



Examiners' Report

June 2022

IAL English Language WEN04 01

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Introduction

The purpose of this report is to provide an overview of the performance of the June 2022 paper. This paper offers a choice of four topic areas focusing on Global English, Child Language, Language and Power and Language and Technology. The pre-release material was available to centres via the Pearson website in December 2021, enabling candidates time to research their chosen sub-topic in preparation for the exam on 9th June 2022.

The sub-topics for the June series were:

- Australian Aboriginal English (AAE)
- Dialogic Reading
- Motivational Speaking
- Language of Cyber Crime

It is likely that some candidates had experienced disruption to their learning due to the impact of the Covid 19 pandemic enforcing school closures and a move to distance learning in 2020 and 2021.

Candidates should read through both questions, as well as the source material for Section A, before beginning their written response. This will allow them to gain an understanding of the focus of the task and with regards to Section B, the perspective for discussion. Candidates performed well, engaged positively with the data and demonstrated their subject knowledge in their responses.

Section A (questions 1-4) is marked out of 20 and section B (question 5-8) is marked out of 30. The time spent and length of response for Section B should be longer than Section A as reflected in a higher number of marks and the requirement to include research completed by the candidate within their response. All candidates answered the corresponding questions for Section A and B this series.

The most popular choice was question 3 and its corresponding question in Section B, Question 7 – Language of Power (Motivational Speaking)

The remaining questions were as follows:

Second popular – Q1/Q5 Global English (Australian Aboriginal English)

Third popular – Q2/6 Child Language (Dialogic Reading)

Fourth popular – Q4/8 Language and Technology (Language of Cyber Crime)

Question 1

For question 1, candidates were asked to analyse a transcript from an interview with an Aboriginal Australian discussing his life, culture and experiences growing up in the Australian wilderness. Candidates were required to focus on the language frameworks, the context behind the transcript and to introduce relevant theories and concepts to explore the language of Australian Aboriginal English (AAE). Candidates awarded in the higher levels of the mark scheme used the language framework to analyse the transcript and the way the speaker demonstrated features of AAE.

Top level responses covered a range of features including grammatical, phonological and lexical features using sophisticated terminology as well as explanations of non-standard features linking to contextual factors and their research. Some candidates identified specific features and referenced accommodation theory and substrate/superstrate languages to discuss the development of AAE. There was an awareness of the history and development of AAE as well as knowledge of specific phonetic features and articulation demonstrating confidence in their analysis and discriminate selection of the source material.

In the lower levels candidates generally applied a descriptive approach and examples selected tended to be unassimilated and at times paraphrased with limited analysis. Weaker candidates tended to feature spot and describe what was there particularly with phonology and lexis with some utilising terminology and others using general phrases such as 'this word' or 'this sound'. Some linked their points to language development.

Question 2

For question 2, candidates were asked to analyse 2 transcripts of parents reading to their children at home. The transcripts provided data which covered a range of features associated with dialogic reading and language development. Candidates were required to discuss to what extent are the texts representative of dialogic reading to children.

Higher level candidates produced a clear, controlled response and demonstrated their knowledge of language development with relation to the stages of language development of the children aged 2 and 4 years old. Candidates were systematic in their approach, commenting on a range of features across the levels and were able to link features to theories of language development. The progressing phonological, lexical and grammatical development was discussed using examples from the data and candidates discussed strategies used by the care givers to encourage interaction such as the PEER sequence.

Candidates at the lower end of the mark range tended to describe the features or made statements regarding dialogic reading techniques without linking to stages of language development or described theories with limited reference to the data or minimal use of terminology.

Question 3

For question 3, candidates were asked to analyse the language used in a speech delivered by a motivational speaker to High School students in the United States of America. Candidates were asked to what extent was the text representative of language used by motivational speakers to inspire their audience.

Candidates engaged well with the data demonstrating clear and discriminating understanding of the language and techniques employed by motivational speakers. Mid-level to top level responses identified a range of features linking to theories of power and Aristotle's central components of rhetoric. Candidates in the lower levels lacked theoretical application linking mainly to synthetic personalisation or described the speaker's journey with limited analysis nor utilising terminology.

uses emotive language to explain what he felt and what he was putting his mother through. He says, 'I should be making her proud. I should be making her smile. I should be giving her joy as opposed to pain.' The use of descriptors joy and pain so close together creates a juxtaposition that the speaker uses to further emphasise the emotions conveyed. This use of ~~ethos~~^{pathos} is popular in motivational speeches and is evident in the speeches of some of the greatest speakers (including Barack Obama and Martin Luther King). It is used to invoke emotions in your audience thus further persuading them.

