



# Mark Scheme (Results)

November 2021

Pearson Edexcel GCE Advanced Level  
In English Language (9EN0)  
Paper 3: Investigating Language

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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.

## Marking guidance – specific

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

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
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level.

Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points

- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- 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.

# Paper 3 Mark Scheme

## Section A

### Indicative content

#### Question 1

##### **Topic: Global English**

##### **Subtopic: Nigerian Pidgin English**

##### **General**

Candidates should be aware of the key features of Nigerian Pidgin English (NPE) and may discuss the impact of this being a written piece of NPE rather than a spoken piece.

##### **Analysis**

Candidates may comment on some of the following features:

##### **Orthography**

- orthographic evidence of 'th' stopping, e.g. 'di' and 'dey'
- orthographic evidence of omission, e.g. 'gree' and 'im'
- Americanised spelling of 'offense'.

##### **Lexis and Semantics**

- lexical field of government throughout the text, e.g. 'Senate,' 'National Assembly'
- influence of Yoruba, e.g. 'wetin'
- candidates may discuss a general lack of influence from the many different languages of Nigeria
- evidence of extended meanings, e.g. 'fit control' meaning able to control
- evidence of journalese and sensationalist lexis, e.g. 'di public no gree at all', 'attempt dey to silent people'.

##### **Discourse**

- use of reported speech is in NPE – candidates may challenge the legitimacy of this, discuss it as a translation or consider the widespread nature of NPE
- use of features of journalistic writing.

##### **Morphology**

- use of plural '+s' rather than N+dem to construct plural, e.g. 'victims'
- omission of inflectional agreements, e.g. 'Aisha Buhari...support di'
- omission of inflections associated with tense, e.g. 'Di letter catch di eye'

##### **Syntax**

- use of negative markers, e.g. 'no'
- inconsistent construction of interrogatives in the final paragraph – use of punctuation to reflect rising intonation
- use of 'don' as auxiliary verb and tense marker.

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.						
<b>Level 1</b>	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>						
<b>Level 2</b>	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>						
<b>Level 3</b>	7–9	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>						
<b>Level 4</b>	10–12	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>						
<b>Level 5</b>	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>						

## Indicative content

### Question 2

#### **Topic: Language and Gender**

#### **Subtopic: Representation of Gender in Stand-up Comedy Performances**

##### **General**

Candidates should show an awareness of a range of theories linking language, gender identity and representation. Candidates may also consider the representation of sexuality, particularly in Text B1.

##### **Analysis**

Candidates may comment on some of the following features:

##### **Lexis and Semantics**

- stereotypical fields in both extracts for both genders, e.g. cosmetics, finance, cars, chocolate, clothing
- text B1 – male comedian uses a range of intensifiers and arguably empty adjectives, e.g. 'really lovely'
- text B1 – use of colloquialisms, e.g. 'ripped off'
- text B2 – explicit reference to sex, e.g. 'when we're having sex'
- text B2 – use of adjectives, e.g. 'powerful, smooth, expensive'

##### **Pragmatics and Discourse**

- text B1 - implied image-conscious nature of women, e.g. 'I'll never have wrinkles'
- text B1 – deliberate disregard of implicature for humour, e.g. 'I should have a wet face'
- text B2 – direct contrast between men and women
- both texts exaggerate stereotypes
- both texts share personal anecdotes
- text B2 – negative attitude towards marriage
- both texts explicitly identify as heterosexual
- both texts suggest a combative nature of relationships between men and women
- creation of punchlines.

##### **Syntax**

- text B2 – use of adverbs, e.g. 'quite irritating,' 'probably the worst'
- text B1 – use of tag questions, e.g. 'I should have a wet face, should I?'

##### **Prosodics and Phonology**

- text B1 – emphasis on my implies aggression
- text B2 – use of pauses '(.) in my opinion'
- text B2 – use of rhyme, e.g. 'testosterone/Toblerone'
- text B2 – use of glottal stop, 'little'.

Accept any valid interpretation based on different linguistic approaches.

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

<b>AO1 = bullet point 1      AO2 = bullet point 2      AO3 = bullet point 3</b>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO1, AO2, AO3)</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>
<b>Level 2</b>	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>
<b>Level 3</b>	7–9	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>
<b>Level 4</b>	10–12	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>
<b>Level 5</b>	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>



## Indicative content

### Question 3

#### Topic: Language and Journalism

#### Subtopic: Gonzo Journalism

##### General

Candidates should demonstrate an understanding of the conventions and ideology of Gonzo Journalism.

##### Analysis

Candidates may comment on some of the following similarities:

##### Discourse

- inclusion of personal viewpoints
- first-person narrative perspective
- subjective account throughout
- awareness of sarcastic tone/satirical style of both texts.

