Mark Scheme (Results)

Summer 2017

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your candidates at: www.pearson.com/uk

Summer 2017
Publications Code 9EN0_03_1706_MS
All the material in this publication is copyright
© Pearson Education Ltd 2017

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.

Paper 3 Mark Scheme

Section A
Indicative content
Question 1

Topic: Global English
Subtopic: New Zealand English

General
Candidates should be aware of the range of languages and cultures influencing the way English has developed in New Zealand.

Analysis
Candidates may comment on some of the following features:

Morphology and syntax
Text A1:
- this speaker comes from a Māori background in New Zealand
- use of supporting 'here' after a geographical location: 'in the Bay of Islands here'
- ellipsis of 'so' in 'Yeah I suppose'.

Text A2:
- apart from his attempt at using examples of NZE, the syntax is BSE to create contrast.

Lexis
Text A1:
- use of lexis from Māori mainly for geographic terms
- probable nickname given to a fisherman
- interviewee seems to deliberately avoid the use of dialect terms much to the disappointment of the interviewer.

Text A2:
- apart from his attempt at using examples of NZE, the lexis is BSE
- examples of nicknames
- lexical field of missed communication used.

Phonology
Text A1:
- New Zealand front vowels are raised compared to BSE: for example, DRESS moves towards KIT
- the velar nasal is not used
- STRUT vowel moves to TRAP.

Text A2:
- text is not a transcript produced by a trained linguist and therefore is impressionistic
- non-standard orthography to represent pronunciation
- orthography shows the difference between the BSE use of /e/ where New Zealanders would use /ɪ/.

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** • 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** • 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** • 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** • 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** • 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: Gender Representations in Children's Advertising

General
Candidates should show an awareness of the range of theories linking language, gender and sexuality over the last 40 years.

Analysis
Candidates may comment on some of the following features:

Lexis
- semantic field of children and toys/games
- formal language linked to research and academics; the reference to studies and the use of statistics suggests a seriousness of purpose
- lexis is used that stereotypes boys in keeping with the topic of the article. This is also reflected in the lexis used for girls - the suggestion is that the writer favours equality
- some negative lexical items are used to exaggerate the opinions: 'worse', 'stark'
- lexis is quite female-focused, suggesting females are more affected by the issues than males
- contrasting words for boys' and girls' interests: 'build', 'dream'.

Grammar and syntax
- writer employs use of personal pronoun 'they' specifically for girls: 'They enjoy'
- short sentences contrasted with longer coordinated and subordinated structures
- sentence initial conjunctions used for impact
- mainly declarative sentences but some interrogatives used in the headings to engage the reader
- syntactic patterning for rhetorical effect
- extensive use of lists to support propositions.

Discourse
- writer takes an expert viewpoint and presents views as fact
- article opens with inclusive language 'we' but then frequently uses 'you' and 'your'. Towards the end the writer uses the less personal 'parents'
- article is carefully structured for clarity with changes of topic signposted
- writer uses literary techniques and humour: 'Girls and boys might as well be elephants and giraffes'
- repetition by author of differences between marketing for boys and girls.

Pragmatics
- the writer assumes some shared understanding with the reader in the headline 'it's worse than we thought'.

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** • 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** • 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** • 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** • 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** • 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: Sports Journalism

General
Candidates should show an awareness of the conventions surrounding the language of sports journalism and how the style of reporting varies.

Analysis
Candidates may comment on some of the following features:

Graphology
- same font used throughout with only one sub-heading
- generally symmetrical paragraphs used with similar length and number of sentences
- single sentence paragraph identifies the theme of the editorial.

Lexis
- lexical field of football
- lexical terms relating to business: 'tenure', 'investment', 'domestic market'
- contrast between use of contractions such as 'we've' and 'it's', and standard forms: 'we have', 'we are', 'It is'
- use of statistics
- evaluative lexis: 'pedigree', 'full value', 'dire'
- use of abbreviated terms.

Syntax
- text is declarative
- beginning sentences with conjunctions creates the effect of spoken language
- long complex sentences contrast with short ones
- length of sentences and occasional errors obscure meaning.

Discourse
- tone is matter-of-fact/serious
- editorial is balanced in its comment on players' merits but critical of the spending policy of the club
- inclusive language is used throughout
- more formal language suggestive of business, contrasts with the occasional personal tone.

Pragmatics
- use of presupposition and implicature suggests shared values: 'We've played really well on occasion', 'The club's failure to recruit'
- names are used in a way that suggests a shared knowledge with the reader.

