actions. • James generally inflects his verbs for tense standardly but he regularises the irregular verb 'to make' but this does not affect the understanding of his conversational partner. <p>Syntax</p> <ul style="list-style-type: none"> • James can use adjectives to give a more precise description of nouns, e.g. 'big motor home'. • James struggles to make a standard negative and is not able to produce the auxiliary and negative adverb in the same utterance but his parents still understand the function of his utterances. • James is variable in his production of the copula and auxiliary verbs, e.g. 'It's that way (.) it that way' and 'I got one'. • James can form declaratives to make statements about his environments and imperatives to get his parents to undertake actions, e.g. 'I making a cup of tea' and 'look mummy'. • When James struggles to express himself he attempts self-correction, e.g. the discussion of the light/torch/headlight. <p>Lexis</p> <ul style="list-style-type: none"> • James has developed a semantic field that allows him to describe his domestic environment such as tea and terms referring to his toys. <p>Phonology</p> <ul style="list-style-type: none"> • His pronunciation of 'microwave' shows that James has difficulty with complex strings of sound he does not encounter often. He is content to approximate the target sound, and this is accepted by his mother. • James finds some phonemes difficult to produce and shows patterns of substitution. • James often corrects his own phonology in an attempt to produce the standard sound. <p>Discourse</p> <ul style="list-style-type: none"> • His parents always attempt to understand him and find meaning in what he says rather than insisting on artificial notions of correctness. • James is generally able to respond accurately to his parent's questions, enabling interaction to take place. • The turn taking is very ordered.

Question Number	Indicative Content
2 (contd.)	<ul style="list-style-type: none">• James uses context-bound terms such as the demonstratives 'this' and 'that'.• James can use vocative to direct his utterances to an individual, e.g. 'look mummy'.• James does not return his father's greeting.

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	0	No rewardable material.		
Level 1	1–4	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. 		

Topic: Language and Power/Subtopic: Newspaper Language

Question Number	Indicative Content
3	<p>General The students should show awareness of the ways newspapers express ideological bias. They should comment on whether they find the view created negative, positive or more nuanced.</p> <p>Analysis Students should comment on some of the language features and speculate as to why the language is used in this way.</p> <p>Graphology</p> <ul style="list-style-type: none"> • A link between 'the poor' and negative concepts via images and captions. • Use of quotation marks to indicate doubt. <p>Syntax</p> <ul style="list-style-type: none"> • Non-standard forms to give the article an informal, spoken effect, e.g. 'so says an old friend of mine'. • Declaratives imply factual status whereas the main function of the article is to persuade. • Synthetic personalisation, e.g. 'you're incapable' 'but you don't live' 'we've heard quite the opposite from middle-class liberals'. <p>Lexis</p> <ul style="list-style-type: none"> • Words and phrases used negatively to name and describe benefits claimants and their supporters, e.g. 'left-wing', 'down-at-heel', 'chattering-classes', 'poisonous myth', 'useless', 'the incapable'. • 'Welfarism' to suggest an organised movement. <p>Discourse and Pragmatics</p> <ul style="list-style-type: none"> • Attributive phrases about benefit claimants, e.g. 'He says', 'Grant Schapps... says' create implicature and presupposition. • Presupposition about the ways benefit claimants spend their time, e.g. 'got off their subsidised sofas'. • The apparent informative function carries the implication that the text is factual rather than highly opinionated.

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Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	Descriptive <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 		

Topic: Language and Technology/Subtopic: Early Telecommunication

Question Number	Indicative Content
4	<p>General Students should show awareness of the development of telegraphy and the form and function of telegrams. They should show awareness of what a telegram is and note that telegrams were one of the earliest ways for ordinary people to communicate quickly over a distance. Students should note that limitations of space, and the need to reduce the cost kept the texts short and led to an elliptical style that is not dissimilar to modern texting, tweets and other electronic forms of communication.</p> <p>Analysis Students should comment on some of the language features and speculate as to why the language is used in this way.</p> <p>Graphology</p> <ul style="list-style-type: none"> • Some texts use all upper case, some use a more standard mix. • Punctuation is inconsistent. • Official forms and logos. <p>Morphology and Syntax</p> <ul style="list-style-type: none"> • Punctuation is sometimes expressed as a word, for example period. • The text is highly elliptical. <p>Lexis</p> <ul style="list-style-type: none"> • No visual distinction between content, phatic and administrative language. • Field of war, army, family relationships. • Use of titles and formal address. <p>Discourse</p> <ul style="list-style-type: none"> • Little replication of letter-writing conventions. There is no salutation and no sign-off.

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Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	Descriptive <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

Topic: Global English/Subtopic: American English

Question Number	Indicative Content
5	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Although students may argue against this statement, it is likely most will agree or take a balanced approach, using data from their research/investigation to support their views. • Students are likely to consider the historical development of American English. • Students may consider the difference between dialects and languages. • Students may consider the status of American English as the globally dominant form of the language. <p>May include references to some of the following points:</p> <ul style="list-style-type: none"> • influence of social and cultural changes on the development of American English • the concept of independent linguistic change • relevant language frameworks of American English – phonology, morphology and syntax, lexis and semantics.

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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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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 concept 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Child Language Development/Subtopic: The Development of Conversational Skills

Question Number	Indicative Content
6	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Although students may argue against this statement, it is likely most will agree or take a balanced approach, using data from their research/investigation to support their views. • Students are likely to consider the main developmental theories they have researched such as nativism, behaviourism, cognitive theories and social interaction based theories with a focus on child-directed speech. • Some students may also consider instrumental theories such as those proposed by Halliday. • It is likely that students will use relevant language frameworks and levels to illustrate and discuss the features of a child's language at the various stages of development and to link them to the wider ability to engage in conversation.

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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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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 concept 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Language and Power/Subtopic: Newspaper Language

Question Number	Indicative Content
7	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Students may identify in a general way the role of newspapers in influencing opinion. This discussion may range from a simplistic 'tabloid' v 'broadsheet' comparison to a more sophisticated awareness of the different roles different newspapers play. • They may also want to consider the interactive aspect newspapers now have with their online presence and comments facility. • From their research, they will identify a range of groups that have been represented in newspapers. These may be current examples, or the student may take an historical approach. <p>May include reference to the following points:</p> <ul style="list-style-type: none"> • groups that have been represented by newspapers, and what it is that may attract the attention of a newspaper to a specific group • the way the group is named is an important aspect of this, including claimants v scroungers, women v girls • the way language is used to create and transmit representations • all levels of language, but the focus will most usefully be on analysis of lexis, syntax, discourse and pragmatics.

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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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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 concept 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Language and Technology/Subtopic: Early Telecommunication

Question Number	Indicative Content
8	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none"> • Students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views. • Students are likely to consider the historical development of telecommunication, and the fact that it developed more quickly in countries where English is the main or sole language (USA, UK). • Students may note that telegrams and radio were used in different countries and these employed (and continue to employ) the language of that country. • Students are likely to engage with the concept of 'lingua franca' and consider other factors, for example, colonialism, trade and travel that made English an influential international language. They may also consider the role of English today as an influential language of commerce and technology, for example airline communication. <p>May include reference to the following points</p> <ul style="list-style-type: none"> • Students are likely to engage with the concept of 'lingua franca'. • Students may consider other influences that made English influential as a trading language. • Students may also consider the role of English today as an influential language of commerce and technology, for example airline communication. • All levels of language may be analysed, but the focus will most usefully be on graphology, lexis, syntax and discourse.

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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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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 concept 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			