Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
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 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.

Specific Marking Guidance

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.

Section A Indicative content Question 1

5

Topic: Global English
Subtopic: Belizean Kriol

General
Candidates should be aware of the key features of Belizean Kriol and may comment on the purpose of the video and the food being created.

Analysis
Candidates may comment on some of the following features:

Phonology:
- inconsistent evidence of th-stopping, e.g. 'things' and 'this'
- diphthongisation of certain vowels, e.g. 'bare'
- evidence of rhoticity on some words, e.g. 'first'
- use of schwa endings, e.g. 'change' and 'in'
- inconsistent use of labio-velar approximant /w/ following /g/, e.g. 'going to'.

Lexis:
- use of different dialect terms for food stuff, e.g. 'fry jack', 'fry cake,'
- colloquial formation of 'Saint El'
- use of common English colloquialisms, e.g. 'cuz'.

Morphology and syntax:
- use of 'no' as negative marker, e.g. 'no want'
- inconsistent use of pronouns, e.g. 'me no fraid for change,' 'I working the baking powder'
- omission of auxiliary verbs, e.g. 'we going'
- reduction of infinitive form, e.g. 'I no want do the full recipe'
- construction of present tense, e.g. 'done look pon'
- morphological construction of adverbs and adjectives, e.g. 'authentical', 'brickly'
- lack of pluralisation marker, e.g. 'four ounce'.

Discourse:
- use of anecdotes to reinforce identity
- direct address to watching audience.

Indicative content
Question 2

Topic: Language and Gender Identity
Subtopic: The Language of Drag Queens

General
Candidates should show an awareness of a range of theories linking language, gender identity and representation as well as some of the typical conventions of the language of drag queens.

Analysis
Candidates may comment on some of the following features:

Lexis:
- construction of drag names, e.g. 'Kandy Muse,' 'Eureka', 'Shangela'
- reference to typically female community, e.g. 'sisterhood'
- use of lexis associated with emotions, e.g. 'stormed,' 'supportive'
- use of deictic expressions linked to community, e.g. 'the dressing room at Mickey's in WeHo'
- conscious reduction of androcentric terms, e.g. 'our story.'

Syntax:
- use of imperatives, e.g. 'listen to this'
- use of 'like' and 'you know' as fillers and narrative markers
- use of multiple adjectives/adverbs to construct phrases, e.g. 'extremely vibrantly chaotic,' 'amazing hilarious fun.'

Discourse:
- stereotypically female terms of address, e.g. 'girl,' 'mama'
- interruption, e.g. 'the song I performed was'

Pragmatics:
- use of potentially face-threatening acts, e.g. 'wasn't very memorable'
- use of physical humour, e.g. burping
- use of mocking higher tone
- reference to 'chosen family'
- theatrical representation of female language.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 3

Topic: Language and Journalism
Subtopic: Editorials

General
Candidates should have an awareness of the common conventions of editorials. Students may make links between the readership of *The Guardian* and its political ideologies.

Analysis
Candidates may comment on some of the following features:

Lexis:
- use of mixed register, e.g. 'pretty much,' 'social exclusion'
- use of opinionated lexis, e.g. 'collapse in teacher recruitment'
- use of superlatives, e.g. 'the gravest of failures'
- use of metaphor, e.g. 'school is "an anchor to society"'.

Syntax:
- foregrounding to reflect viewpoint, e.g. adverbials: 'by eroding staff autonomy and professionalism'
- patterning of simple and complex sentences to highlight editorial opinion, e.g. 'The concern is justified.'
- use of the passive voice, e.g. 'Data in Northern Ireland, Scotland and Wales is collected separately'.

Discourse:
- headline denotes certainty of viewpoint
- repetition of key elements, e.g. 'full-blown national crisis', 'workforce crisis'
- aspects of spoken language, e.g. 'Pretty much everyone'
- impersonal address, e.g. 'there is also much agreement'
- problem and solution structure, e.g. 'More breakfast clubs…. would help'.

