



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE Advanced Level
In English Language (9EN0_03)
Paper 3: Investigating Language

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October 2020

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Part 3 Mark scheme

Section A Indicative content Question 1

Topic: Global English

Subtopic: Kenyan English

General

Candidates should be aware of the key features of Kenyan English but may note that there are differences between the speakers due to varying contextual factors including social status.

Analysis

Candidates may comment on some of the following features:

Morphology and syntax

RO

- use of articles 'the local market' is atypical of Kenyan English
- varying use of prepositions, e.g. to/on
- noun phrases typical of news broadcasts, e.g. 'foreign owned ride hailing services'

SN

- use of plural in 'sometimes'
- mixing of past and present participles, e.g. 'felt we are'
- non-standard phrasing, e.g. 'more of complaining people'
- repairs linked to morphology, e.g. 'raises (.) raising'
- non-standard negation, e.g. 'no those what would call'

OL

- omission of function words, e.g. 'BebaBeba favourable rates for drivers'
- non-standard use of auxiliary, e.g. 'it's also considers'

SM

- usage closer to standard English.

Lexis

- candidates may discuss names of people and/or Kenyan digital taxi companies
- field specific lexis of business, e.g. corporate, commission
- sophisticated lexis, may link to status of English in Kenya, e.g. 'bureaucracies', 'commissions', 'economic power'.

Phonology

- evidence of inconsistent monophthongisation, e.g. 'drivers'
- variation in pronunciation across all speakers
- possible links to some RP pronunciation, e.g. 'empowerment'
- inconsistent consonant cluster reduction, e.g. 'representing', 'that's'
- inconsistent substitution of voiced and voiceless phonemes, e.g. /z/ and /s/
- atypical substitution of /l/ for /r/
- movement of back vowels to front vowels, e.g. 'already'.

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: Scripted Representations of All-Male Conversation

General

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

Analysis

Candidates may comment on some of the following features:

Lexis

- semantic field of sex, e.g. 'the deed', 'insatiable', 'leg over'
- use of taboo lexis, e.g. 'shite', 'bugger off'
- use of dialect/slang terms, e.g. 'clarts', 'pear-shaped', 'stopped out'
- some humour, e.g. pun with Jamaica
- certain features of lexis imply accents/dialects, e.g. use of 'shite', 'gonna'
- mixed register, e.g. 'fraught', 'insatiable', 'shite', 'leg over'.

Grammar and Syntax

- certain grammatical features imply dialect, e.g. Bomber talking about himself in the third person
- imperatives to control behaviour, e.g. 'Shut up Mox'
- minor sentences to represent conversational language, e.g. 'fraught with danger'.

Discourse

- changes of conversation show evidence of the flouting of maxims, e.g. 'The point is'
- use of face threatening acts, e.g. 'Shut up,'
- use of clipped sentences for summary, e.g. 'Neville. Strange behaviour.'
- implicature used to convey opinion, e.g. 'cooked up'
- lack of overlaps reflects status as a script.

Pragmatics

- use of implicit references to previous experiences, e.g. 'Remember me in Germany'
- nicknames reflect friendship, e.g. 'Mox', 'Bomber', 'Den'
- comments on the behaviour of women, e.g. 'typical of my Mum'
- conversation about women reflects heterosexual identities of characters.

Accept any valid interpretation based on different linguistic approaches.

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

	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)	
	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 3

Topic: Language and Journalism

Subtopic: War Reportage

General

Candidates should demonstrate an understanding of conventions of war reportage.

Analysis

Candidates may comment on some of the following features:

Lexis:

- lexical field of conflict, e.g. 'artillery', 'bomb strike'
- use of military jargon, e.g. 'M4', 'NODS'
- some use of glossing, e.g. 'Gunmetal is the radio call sign'
- adverbs present opinions and help build up sense of urgency, e.g. 'immediately,' 'extremely'
- compound phrases, e.g. 'search-and-destroy,' 'shoot-to-kill'
- repetition of 'American' and 'Americans'.

Syntax:

- text is declarative
- long complex sentences contrast with short ones
- use of noun phrases, e.g. 'a dead American's nametag,' 'an assault pack,' 'a suppressed M4'.

Pragmatics:

- use of names and nicknames for American soldiers contrasts with the anonymity of the other side
- Junger uses 'the Americans' to distance himself from the troops
- implicature contained in the unattributed quote 'impassable terrain'.

Discourse:

- direct speech to create a sense of immediacy
- generally chronological structure reflecting events
- reporting of events interweaving with commentary.