He also uses ethos by proving his credibility. This is seen in the mentioning of his education level and the amount of books he has written.

Lastly, he gives a call to action which is very popular in motivational speeches. He says, 'Like ask yourself... what kind of life do you want to lead?' A call to action is a powerful statement that invokes critical thinking of the audience and persuades them to change something for the better ~~or~~ or simply do something.

In conclusion, Jeremy Anderson's speech is very similar to motivational speeches and can be seen as effective in its purpose; to inspire.



This candidate was awarded 14 marks in level 4.

In this clip they demonstrate understanding of rhetorical features and the impact they have on the audience.



The candidate misses the opportunity to use terminology when identifying the sentence types used in the speaker's 'call to action'. Rhetorical question/interrogative and imperative could have been used here. Always use terminology when discussing features.

Question 4

For question 4, candidates were asked to analyse examples of fraudulent emails sent with the intention of securing money from the recipient. Candidates were asked to discuss to what extent is the data representative of language used in fraudulent emails.

This question had the lowest entries, but the candidates performed generally well with marks awarded across all levels. Candidates demonstrated knowledge of the techniques of cyber criminals using their research to explore the features present linking to theories of power, politeness principles and accommodation theory. Candidates in the lower levels demonstrated general understanding and were able to identify language features such as the errors in spelling and use of politeness to befriend the recipient. Some weaker candidates described the contents of the email or paraphrased, generally lacking the range and discussion required for more marks. Overall, the majority of the candidates made links to the contextual factors of purpose and audience exploring how certain features were employed to deceive and develop a trusting rapport with the recipient. They also demonstrated knowledge from their research explaining the reasons why certain methods were used by criminals and their effectiveness at setting up the deception.

Deborah Schaffer (2012), states that most scam emails normally have mechanical infelicities in their graphology. This is seen throughout all the tests. Bloemman and Omonye (2006) support the above claim, stating that unnecessary capitalisation is the hallmark of email scam language. This is most prevalent in text D1, 'and i am', 'your Residential address', then inconsistencies would reduce the impact of the urgency that the scammer is trying to portray. Punctuation rules are also ignored in D1, 'Dear friend', thus may raise alarms as this is the beginning of the email. This may have also been a typography error. Although taking into account the motive of the scammer in terms of monetary aspects, these infelicities tend to reduce the credibility and the rate at which individuals would fall for the scams.



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Examiner Comments

This candidate scored in level 5 – 17 marks. They produced a very detailed response covering lexical, grammatical and discourse features as well as theoretical application. In this clip they have referred to evidence found within their research to support their points regarding the use of errors within emails. They have also explained how this feature reduces the credibility of the email and warns less vulnerable targets that the email is not genuine.



Use evidence from your research where relevant and apply theoretical understanding within your answers to help develop your points.

Question 5

The question posed the statement: Australian Aboriginal English is often regarded as an inferior form of Australian English but it is important to recognise it as a valid language variety and the first language of many Aboriginal speakers. Candidates needed to consider relevant language frameworks and levels and any relevant social, historical and cultural factors when answering this question.

Responses ranged between level 2 and 5 with some candidates providing well researched and detailed answers. The best responses were those candidates who were able to tailor their knowledge and research to form an argumentative response to the question. Mid-level responses tended to focus on the development of AAE linking to colonisation and the arrival of British convicts to Australia. They also mentioned some phonological and lexical features of AAE and explained the stigma faced by speakers of AAE and issues relating to education. There were some candidates who showed good historical knowledge but did not reference any language features to illustrate their points either from the data or their own research. Higher level responses covered a range of features present within AAE, made links to theories of language change, accommodation theory, cultural preservation and attitudes towards the language.

Question 6

The question posed the statement: 'Research suggests that dialogic reading has the potential to improve children's literacy development as well as support language acquisition'.

Candidates performed well and produced some interesting responses. Candidates scoring within mid-level 3 and onwards presented knowledge and understanding of dialogic reading and research on literacy development developing a good argumentative response. Some made links to the behaviourist and nativist theories of language development and were able to explain the impact of dialogic reading and the benefit of interaction with care givers. This was supported with good examples from the data or their own research. Evidence that was collected was well integrated into the responses and terminology was utilised when identifying features.

