Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In English Language (9EN0_03)
Paper 03: Investigating Language

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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

General
Candidates should show an awareness of the linguistic concepts that underpin creole languages, the features of Pacific creoles and the historical and cultural factors that led to the development of these varieties.

Analysis
Candidates may comment on some of the following features:

Orthography
- the orthography differs from Standard English. The spelling of many words represents phonological differences. Credit any reasonable exploration of these
- the Tok Pisin alphabet has fewer letters and digraphs, e.g. no <c> 'kros' (A2) and no <th> 'tingim' (A2)
- spelling is consistent.

Lexis
- much of the lexis is derived from English, e.g. 'biskit/biscuit' (A1), 'God' (A2)
- reduced vocabulary means context alters meaning of words, e.g. 'tok' (talk/say/said)
- reduplication is evident, e.g. 'marimari' (A2)
- extensive religious vocabulary reflects historic origin, e.g. 'sin', 'kros'.

Morphology and Syntax
- pronouns do not show subject/object distinction, e.g. '...wasim mi' and 'mi no gat' (A2)
- no inflections for noun plurals, e.g. 'tupela biskit' (A1)
- possession not indicated by bound morpheme as in Standard English but instead by 'bilong' (belong)
- verbs lack inflection for tense and aspect
- lack of auxiliary and copula verbs
- lack of determiners and prepositions
- Tok Pisin uses some inflections not found in Standard English, e.g. the suffix 'im' used when a verb is followed by an object, 'Yu stil lavim mi'(A2)
- suffix - pela found on numbers and adjectives, e.g. 'tupela' (A1).

These are suggestions only. Accept any valid interpretation based on different linguistic approaches.

		Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.		
		AO1 = bullet point 1	**AO2 = bullet point 2**	**AO3 = bullet point 3**
Level	**Mark**	**Descriptor (AO1, AO2, AO3)**		
	0	No rewardable material.		
Level 1	1–3	**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		
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		
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 Identity in Superhero Comics

General
Candidates should show an awareness of the ways in which superhero comics use language, and of a range of theories linking language, gender and sexuality.

Analysis
Candidates may comment on some of the following features:

Graphology
- use of frames to show the passage of time and to focus on aspects of narrative, e.g. flashback
- use of speech bubbles to represent the features of spontaneous speech, e.g. bold for emphasis; false starts and hesitation features in Susan Storm's speech
- use of frames and bubbles to show conversation structure, e.g. turn taking, interruption, emphasis.

Lexis
- gender stereotyping in allocation of roles, e.g. 'mother', 'self-pity', 'comfort'
- attribution of virtues to the female character via narrative rather than direct action, e.g. 'remember', 'takes a back seat to nobody'
- use of non-standard forms by male characters, e.g. 'pal', 'wanna', 'fella'.

Grammar and syntax
- Susan Storm's incomplete structures, and use of exclamatives, suggest emotional responses
- Reed Richards and Ben Grimm use rhetorical devices in their speech to create a persuasive effect, e.g. patterning of interrogatives.

Discourse
- use of turn-taking and adjacency pairs creates the effect of conversation
- male speakers dominate the conversation
- breaking of the 'fourth wall' to make the readers participants
- gendered terms of address, e.g. 'pal', 'honey', 'kid'.

Pragmatics
- presupposition that comic readers do not want to see women fighting
- flouting of Grice's maxim of quantity when Reed Richards recounts events that all participants must be familiar with implies that Susan Storm has not been a fully active member of the team
- gendered responses to Ben's predicament, e.g. Susan Storm offers comfort, Reed offers to find a cure.

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Indicative content
Question 3

Topic: Language and Journalism
Subtopic: Broadcast Interviews in Current Affairs

General
Candidates should show an awareness of the conventions of Broadcast Interviews in Current Affairs and the relationship between interviewer and interviewee.

Analysis
Candidates may comment on some of the following features:

Lexis
- lexical field of religion and culture used by Nuttall, e.g.'niqab', 'Muslim women'
- Nuttall's use of dates and statistics to give apparent factual support to his argument
- Nuttall's use of collocations to add emphasis and certainty to his argument, e.g. 'bad for the economy bad for the state'; 'the bottom line'.

Syntax
- noun phrases in apposition to indicate status and to give information to the audience, e.g. 'UKIP leader Paul Nuttall'
- the presenters use a range of structures to elicit a response from Nuttall
- use of tag questions to reinforce statements and challenge Nuttall
- Nuttall's use of negation to present a negative image of the Muslim community
- use of modal verbs by presenters to suggest different possibilities, e.g. 'might'.

Discourse
- overlaps and latch-ons indicate the competition to control the conversation
- lack of non-fluency features indicates professional speakers
- high level of fluency indicates the prepared nature of Nuttall's contributions
- Nuttall's use of filled pauses to retain his turn.

Pragmatics
- the presenters re-present and reinterpret what Nuttall says to challenge his assertions
- presupposition links 'Muslim women', 'not working', 'unemployed' and 'bad for the economy…state'.

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Indicative content
Question 4

Topic: Language and Power
Subtopic: Language of School Behaviour Management

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

Analysis
Candidates may comment on some of the following features:

Lexis
- terms associated with regulation, e.g. 'law', 'confiscated'
- terms associated with school environment, e.g. 'bell', 'lesson'
- some informal and colloquial language employed by teachers, e.g. 'gonna', 'woah', 'yeah'
- use of supportive lexis, e.g. 'lovely', 'trust'.

Syntax and grammar
- use of a range of interrogatives
- use of imperatives to demonstrate power and control, e.g. 'give me your phone', 'go to your lesson'
- use of conditionals to indicate consequences, e.g. 'if I can't trust you it won't work will it?'
- utterance length and complexity varies according to teacher role, e.g. Mr Drew uses longer and more complex utterances.