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** • 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** • 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** • 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** • 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** • 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: Corporate and Business Language

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

Analysis
Candidates may comment on some of the following features:

Lexis
- use of business jargon
- use of terms from a range of semantic fields often used metaphorically: 'landscape', 'ground-breaking', 'architecture'
- use of colloquial terms
- use of a range of personal pronouns
- use of positive adverbs
- use of modal verbs to suggest certainty: 'it will...', 'the TFA will'.

Syntax and grammar
- use of declaratives showing expert knowledge and understanding
- use of conjunctions to open utterances to create emphasis or additionality
- use of coordinated and complex structures
- use of idiom and simile helps to create a context for the impact of the report: 'shift from dial-up internet access to broadband'
- use of business clichés
- use of literary devices such as alliteration and parallel structures.

Discourse
- context is fairly narrow - only those interested in global trade generally and the report specifically would be listening
- DG establishes his role through language choices: giving the welcome, outlining the agenda.

Pragmatics
- use of presuppositions that assume the listeners share the context and the aims
- DG outlines only the benefits of the report.

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** • 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** • 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** • 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** • 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** • 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: Multicultural London English

General
Candidates should show an awareness of the features of multicultural London English and the historical and cultural factors that led to the development of this variety.

Analysis
Candidates may comment on some of the following features:

Phonology
- GOAT diphthong moves towards the MOUTH diphthong
- /l/ moves towards /ʊ/
- initial /h/ is absent, which is a typical London English feature
- the velar nasal is not used
- glottal stops are evident. Younger speakers use more glottalised forms
- /θ/ and /ð/ become /f/ and /d/.

Morphology and Syntax
- omission of auxiliary verbs: 'you watching'
- 'give it up' and 'you know what I mean' are recent collocations
- non-standard use of 'be'
- speaker uses some BSE forms in syntax perhaps to reflect the potential broad audience viewing the interview.

Lexis
- use of 'yeah' as a filler is typical of London English
- 'whatever' and 'like' are used as fillers: this is common to younger speakers
- 'innit' is used as a non-standard tag question
- use of lexical field of music to link to the speaker's career
- use of 'man' is typical of London English and also northern varieties.

Discourse
- discourse markers used to engage with the audience: 'whatever', 'innit'
- language converges with assumed audience.

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** • 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** • 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** • 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** • 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** • 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: New Zealand 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 New Zealand English
- candidates may take the view that New Zealand English is threatened by media and technological developments
- candidates are likely to engage with what constitutes a dialect.

May include references to some of the following points:
- relevant language frameworks and levels of New Zealand English: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of social and cultural changes on New Zealand 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	**Descriptive** • 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	**General understanding** • 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	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data 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	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data 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	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • 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: Gender Representations in Children's 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 developments in linguistic theory linked to gender and sexuality over the last 40 years[JT1]
- candidates are likely to engage with the impact of media and technology on the representation of gender identity
- candidates may take the view that a narrow concept of gender identity can be identified in earlier texts.

May include references to some of the following points:

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

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	**Descriptive** • 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	**General understanding** • 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	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data 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	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data 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	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • 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: Sports 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 in journalism
- candidates are likely to engage with the public reaction to sports journalism and its significance in society
- candidates may take the view that journalism has always covered sports but the ways it does this are very different today.

May include references to some of the following points:

- relevant language frameworks and levels used in journalistic articles: lexis and semantics, grammar and syntax, graphology, discourse, pragmatics
- influence of social, cultural and historical changes on sports journalism.

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	**Descriptive** • 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	**General understanding** • 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	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data 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	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data 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	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • 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: Corporate and Business Language

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 corporations and business
- candidates are likely to engage with a critical discourse analysis approach
- candidates may take the view that any power imbalance that exists is closely linked to the social status, wealth and role of the participants.

May include references to some of the following points:
- relevant frameworks and levels used in corporate and business language: lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of social, cultural and historical changes on corporate and business language.

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	**Descriptive** • 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	**General understanding** • 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	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data 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	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data 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	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • 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: Multicultural London 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 multicultural London English
- candidates may take the view that this variety is spreading owing to media and technological developments
- candidates are likely to engage with what constitutes a dialect/sociolect.

May include references to some of the following points:
- relevant language frameworks and levels of multicultural London English: phonology, morphology, lexis and semantics, grammar and syntax, discourse
- influence of social and cultural changes on regional language varieties.

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	**Descriptive** • 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	**General understanding** • 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	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data 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	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data 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	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • 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.