Candidate responses at the lower end of the mark range generally did not establish an argument relating to the question or focused on dialogic reading and made no reference to the impact on literacy development.

Dialogic reading is a scaffolding interactions between a child and adult in the presence of a reading material in which the child becomes the teller and the adult becomes the listener. (Whitehurst 1990)

The suggestion by research can be supported that dialogic reading has the potential to improve children's literacy development as well as support language acquisition. Dialogic reading & use of promote two technique PEER (prompt, evaluate, expansion, repetition) and CROWD (completion, re-call, open-end, wh-, distance) prompts.

These two techniques help a child to evaluate a content in depth and acquire more vocabulary.

Language acquisition require support as well as a push. Lev Vygotsky proposed a theories stating that when a child is supported to do a skill in presence of adult, they may able to do it, however the lack of adult, the child may not be able to conduct the skill.



This candidate scored at the top of level 3 showing clear understanding. They demonstrate a good start to their essay stating their stance on the argument and linking straight away to research which they develop on later. They also begin to highlight relevant theories right away to introduce their points.



Establish your argument at the beginning and structure your response in close relation to the question.

Question 7

The question posed the statement: 'Motivational speaking must follow a clear structure and incorporate a variety of techniques in order to encourage people to change their behaviour'. Candidates needed to consider relevant language frameworks and levels and any social, historic and cultural factors when answering the question.

Candidates produced well-structured arguments demonstrating an engagement with the research and topic. Candidates were awarded across all levels utilising evidence they had found in their research and the source data. Higher level responses engaged in theoretical discussion showing strong understanding of rhetoric and power dynamics employed in order to motivate, challenge perceptions and instigate change in people's behaviour. They also identified the techniques, language patterns and structure to motivational speaking which are common within speeches to engage and compel audiences making links to speeches they had researched. Mid-level responses were able to use the data and their research to demonstrate persuasive techniques with links to accommodation theory, overt/covert prestige and synthetic personalisation. Those scoring in the lower levels were unable to develop a structured argument and produced undeveloped responses with a lack of terminology or reference to the data.

Question 8

The question posed the statement: 'Despite a reputation for being outlandish and easy to identify, phishing attacks may be quite sophisticated and use specific techniques to ensure they find a successful target'. Candidates needed to consider relevant language frameworks and levels and any relevant social, historical and cultural factors when answering this question.

The responses to this question demonstrated a lot of research and a good understanding of the sophisticated and precise language techniques which are used in phishing attacks in order to find a successful target for fraud. One candidate scored full marks for their response which was pleasing to see considering this subtopic always has the lowest uptake.

Candidates engaged well with their research and scored across all levels. Candidates scoring in the mid to upper levels demonstrated knowledge of how developments in electronic communication and technology have allowed for phishing attacks to happen and the motivations behind particular features and language use which heavily feature within them. They made links to deception techniques and language used as a process of elimination in order to find the most vulnerable and susceptible target.

Candidates awarded in the lower levels demonstrated research but produced undeveloped answers and largely focused on describing phishing attacks but not developing an argument or referencing examples.

WEN04_01_SecA

Questions 1, 2, 3 and 4 required the candidates to perform a linguistic analysis of the data provided utilising their research to demonstrate how the text is representative of the subtopic they have chosen to research.

WEN04_01_SecB

Questions 5, 6, 7 and 8 required the candidates to use their wider research to discuss the statement in the given question. Each question enabled the candidates to build an argument for or against the statement and to support their ideas with evidence and concepts from their wider research.

Paper Summary

Based on their performance on this paper, I would like to offer the following advice to candidates:

- ensure you employ effective time management in the examination to ensure that appropriate time is spent on Section A and B in relation to the number of marks awarded
- read all source data carefully before attempting the questions in Section A
- support each point you make with evidence from the source material in Section A and your wider research in Section B
- make sure you cover the language framework when analysing the data in both Section A and B
- support your discussion with appropriate theories, concepts and contextual features
- create a discussion/debate for Section B, tailoring your research to the question and form an argument responding to the statement
- use theoretical discussion to explore and challenge/support your findings rather than including everything you can remember about a particular theory/theorist or the main body of your research

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