



Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In English Language (9ENO_03)
Paper 3: Investigating Language

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Summer 2018

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General marking guidance

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

Section A
Indicative content
Question 1

Topic: Global English

Subtopic: Caribbean English

General

Candidates should be aware of the range of languages and cultures influencing the way English has developed in the Caribbean. They may note that text A2 represents a deeper Creole than text A1.

Analysis

Candidates may comment on some of the following features:

Morphology and syntax

- ellipsis of verb 'to be' in 'who working here with us?'
- verbs can lack tense markers
- deletion of the copula: 'it hard to do the music'.

Lexis

- words that show the influence of different cultures: 'comprehensive', 'recess', 'El Dorado'
- non-standard use of pronouns such as 'them'.

Phonology

- /h/ dropping
- Th-stopping: 'thing' /tɪŋ/ 'then' /den/
- substitution of /n/ for /ŋ/
- consonant cluster reduction.

Accept any valid interpretation based on different linguistic approaches.

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.		
AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3		
Level	Mark	Descriptor (AO1, AO2, AO3)
	0	No rewardable material.
Level 1	1–3	<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	4–6	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls 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.
Level 3	7–9	<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 by making relevant links to contextual factors and language features.
Level 4	10–12	<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 by examining relevant links to contextual factors and language features.
Level 5	13–15	<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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

Indicative content
Question 2

Topic: Language and Gender Identity
Subtopic: Female Self-disclosure

General

Candidates should show an awareness of a range of theories linking language, gender and sexuality.

Analysis

Candidates may comment on some of the following features:

Lexis

- semantic field of women and friendship
- some formal lexis suggests a seriousness of purpose: 'existential', 'articulate'
- this is contrasted with colloquial lexis such as 'bummer', 'shitty'
- lexis is used which stereotypes women for an ironic purpose: 'she can clean her stove'
- some negative lexical items are used to exaggerate the opinions: 'plague', 'then we die', 'regret'
- lexis is female-focussed
- regular reference to lexical terms for feelings: 'inspire', 'jealous', 'envious'.

Grammar and syntax

- writer employs use of specific personal pronouns 'her' and 'she' to describe a non-specific woman: 'don't seem to plague her'
- a conversational style created by sentence initial conjunctions and use of interrogatives
- mainly declarative sentences but some interrogatives used in the opening to show the writer is reflecting
- syntactic patterning for rhetorical effect
- some use of casual informal constructions for comic effect: 'that would be a massive bummer'.

Discourse

- writer takes a non-expert, self-deprecating viewpoint
- article opens with personal perspective which continues throughout
- article is structured to reflect different types of discourse
- writer uses literary techniques and humour for effect: 'She had a revolving door of casual dinner dates'.

Pragmatics

- the writer assumes some shared understanding with the reader in the references to places, attitudes to women and class as if the writer is sharing with a friend
- the writer mocks herself and can have a sarcastic and implicitly critical tone couched in positive terms: 'She doesn't seem to worry that she has lupus or cancer', 'I know it's not good to glamorize depression'
- her admission of fault may be representative of female self-disclosure.

Accept any valid interpretation based on different linguistic approaches.

Please refer to the Specific Marking Guidance when applying this marking grid.			
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Level	Mark	Descriptor (AO1, AO2, AO3)	
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Level 4	10–12	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 by examining relevant links to contextual factors and language features. 	
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Indicative content
Question 3

Topic: Language and Journalism

Subtopic: Newsletter Journalism

General

Candidates should show an awareness of the conventions surrounding the language of newsletter journalism and how the style of this type of writing varies.

Analysis

Candidates may comment on some of the following features:

Graphology

- standard graphology for a newsletter with a title and multiple subtitles
- headline is very basic but is bold
- traditional newsletter format with columns
- same font used throughout with capitalised sub-headings.

Lexis

- precise references to times and dates: 'Friday 11 December', 'Friday 3 until Sunday 5 June'
- use of proper nouns to identify specific places and people: 'Alasdair Bignell', 'Dean Heritage Centre'
- use of lexis that suggests economy: 'flat rate', 'bus passes'.