Pragmatics:
- headline represents newspaper, e.g. 'The Guardian view'
- assumption of shared values, e.g. 'serious flaws in the system designed by the government'
- creation of an antagonist, e.g. 'Ministers are to blame'
- reference to wider problem, e.g. 'schools need more support'.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 4

Topic: Language and Power
Subtopic: Party Political and Election Broadcasts

General
Candidates should be aware of the conventions of the language of party political and election broadcasts and some of the strategies used to establish and maintain power. Candidates may also explore the impact of the status of the speaker.

Analysis
Candidates may comment on some of the following features:

Lexis:
- use of emotive lexis, e.g. 'destroyed'
- use of sophisticated lexis, e.g. 'political establishment'
- use of political lexical field, e.g. 'councillors'
- use of comparative adjectives, e.g. 'better fairer', 'safer happier'.

Syntax:
- use of conditional structures, e.g. 'if you think politics is broken'
- use of deontic modality, e.g. 'you can vote for change'
- use of direct address
- use of singular and inclusive pronouns to refer to herself, the party and the public, e.g. 'I believe there is hope', 'we are not afraid to listen to you', 'together we can make change happen'.

Discourse:
- use of action and consequence structure, e.g. 'because of the Green Party,'
- repetition of key ideas, e.g. change and honesty
- aspects of conversational language, e.g. 'You know'
- use of personalisation through naming councillors.

Pragmatics:
- use of implicature, e.g. 'we're honest about the crisis,' 'I'm not sitting in a studio'
- use of assumption of shared values, e.g. 'affordable housing', 'connect with nature', 'fair day's wage'
- use of presupposition, e.g. 'make change happen'.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 5

Topic: Regional Language Variation
Subtopic: Manchester and Greater Manchester

General
Candidates should be aware of the key features of the Manchester and Greater Manchester dialect. Students may consider gender and topic as influential factors on the way language is used.

Analysis
  Candidates may comment on some of the following features:

Phonology:
- use of h-dropping, e.g. 'have'
- inconsistent pronunciation of 'my'
- use of the TRAP vowel, e.g. 'graft'
- lack of FOOT/STRUT split
- pronunciation of 'you'
- use of th-fronting, e.g. 'three'.

Lexis:
- use of 'dead' as intensifier
- use of 'like' as a narrative filler
- candidates may explore evidence of dialect levelling in terms of lexis.

Morphology and syntax:
- inconsistent use of non-standard possessive pronouns, e.g. 'my/me'
- use of non-standard verb conjugation, e.g. 'I were', 'I done'
- omission of preposition, e.g. 'sparred like good Ukrainians,' 'getting as much of it'
- candidates may explore evidence of dialect levelling in terms of morphology and syntax.

Students may comment on the lack of some distinct features due to topic and context.

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: Belizean Kriol

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 Belizean Kriol and its current uses
- candidates may take the view that creative uses of language are influenced by media and technological developments and discuss how this represents speakers' identities
- candidates are likely to engage with the typical debates surrounding the use of global varieties of English.

Should include references to some of the following points:

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

Indicative content
Question 7

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

Topic: Language and Gender Identity
Subtopic: The Language of Drag Queens

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 concept of speech communities and ideas about networking and sociolect
- candidates may explore developments in gender representation over time.

Should include references to some of the following points:

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

Indicative content
Question 8

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

Topic: Language and Journalism
Subtopic: Editorials

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 methods used to present opinions, viewpoints and ideologies
- candidates are likely to engage with general attitudes towards editorials and the impact of audience on language use
- candidates may engage with the purpose and use of editorials.

Should include references to some of the following points:

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

Indicative content
Question 9

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

Topic: Language and Power
Subtopic: Party Political and Election Broadcasts

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 regulations governing party political and election broadcasts
- candidates may explore ideas about the goals and purposes of the language of party political and election broadcasts
- candidates may explore different linguistic strategies employed by party political and election broadcasts to establish and maintain power.

Should include references to some of the following points:

- relevant frameworks and levels used in the language of party political and election broadcasts: lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of social, cultural, technological and historical changes on the language of party political and election broadcasts.

Indicative content
Question 10

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

Topic: Regional Language Variation
Subtopic: Greater Manchester

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 attitudes towards the Greater Manchester variety of English and the influence of dialect levelling
- candidates may consider the impact of media and the way the variety is represented
- candidates may engage with discussion about the changing nature of varieties in Greater Manchester and the North of England in general.

Should include references to some of the following points:

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

		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.

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.