

Paper 3 Mark scheme

Section A

Indicative content

Question 1

Topic: Global English

Subtopic: South African English

General

Students should show an awareness of the range of Englishes in South Africa, and the different backgrounds to the various forms. They should note that the speaker in Text A1 is probably a first-language speaker of English, whereas the speaker in Text A2 is a second-language speaker of English. Students should also show awareness that the context of an interview is likely to result in fairly formal usage in both examples. They should comment on the second language status of many varieties of White South African English (WSAE) and comment on the possibility in all varieties of the influence of a range of other languages.

Analysis

Students should comment on some of these features and identify them as those found in different varieties of South African English (SAE). Both speakers use forms that are close to British Standard English.

Morphology and syntax

- Text A1: this speaker comes from a working-class background.
- The speaker uses some features associated with 'General' to 'Broad' varieties: omission of verbal complement: 'put on the table' rather than 'put it on the table,' did + uninflected verb rather than have + past participle 'did you have coffee? Prepositional use 'by' with locative 'there'. These forms are often attributed to the influence of Afrikaans.
- There is also the use of 'no' to introduce an affirmative clause 'no I'm fine'.
- Text A2: this speaker comes from a middle-class background.
- The speaker use features associated with a 'General' variety: omission of some prepositions 'weekend' rather than 'at the weekend'. Use of articles: Omission of definite article 'in library' rather than 'in the library', 'weekend' rather than 'the weekend'.
- This speaker uses an example of Afrikaans structure in 'they live still there'.

Lexis

- Text A1: the speaker uses some of the lexis of SAE: braai (from Afrikaans for – barbecue), township, pie-eyed, lekker, and the tags 'man' and 'ag'.
- Text A2: apart from place names, the lexis is similar to that of British Standard English.

Phonology

There are several features associated with WSAE across both items of data. The DRESS vowel is raised and centralised (close to BSE KIT).

- Text A1: the TRAP vowel is raised towards the DRESS vowel.
- Text A2: the speaker uses 'upspeak', the rising intonation that is spreading widely in the UK and the US. This speaker converts /d/ to /t/ /muvt/ and /t/ to /d/ in connected speech /**autsart**/ and omits syllable initial /h/. There is one example of Th-stopping.

These features are subtle, and any reasonable attempt to comment on the phonology using the information they have been given should be rewarded, as long as the candidate uses either phonological symbols and/or lexical sets and is making a reasonably accurate point.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application 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: Constructing the 'Ideal' Women

General

Students should show an awareness of the range of theories linked to gender and sexuality over the last 40 years and how language has been used to construct 'ideal' women. They should comment on the impact of media and celebrity culture in presenting women and show how it has changed over time.

Analysis

Students should comment on some of these features and identify them as those found within language used to create body image.

The data is presented in the form of a transcript so students should make reference to spoken discourse features.

Spoken discourse

- Overlaps to indicate the control Gok Wan (GW) has within the conversation.
- Range of pauses to represent uncertainty of Michelle (M) when speaking.
- Paralinguistic features to illustrate the reactions of M – 'sniffs', 'makes rolling movement with hands', 'they hug'.
- Fillers show uncertainty 'erm'.

Pragmatics

- GW employs politeness principles and positive reinforcement to help support M 'well done', 'nice to meet you', 'I promise'.

Lexis

- Informal and colloquial language employed by GW 'cos', 'yeah', 'belly', 'wanna' to help M feel relaxed and important.
- Contractions regularly used 'haven't', 'I've', 'don't'.
- M uses mainly negative lexical items when describing her body, image and opinion – 'fat', 'vulnerable', 'hate', 'dislike' together with a number of similes to describe her body 'like a little beer belly' and 'feel like dinner-lady arms'.
- In contrast, GW uses positive supportive lexis and reinforcement when discussing M's body 'you have an hourglass figure', 'I wanna do it', 'do you want a cuddle?'.
- GW uses repetition to reinforce his commitment to M 'just take... just take'.
- Lexical field of fashion, clothing and body shapes – assumes viewer and M understand the terms 'hourglass figure', 'panelling', 'elongate', 'torso'.
- Pre-modifying adjectives 'sophisticated', 'mature', 'elegant', 'sexy' link with the concept of body image – lexis generally associated with women.