Syntax

- parenthesis is used to show interjection: '(the village shop?)', '(the rest of you is free)' and for direction or explanation: (Buttermilk Lane, Rudford GL2 8DY)
- adverbials used relating to time: 'recently visited', 'presently in the planning stage'
- use of modal verbs for certainty: 'will'
- use of pronouns: 'we', 'you', 'our'
- text is declarative but with a few exclamations and interrogatives to create impact: 'bring your quizzing brains along!', 'A FEW SURPRISES IN LONDON?'
- use of passives increase the formality of the text: 'Other restaurants for evening meals in the area have yet to be investigated', 'possible bus routes have yet to be explored'.

Discourse

- direct address is used to engage with the reader
- tone is formal but balanced with some humour: 'The cost will be £2 per head (the rest of you is free)'
- formal language contrasts with the occasional personal tone of individual writers.

Pragmatics

- use of deixis and definiteness to create a sense of a shared group knowledge: 'the Dean Heritage Centre', 'The Christmas Social'
- language suggests a narrow age group: 'credit transfer, cheque, or cash', 'so do bring your bus passes'
- names are used in a way which suggests a shared knowledge with the reader.

Accept any valid interpretation based on different linguistic approaches.

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Indicative content

Question 4

Topic: Language and Power

Subtopic: Language of Charity Advertising

General

Candidates should show an awareness of the ways in which language can be used to create and maintain the power relationships that exist in charity advertising.

Analysis

Candidates may comment on some of the following features:

Graphology

- varied font sizes and styles used.

Lexis

- time references to emphasise ease of contribution: 'a minute', 'two or three minutes'
- use of terms specific to the cause: 'water, sanitation and hygiene'
- use of personal pronouns to refer to a range of others
- emotive lexis: 'crisis', 'empower'
- formal references to the charity's status: 'Our policy team'
- some informal colloquial usage like contractions: 'won't', 'you'll'.

Syntax and grammar

- use of declaratives showing expert knowledge and understanding
- interrogatives to create synthetic personalisation: 'Why do you need me?'
- personal quotation to create context and personal connection: 'We were nervous...'
- use of conditional adverbial: 'If you only have a minute'
- modal verbs to suggest certainty: 'you can...'
- collocation is used: 'mix and match'
- use of imperatives: 'Sign an online petition', 'Keep a copy...'
- mixture of simple, compound and complex sentences which vary in length and help to create the effect of interaction.

Discourse

- the text implies the power of politics through references to Government, MPs, decision-makers
- the declarative and imperative tone of the text implies power: 'Sign an online petition'
- structure includes implied voice of reader.

Pragmatics

- some use of presuppositions that assume the listeners share the context: 'The men respect us more now', 'local constituency'
- some implicature: 'you'll be campaigning right alongside them'
- use of positive face to make the reader feel good about themselves
- use of increasing time spans to create a sense of urgency and obligation.

Accept any valid interpretation based on different linguistic approaches.

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Level 2	4–6	General understanding <ul style="list-style-type: none"> • Recalls 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. 	
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Level 4	10–12	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 by examining relevant links to contextual factors and language features. 	
Level 5	13–15	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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. 	

Indicative content

Question 5

Topic: Regional Language Variation

Subtopic: Scottish English

General

Candidates should show an awareness of the features of Scottish English and the historical and cultural factors which led to the development of this variety.

Analysis

Candidates may comment on some of the following features:

Phonology

Candidates should be aware that this text is not a transcript produced by a trained linguist and therefore will be impressionistic. It is an attempt by a fiction writer to convey their sense of sound through non-standard orthography. However, the attempt may be inaccurate and may give a false approximation of how the phonemes are realised

- FOOT vowel replaces MOUTH diphthong
- PRICE diphthong replaced by TRAP vowel or BATH vowel
- omission of /ŋ/
- /l/ replaced by /w/

Morphology and Syntax

- variation in verb use: 'telt', 'she goes'
- non-standard verb forms: 'gaunny', 'I get hold on her'
- use of non-standard 'that'
- non-standard use of negatives: 'didnae', 'huvnae', 'cannaie'.