##### Pragmatics

- assumes a shared frame of reference with the reader, e.g. 'we grow drowsy,' motorcycle racers as 'lunatics'
- anti-establishment sentiment evident throughout, e.g. 'Uncle Sucker,' ironic use of 'cream of the national sporting press'
- use of sarcasm to create humour, e.g. 'the French look at us funny...,' 'a very special assignment'
- use of multimodal tone, e.g. 'what's in it for us?', 'as I recall'.

##### Lexis and Semantics

- candidates may comment on the titles, e.g. 'Parliament of Whores,' 'Fear and Loathing in Las Vegas'
- use of mixed register to create humour, e.g. 'torpid...weed-whacker,' 'carburetor...poor buggers'
- use of contractions throughout, e.g. 'isn't', 'who've'
- literary techniques, e.g. 'snoring like a gas-powered weed-whacker,' 'fine Nevada morning'
- use of specific lexical fields, e.g. government, business, motorcycles
- text C1 - lexical field of government, e.g. 'Dictatorship', 'Medicare'
- text C2 - taboo lexis, i.e. 'buggers'.

##### Syntax

- use of expanded noun phrases, e.g. 'measly VA checks,' 'cool bright dawn'
- use of intensifiers, e.g. 'so tedious,' 'extremely exciting'
- text C1 - the use of modality, e.g. 'could be intentional'
- text C2 - syntax used to create a sense of multimodality, e.g. '(a 405 Husquarvana, as I recall.)'

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.
<b>Level 1</b>	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>
<b>Level 2</b>	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>
<b>Level 3</b>	7–9	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>
<b>Level 4</b>	10–12	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>
<b>Level 5</b>	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>

## Indicative content

### Question 4

#### **Topic: Language and Power** **Subtopic: Parliamentary Debates**

##### **General**

Candidates should be aware of the conventions of Parliamentary debates and the way language is used to create and maintain relationships and power. Candidates may also comment on the fact that this is likely to be an edited account of the debate.

##### **Analysis**

Candidates may comment on some of the following features:

##### **Lexis**

- use of sophisticated lexis, e.g. 'eradicate,' 'stringent'
- use of legal jargon, e.g. 'clause 13,' 'legislation'
- use of subject specific lexis, e.g. 'lamping,' 'flush'
- use of emotive lexis, e.g. 'more cruel,' 'unnecessary suffering'
- use of euphemistic lexis, e.g. 'cull'.

##### **Pragmatics**

- use of deferential titles, e.g. 'hon. Gentleman,' 'the Minister'
- use of implicature, e.g. 'If the hon. Gentleman had studied the Bill'
- evidence of mitigation/euphemism, e.g. 'inadvertently misled'
- evidence of conflict between the speakers, e.g. 'he needs to restudy the Bill'.

##### **Discourse**

- conventions of Parliamentary debate followed, e.g. address to the Speaker
- strict turn-taking conventions followed
- flouting of maxims, e.g. 'Is this correct?/ he needs to restudy the Bill,' 'facts and evidence/ Various options exist'
- use of evasion strategies within the debate
- cohesion between speakers, e.g. repetition of 'cruel'.

##### **Syntax**

- use of pronouns, e.g. 'we need to,' 'he'
- no use of second-person pronouns
- use of expanded noun phrases, e.g. 'existing law,' 'illegal hare coursing'
- use of interrogatives
- use of declarative mood.

Accept any valid interpretation based on different linguistic approaches.

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

<b>AO1 = bullet point 1      AO2 = bullet point 2      AO3 = bullet point 3</b>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO1, AO2, AO3)</b>
	0	No rewardable material.
<b>Level 1</b>	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>
<b>Level 2</b>	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>
<b>Level 3</b>	7–9	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>
<b>Level 4</b>	10–12	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>
<b>Level 5</b>	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>

## Indicative content

### Question 5

#### Topic: Regional Language Variation

#### Subtopic: Avon and Somerset

##### General

Candidates should demonstrate an understanding of the features of the accent and dialect of Avon and Somerset. Candidates may comment on the differences between the audiences of the two texts and the influence this has on the features identified.

##### Analysis

Candidates may comment on some of the following features:

##### Phonology

- vowel sounds produced further back, e.g. 'one,' 'wasn't'
- elongated vowel sounds in back-channel agreements, e.g. 'Ah'
- inconsistent 'h'-dropping
- omission of final consonants, e.g. 'that'
- omission of medial sounds, e.g. 'haven't'
- PRICE diphthong is occasionally replaced with CHOICE diphthong
- NEAR diphthong is occasionally replaced with NURSE monophthong
- evidence of inconsistent 'th'-stopping, e.g. 'another'
- assimilation of sounds, e.g. 'It's alright'
- candidates may comment on the lack of a terminal 'l'
- /v/ is occasionally replaced by /b/.