Grammar and syntax

- GW employs personal pronouns 'you', 'I' to make M feel special and positive about herself.
- Utterances are generally short and simple with GW employing questions to elicit a response from M – 'who's looking back at you in the mirror?'.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. 		

Indicative content
Question 3

Topic: Language and Journalism

Subtopic: Opinion Articles

General

Students should show an awareness of the conventions surrounding the language of journalism and how the style of reporting has changed over time.

They should comment on the impact of globalisation on the media via the mode of technology and how celebrity culture has had an impact on the types of features presented in the articles. In addition, they should also consider how many contemporary articles are more informal and opinionated in their construction – becoming more entertaining rather than purely informative – thereby creating the sub-genre ‘infotain’.

Analysis

Students should comment on some of the following features of a journalistic article.

Graphology

- Large font size used for headline to interest audience browsing on website.
- Small photo of Charlie Brooker looking hostile that is in keeping with the tone of the article.

Discourse

- Sarcasm and cynicism is prevalent (through their research students may be familiar with Brooker’s style).
- Brooker mocks his audience and, sometimes, himself.
- Article opens with inclusive language ‘we’ but Brooker frequently uses ‘you’ when lampooning the contradictory behaviour of people. He sometimes uses the less personal ‘people.’
- Article is carefully structured for clarity with changes of topic signposted.
- Brooker uses humour to get his points across: hyperbole ‘They scratch in the mud all day so they can gnaw their blackened fingernails for sustenance in the evening;’ bathos ‘The great minced horse scandal of 2013’, ‘Lest we forget’.
- Intertextuality creates incongruous and sometimes humorous connections: ‘Downton Abbey formats’, ‘Lest we forget’ widely known from Remembrance Day services and from Kipling’s Recessional.

Lexis

- Semantic field of food, both high dining (‘gourmet’) and fast food (‘burger’, ‘chipsticks’).
- Food industry by comparing pretensions towards good food (‘artisan veal’ and ‘venison’) with the reality (‘slaughter’, ‘toenails’ and ‘eyelids’).
- Switches between using our euphemistic, often French words for various meats and using the reality of the animal (‘pig’).
- Article is written to create a sense of disgust with words like ‘vomit’ and ‘flyblown’.
- Switches between latinate lexis and colloquial forms such as ‘lah-di-dah’ and ‘shouthole’ (which is close to a taboo term for a different orifice).

Syntax

- Text is largely declarative, with interrogatives appearing only in the headline and the picture caption (which Brooker will not have written).
- Occasional imperative to create emphasis.
- Occasional minor sentences that give a slight impression of the spoken voice in a text that is largely standard: 'The high-class callgirls of the burger world'.
- Syntactic patterning for rhetorical effect: 'Now it's illegal. Chipsticks are illegal. Even thinking about Chipsticks is illegal.'

Pragmatics

- Brooker regularly flouts Grice's Maxim of Quality. Much of what he says is not true and readers know this. This allows the article to carry the implicature that the food industry is exploitative and we, as consumers, frequently collaborate in this.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. 		

Indicative content
Question 4

Topic: Language and Power

Subtopic: Legal Language

General

Students should show an awareness of the ways in which language can be used to create and maintain the different power relationships that exist in the legal system, particularly relating to interviews in this context. They may consider the different levels of expertise in relation to the law, the functions of the exchange, the understanding of the situation that the different participants have and how this is encoded in the language.

Analysis

Students should show an awareness of the several language techniques that the Detective Constable (DC) uses to establish power over the suspect (S).

Context and function

- This interview is carried out to collect evidence that will be used in court if the suspect is charged. DC is aware of this and makes several references to it.
- DC is addressing a wider audience including the court. The language used by S suggests he is not aware, or not continually aware of this (for example use of deictic forms in describing his own injuries). He addresses DC as his sole audience.