Lexis

- conflation of single and plural first person pronoun: 'us' for 'me'
- 'man' as a term of address is typical of northern varieties
- dialect terms: 'auld', 'ken'
- colloquial terms 'grassed', 'pure listened'
- 'pure' and 'ken' are used as fillers
- conjunction 'but' at the end of a sentence.

Discourse

- discourse markers used to engage with the audience: 'What wis ah meant tae dae?'
- language converges with assumed audience but often diverges with the wider reading audience to create a sense of solidarity/distance
- follows Scottish literary tradition of using dialect.

Accept any valid interpretation based on different linguistic approaches.

Please refer to the Specific Marking Guidance when applying this marking grid.			
	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)	
	0	No rewardable material.	
Level 1	1–3	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	4–6	General understanding <ul style="list-style-type: none"> • Recalls 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. 	
Level 3	7–9	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 by making relevant links to contextual factors and language features. 	
Level 4	10–12	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 by examining relevant links to contextual factors and language features. 	
Level 5	13–15	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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. 	

Section B

Indicative content

Question 6

Candidates will have researched/investigated various data so detailed indicative content is not applicable.

Topic: Global English**Subtopic: Caribbean English**

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the historical development of Caribbean English
- candidates may take the view that Caribbean English is influenced by media and technological developments
- candidates are likely to engage with what constitutes a variety and what constitutes a standard form.

May include references to some of the following points:

- relevant language frameworks and levels of Caribbean English, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical and cultural factors on Caribbean English.

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.

AO1 = bullet point 1		AO2 = bullet point 2		AO3 = bullet point 3		AO4 = bullet point 4	
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)					
	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"> • Recalls 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. • 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 transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported 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 concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 					
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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 					

Indicative content
Question 7

Candidates will have researched/investigated various data so detailed indicative content is not applicable.

Topic: Language and Gender Identity
Subtopic: Female Self-disclosure

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider developments in linguistic theory linked to gender and sexuality
- candidates are likely to engage with the impact of media and technology on gender identity and self-disclosure
- candidates may take the view that a narrow concept of self-disclosure can be identified in earlier texts.

May include references to some of the following points:

- relevant language frameworks and levels used in self-disclosure, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical and cultural factors on self-disclosure.

Please refer to the Specific Marking Guidance when applying this marking grid.			
AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)	
	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"> • Recalls 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. • 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 transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported 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 concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 	
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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 	

Indicative content

Question 8

Candidates will have researched/investigated various data so detailed indicative content is not applicable.

Topic: Language and Journalism

Subtopic: Newsletter Journalism

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the impact of technology on the developments of newsletters
- candidates are likely to engage with the public reaction to newsletter journalism and its significance in society
- candidates may take the view that journalism has always included newsletters but these are very different today.

May include references to some of the following points:

- relevant language frameworks and levels used in newsletters, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical and cultural factors on newsletter journalism.

Please refer to the Specific Marking Guidance when applying this marking grid.			
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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 by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported 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 concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 	
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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 	

Indicative content

Question 9

Candidates will have researched/investigated various data so detailed indicative content is not applicable.

Topic: Language and Power

Subtopic: Language of Charity Advertising

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the historical development of the language of charity advertising and the influence of technology on this
- candidates are likely to engage with a critical discourse analysis approach
- candidates may discuss the power relationship between the advertiser and the audience.

May include references to some of the following points:

- relevant language frameworks and levels used in charity advertising, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical and cultural factors on the language of charity advertising.

Please refer to the Specific Marking Guidance when applying this marking grid.			
AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)	
	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"> • Recalls 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. • 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 by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported 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 concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 	
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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 	

Indicative content

Question 10

Candidates will have researched/investigated various data so detailed indicative content is not applicable.

Topic: Regional Language Variation

Subtopic: Scottish English

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the historical development of Scottish English
- candidates may consider the impact of media and technological developments on this variety
- candidates may engage with what constitutes a dialect, a sociolect or a language.

May include references to some of the following points:

- relevant language frameworks and levels of Scottish English, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical and cultural factors on Scottish English.

Please refer to the Specific Marking Guidance when applying this marking grid.			
AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)	
	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"> • Recalls 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. • 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 transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported 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 concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 	
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. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 	