##### Grammar and Morphology

- use of non-standard form of 'to be', e.g. 'we'm'
- use of possessive pronoun, e.g. 'our Ady'
- inconsistent use of non-standard determiners, e.g. 'me cousin,'
- inconsistent use of non-standard auxiliary verbs, e.g. 'pubs were limited/pubs was open'
- non-standard reflexive pronoun, e.g. 'hissel'
- use of imperative at the end of the clause, e.g. 'look'
- use of the preposition 'to' in place of adverbial 'until'
- inconsistent use of non-standard pronouns, e.g. 'might've been he'
- non-standard verb use, e.g. 'he come round'.

##### Lexis

- candidates may comment on a lack of specific dialectal terms
- use of a range of common colloquialisms, e.g. 'tenners,' 'ain't'.

##### Discourse

- comparison of conversation and narrative style of the texts.

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.
<b>Level 1</b>	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> </ul>
<b>Level 2</b>	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> </ul>
<b>Level 3</b>	7–9	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> </ul>
<b>Level 4</b>	10–12	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> </ul>
<b>Level 5</b>	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> </ul>

## **Section B**

### **Indicative content**

#### **Question 6**

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

#### **Topic: Global English**

#### **Subtopic: Nigerian Pidgin 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 Nigerian Pidgin English (NPE) and the status of NPE within Nigeria
- candidates may take the view that attitudes towards Nigerian Pidgin English are influenced by media and technological developments
- candidates are likely to engage with what constitutes status and the social contexts in which Nigerian Pidgin English is used.

Should include references to some of the following points:

- relevant language frameworks and levels of Nigerian Pidgin English, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on Nigerian Pidgin 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.	
<b>Level 1</b>	1-6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>	
<b>Level 2</b>	7-12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>	
<b>Level 3</b>	13-18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>	
<b>Level 4</b>	19-24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>	
<b>Level 5</b>	25-30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>	



## **Indicative content**

### **Question 7**

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

#### **Topic: Language and Gender**

#### **Subtopic: Representation of Gender in Stand-Up Comedy Performances**

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 the media and accepted stereotypes on the representation of gender identity
- candidates may explore the nature of the language of comedy in relation to the way gender is represented.

Should include references to some of the following points:

- relevant language frameworks and levels used to represent gender in stand-up comedy performances, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on the way gender is represented in stand-up comedy performances.

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.	
<b>Level 1</b>	1–6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>	
<b>Level 2</b>	7–12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>	
<b>Level 3</b>	13–18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>	
<b>Level 4</b>	19–24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>	
<b>Level 5</b>	25–30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>	

## **Indicative content**

### **Question 8**

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

#### **Topic: Language and Journalism**

##### **Subtopic: Gonzo 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 stylistic qualities of Gonzo Journalism and its function in relation to traditional forms of journalism
- candidates are likely to engage with the public reaction to Gonzo Journalism and its position in society in relation to traditional forms of journalism
- candidates may consider the attitudes and viewpoints of the writers of Gonzo Journalism.

Should include references to some of the following points:

- relevant language frameworks and levels used in Gonzo Journalism, for example: lexis and semantics, grammar and syntax, graphology, discourse, pragmatics
- influence of social, cultural, technological and historical factors on Gonzo Journalism.

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.	
<b>Level 1</b>	1-6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>	
<b>Level 2</b>	7-12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>	
<b>Level 3</b>	13-18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>	
<b>Level 4</b>	19-24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>	
<b>Level 5</b>	25-30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>	

## **Indicative content**

### **Question 9**

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

#### **Topic: Language and Power**

#### **Subtopic: Parliamentary Debates**

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 Parliamentary debates and the influence of media and technology
- candidates may explore ideas about the function of Parliamentary debates
- candidates are likely to identify that a power struggle exists between the participants.

Should include references to some of the following points:

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

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.	
<b>Level 1</b>	1-6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>	
<b>Level 2</b>	7-12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>	
<b>Level 3</b>	13-18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>	
<b>Level 4</b>	19-24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>	
<b>Level 5</b>	25-30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>	

## **Indicative content**

### **Question 10**

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

#### **Topic: Regional Variation**

##### **Subtopic: Avon and Somerset**

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 dialects of Avon and Somerset
- candidates may engage with what constitutes prestige and the status of the dialects of Avon and Somerset
- candidates may explore the attitudes towards different varieties within this region.

Should include references to some of the following points:

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

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.	
<b>Level 1</b>	1–6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>	
<b>Level 2</b>	7–12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>	
<b>Level 3</b>	13–18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>	
<b>Level 4</b>	19–24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>	
<b>Level 5</b>	25–30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>	