Discourse

- Context is potentially unequal: the DC will select and ask the questions, the S will respond.
- DC establishes his role through his language choices (clarification requests, asking for information he already knows)
- DC creates the effect of a personal conversation by the use of personal pronouns: 'let me introduce myself, give me your name'.
- S follows the lead that DC gives, responding to questions and often undermining his denials by admissions.

Pragmatics

- DC uses presuppositions to assume S's guilt: 'do you accept... you might not regard'.
- DC outlines details of offence.
- DC identifies S's actions as offences: 'what we call ABH'.

Syntax and grammar

- DC frequently addresses statements to S, and asks for confirmation ('okay').
- High use of modals by DC which suggests uncertainty but often used to indicate probability: 'you might not regard as serious suggests the injuries are, in fact, serious'.
- Use of personal pronouns to establish relationship: 'give me your name'.
- Suspect uses deictic forms which will disadvantage him as the main function of the interview is to provide evidence and be listened to later.

Lexis

- Use of legal terms for offences 'ABH'.
- Use of naming to establish friendly context, a friendly relationship: 'mate', use of first name by DC to S, but not vice versa.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. 		

Indicative content
Question 5

Topic: Regional Language Variation
Sub topic: English of Yorkshire and the North East

General

Candidates should show an awareness of the concept of linguistic North, often identified in folk linguistics by the reduction or omission of the definite article, the lack of a FOOT STRUT split and a restriction of lengthening in the BATH vowel. Accept any reasonable identification of these features, but not impressionistic spelling or 'eye dialect.'

Candidates may refer to the isoglosses identifying the differences between northern and southern forms.

Candidates should acknowledge the historical reasons for northern English being distinct from southern dialects. This question does not require detail about this.

Analysis

This variety is from the south of the area looked at in the data. The speaker is an educated professional. She uses forms that are typical of both South Yorkshire, and of northern English in general.

Phonology

Vowels

S. does not have the FOOT STRUT split, /kʊm/ and BATH words use the TRAP vowel, /æftə/ GOAT is a monophthong, /go:wɪn/ , which does not usually occur in the NE.

Consonants

H Dropping. Initial /h/ is either absent or glottalised. This is typical across Yorkshire, but does not happen in Geordie. This is a stigmatised pronunciation, which suggests S. comes from a very traditional Yorkshire background.

The velar nasal is not used. S. uses /ɪn/ rather than /ɪŋ/ or /ɪŋg/. **Most Yorkshire speakers** would use this pronunciation, but in South Yorkshire, close to Sheffield, /ɪŋg/ **would be the** expected pronunciation.

Glottal stops: There is only one example of a syllable final glottal stop where /ʔ/ replaces /t/. Patterns of glottalisation vary across the north, and this feature is also influenced by age. Younger speakers use more glottalised forms.

Assimilation. **The Yorkshire use of 'don't' /dʌnt/ where SE would use 'doesn't' leads to the assimilation of the /t/ to /p/ in the context of the following /m/. Also in 'haven't been' /æmpbɪn/.**

Morphology and syntax

Pronoun system

Candidates should note the systematic variation of the pronoun systems of northern English, rather than simply note the variations from SE. Candidates might comment on other pronoun forms they might expect S. to use, variations across the dialects of Yorkshire and the NE, and **the different forms found in the NE (for example, 'wor' as first person possessive in the NE). S. uses 'me' and 'us' and first person singular and plural possessives.**

Articles

Definite article

S. reduces the definite article to a glottal stop. The reduction of the definite article is found in many northern dialects, except for the NE. The reduction may take the form of /ə/, /t/ /ʔ/ or zero pronunciation.

Indefinite article

S. uses the indefinite article in the same way a SE speaker would. Candidates may comment on the way the indefinite article is reduced in some northern dialects.

Irregular verbs

In northern dialects, these are often 'levelled' so the past tense and past participle are the same, eg speak, spoke, spoke. S. levels 'come' so the present, past and past participle are identical.