Discourse
- use of questions to elicit preferred responses, e.g. 'you reckon you're gonna have a positive day today'
- move between interrogatives and imperatives by teachers to gain or maintain control
- use of declaratives and interrogatives by pupil to challenge, e.g. 'why', 'I am my note'
- use of formal address for teachers by pupil, e.g. 'sir', 'miss'.

Pragmatics
- teachers use a range of language strategies to establish their power, e.g. clarification requests
- different naming strategies establish different contexts, e.g. 'Vinni', 'Vin', 'Vincent'
- politeness strategies used by teachers to get Vinni to comply, and by Vinni to avoid compliance.

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Indicative content
Question 5

Topic: Regional Language Variation
Subtopic: Change Over Time in the Tyneside Dialect

General
Candidates should show awareness of the influences on English regional dialects over the past 50 years, such as multicultural influences, media, social and cultural changes, deindustrialisation.

Analysis
Candidates may comment on some of the following features:

Phonology
- many of the distinctive features of NE English are clearly identifiable in both sets of speakers, e.g. dual articulation of the stops /p/, /t/, /k/ with a glottal stop
- NURSE vowel merges with NORTH vowel; FACE is represented by /eə/ in both groups
- patterns of glottalisation vary between the groups
- use of /æ/ rather than schwa at word endings
- RP /ɪŋ/pronounced by older groups as /ɪn/, younger groups as /ɪŋk/
- rising intonation pattern similar to 21st century 'upspeak'.

Syntax
- older speakers use non-standard 'to be', e.g. 'a lot of people was'
- non-standard subject/verb agreement, e.g. 'some of the people lives'
- double negative in both groups, e.g. 'you cannot get nothing'
- non-standard use of pronouns in both groups, e.g. plural form 'yous', possessive 'me' rather than standard 'my', 'us' for 1st-person singular object
- use of 'innit' as tag question in Text E2.

Morphology
- 'maybes' (mebbes)
- plural 2nd-person pronoun 'yous'
- variable use of plural 's' in Text E2.

Lexis
- bairn, mam.

Discourse
- older speakers use 'you know' as fillers and discourse markers. The younger speakers use 'like'.

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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: Pacific Creoles** Candidates should respond using references to their research data and make reference to relevant language frameworks and levels. Possible content: • candidates may argue for or against this statement, or take a balanced approach • candidates are likely to consider the historical origins of Pacific creoles • candidates may take the view that Pacific creoles are influenced by cultural and technological developments • candidates are likely to engage with what constitutes a distinct language and may make reference to pidgin forms. May include references to some of the following points: • relevant language frameworks and levels of Pacific creoles, e.g. phonology, orthography, lexis and semantics, morphology, syntax, discourse and pragmatics • influence of any relevant social, historical, technological and cultural factors on the development and features of Pacific creoles.

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

AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4

Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
	0	No rewardable material.
Level 1	1–6	**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.

AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4

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 Identity in Superhero Comics

Candidates should respond using references to their research data and make reference to relevant language frameworks and levels.

Possible content:
- candidates may argue for or against this statement, or take a balanced approach
- candidates should engage with the different ways language is used to represent gender identity in these publications
- candidates are likely to consider developments in linguistic theory linked to gender and sexuality
- candidates may take a wider view of gender identity than a simple male/female divide.

May include references to some of the following points:
- relevant language frameworks and levels used in superhero comics to represent gender identity, e.g. graphology, orthography, lexis and semantics, morphology, syntax, discourse and pragmatics
- influence of any relevant social, historical, technological and cultural factors on language in superhero comics to represent gender identity.

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AO1 = bullet point 1	**AO2 = bullet point 2**	**AO3 = bullet point 3**	**AO4 = bullet point 4**

Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
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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: Broadcast Interviews in Current Affairs

Candidates should respond using references to their research data and make reference to relevant language frameworks and levels.

Possible content:
- candidates may argue for or against this statement, or take a balanced approach
- candidates are likely to discuss the language interviewees employ to appeal to the public
- candidates are likely to consider the importance of contextual factors in establishing the tone and purpose of Broadcast Interviews in Current Affairs
- candidates may consider how the language used establishes the relationship between interviewer and interviewee.

May include references to some of the following points:
- relevant language frameworks and levels used in Broadcast Interviews in Current Affairs, e.g. phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on Broadcast Interviews in Current Affairs.

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Indicative content
Question 9

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

Topic: Language and Power
Subtopic: Language of School Behaviour Management

Candidates should respond using references to their research data and make reference to relevant language frameworks and levels.

Possible content:
- candidates may argue for or against this statement, or take a balanced approach
- candidates should engage with the different linguistic strategies employed in a range of school contexts
- candidates are likely to consider the historical development of language used in school behaviour management
- candidates may discuss the power relationships in school.

May include references to some of the following points:
- relevant language frameworks and levels used in the classroom, e.g. phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on the language of school behaviour management.

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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: Change Over Time in the Tyneside Dialect

Candidates should respond using references to their research data and make reference to relevant language frameworks and levels.

Possible content:
- candidates may argue for or against this statement, or take a balanced approach
- candidates should consider the historical development of the Tyneside dialect
- candidates may consider the impact of media and technological developments on this variety
- candidates may engage with what constitutes a dialect, a sociolect or a language.

May include references to some of the following points:
- relevant language frameworks and levels of the Tyneside dialect, e.g. phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on regional language varieties.

		Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.			
AO1 = bullet point 1		**AO2 = bullet point 2**	**AO3 = bullet point 3**		**AO4 = bullet point 4**
Level	**Mark**	**Descriptor (AO1, AO2, AO3, AO4)**			
	0	No rewardable material.			
Level 1	1–6	**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.			