Accept any valid interpretation based on different linguistic approaches.

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

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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 4

Topic: Language and Power
Subtopic: Motivational Speaking

General

Candidates should be aware of the conventions of motivational speaking and the way language is used to create and maintain relationships and power.

Analysis

Candidates may comment on some of the following features:

Lexis:

- use of animals for analogy, e.g. 'lion', 'ant'
- use of neologisms/coinages, e.g. 'outwork,' 'outgrind'
- lexis common to motivational speeches, e.g. 'goal,' 'dream,' 'accomplish'
- colloquialisms, e.g. 'beast mode'
- use of modal verbs, e.g. 'You'll never see it'
- comparative adjectives, e.g. 'earlier,' 'later'.

Syntax:

- use of imperatives, e.g. 'Listen to what I'm telling you.'
- anaphora to create a rhetorical pattern
- use of declaratives showing expert knowledge.

Pragmatics:

- assumes values of the audience, e.g. desire for financial success
- use of 'yet' implies that the audience will make progress/achieve their goals
- use of nickname
- comparing the audience with others.

Discourse:

- use of rhetorical devices, e.g. repetition, questions
- use of direct address to gain and maintain attention of the audience.

Accept any valid interpretation based on different linguistic approaches.

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	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
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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 5

Topic: Regional Language Variation
Subtopic: Anglo-Cornish Over Time

General

Candidates should show an awareness of the features of Anglo-Cornish 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 and therefore will be impressionistic. It is an attempt by a fiction writer to convey their sense of sound through non-standard orthography.

- omission of final consonants, e.g. `nex,' `tha's'
- FLEECE vowel is often replaced by the FACE diphthong
- THOUGHT vowel is replaced with BATH vowel
- replacement of medial /s/ with /d/
- use of /h/ before words beginning with vowels, e.g. `heyein'
- evidence of /h/ dropping.

Morphology and syntax:

- non-standard use of verb agreements and pronouns, e.g. `If I wants she'
- use of the dummy auxiliary, e.g. `post do bring', `stranger do call'.

Lexis:

- use of dialectal terms, e.g. `dish' for cup
- use of idiomatic dialect phrases
- use of the lexical field of ships potentially reflecting traditional industries, e.g. `no wider across th' starn'
- use of `ee' for you.

Discourse:

- use of direct speech to present the idea this is a true representation
- follows Cornish literary tradition of using dialect.

Accept any valid interpretation based on different linguistic approaches.

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

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.			
	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)	
	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. 	

Section B

Indicative content

Question 6

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

Topic: Global English
Subtopic: Kenyan 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 Kenyan English and the status of different languages such as Swahili, Gikuyu/Kikuyu and Sheng
- candidates may take the view that attitudes towards Kenyan English are influenced by media and technological developments
- candidates are likely to engage with what constitutes status and the social contexts in which English is used.

Should include references to some of the following points:

- relevant language frameworks and levels of Kenyan English, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on Kenyan 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 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 7

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

Topic: Language and Gender Identity
Subtopic: Scripted Representation of All-Male Conversation

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, sexuality and identity
- candidates are likely to engage with the impact of media and accepted stereotypes on the representation of gender identity and masculinity
- candidates may take the view that a narrower concept of gender identity can be identified in earlier representations.

Should include references to some of the following points:

- relevant language frameworks and levels used in scripted all-male conversation, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on scripted representations of all-male conversation.

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 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 8

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

Topic: Language and Journalism Subtopic: War Reportage

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 in war reportage
- candidates are likely to engage with the public reaction to war reportage and its significance in society
- candidates may take the view that journalism has always covered war but the ways it does this are very different today.

Should include references to some of the following points:

- relevant language frameworks and levels used in war reportage: lexis and semantics, grammar and syntax, graphology, discourse, pragmatics
- influence of social, cultural, technological and historical changes on war reportage.

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 9

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

Topic: Language and Power
Subtopic: Motivational Speaking

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 motivational speaking
- candidates may explore ideas about the historic uses of rhetoric
- candidates may take the view that a power imbalance exists between the speaker and the audience.

Should include references to some of the following points:

- relevant frameworks and levels used in motivational speaking: lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of social, cultural, technological and historical changes on the language used by motivational speakers.

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 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: Anglo-Cornish Over Time

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 Anglo-Cornish over the last 70 years
- candidates may consider the impact of media and technological developments on this variety and the need for clear communication
- candidates may engage with what constitutes dialect levelling.

Should include references to some of the following points:

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

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 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.