Verb 'to be'

This varies across northern dialects. South Yorkshire is more or less the reverse of SE: I, you, he, she, it were, we, you, they was.

Narrative present

Yorkshire speakers often use the present tense when they are relating events that happened in the past 'she says' rather than 'she said'

Prepositions

S. uses 'on' rather than 'of': 'Look on him.'

Negatives

Double and even triple negation is found across Yorkshire. S uses the double negative: 'he doesn't have none'.

She also uses 'never' to create a negative: 'he says he give it to his mum but he never'.

Lexis

S. uses mostly standard lexis, but there are some northern features: 'feller'

The use of 'our' in naming to identify family members is a feature of northern English.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application 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

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

Topic: Global English

Subtopic: South African English

Possible content:

- students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- students are likely to consider the historical development of South African Englishes
- students may take the view that BSAE is threatened by media and technological developments
- students are likely to engage with what constitutes a 'second language'.

May include references to some of the following points:

- relevant language frameworks of South African Englishes – phonology, morphology, lexis and semantics, grammar and syntax, discourse structure, pragmatics
- influence of social and cultural changes on South African English.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 			

Indicative content
Question 7

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

Topic: Language and Gender Identity
Subtopic: Constructing the 'Ideal' Women

Possible content:

- students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- students are likely to consider developments in linguistic theory linked to gender and sexuality over the last 40 years
- students are likely to engage with the impact of media and technology on the representation of gendered identity
- students may take the view that a narrow concept of the ideal woman can be identified in very early texts: it is only the requirements of the ideal that change.

May include references to some of the following points:

- relevant language frameworks used in constructing 'ideal' women – lexis and semantics, grammar and syntax, graphology, discourse structures, pragmatics
- influence of social, cultural and historical changes to gender identity.

Please refer to the specific marking guidance on page 2 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 <ul style="list-style-type: none"> • Knowledge of methods 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 <ul style="list-style-type: none"> • Recalls methods of 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 <ul style="list-style-type: none"> • Applies relevant methods of 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 <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept 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 <ul style="list-style-type: none"> • Presents critical application 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

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

Topic: Language and Journalism

Subtopic: Opinion Articles

Possible content:

- students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- students are likely to consider the impact of globalisation and technology on the developments in journalism
- students are likely to engage with the public reaction to opinion articles/journalists perceived as offensive
- students may take the view that journalism has always engaged in robust debate and is not very different today in this respect than earlier examples of journalism.

May include references to some of the following points:

- relevant language frameworks used in journalistic articles – lexis and semantics, grammar and syntax, graphology, discourse structures, pragmatics
- influence of social, cultural and historical changes to journalism.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
	0	No rewardable material			
Level 1	1–6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents critical application of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 			

Indicative content
Question 9

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

Topic: Language and Power
Subtopic: Legal Language

Possible content:

- students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- students are likely to consider the historical development of the language of law
- students are likely to engage with a critical discourse analysis approach
- students may take the view that any power imbalance that exists is closely linked to the social status and role of the participants.

May include references to some of the following points:

- relevant language frameworks of the language of law – lexis and syntax, morphology, grammar and syntax, discourse structure, pragmatics, graphology
- influence of social and cultural changes on the language of law.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
	0	No rewardable material			
Level 1	1–6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents critical application 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

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

Topic: Regional Language Variation
Subtopic: English of Yorkshire and the North East

Possible content:

- students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- students are likely to consider the historical development of the English of Yorkshire and the North East
- students may take the view that this regional variety is threatened or in resurgence owing to media and technological developments
- students are likely to engage with what constitutes a dialect.

May include references to some of the following points:

- relevant language frameworks – phonology, morphology, lexis and semantics, grammar and syntax, discourse structure, pragmatics
- influence of social and cultural changes to regional language varieties.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
	0	No rewardable material			
Level 1	1–6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls methods of analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Applies controlled discussion of methods 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 concept and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Presents critical application 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. 			