Mark Scheme (Results)

Summer 2022

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

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

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 respon**se 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.

Paper 3 Mark scheme
Section A

		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 construction of meaning in the data.
Level 2	4–6	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.
Level 3	7–9	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features.
Level 4	10–12	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.
Level 5	13–15	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

Indicative content Question 1

Topic: Global English
Subtopic: Hinglish

General
Candidates should be aware of the influences that have led to the creation of Hinglish.
They may note that this text is aimed at a youthful audience and may discuss Hinglish as an identity marker.

Analysis
Candidates may comment on some of the following features:

Discourse

- evidence of code-switching, e.g. use of Hindi for some questions and phrases.

Morphology and syntax

- use of present participle over infinitive form in answer to question, e.g. **'discussing films'**
- use of formal English syntax, e.g. **'have** taken the responsibility **upon myself'**
- elision of colloquial phrases, e.g. **'what** will I dish **on'**
- some non-standard syntax, e.g. **'Noshto** Neer are my favourite **novel'**
- elision, e.g. **'overall** such **a'.**

Lexis
- technical field of cinema, e.g. **'cinematography', 'Joga-Khichudi,' 'meet-cute'**
- use of proper nouns as common nouns, e.g. **'does** a Stephen **Hawking'**
- English neologisms, e.g. **'totes', 'woke'**
- use of old-fashioned/slightly archaic English phrases, e.g. **'the** poor **dear'**
- debated use of **'regressive'** as non-standard or ironic
- use of deferential **'sahib'.**

Phonology
- use of RP pronunciation on some words, e.g. **'last'**
- evidence of syllable-timed nature of language, e.g. **'vertically'**
- evidence of yod-dropping, e.g. **'valuing'**
- substitution of /w/ for /v/
- evidence of th-stopping, e.g. **'things'.**

Indicative content
Question 2

, Topic: Language and Gender Identity
Subtopic: Representation of Gender in Sports Journalism

General
Candidates should have an awareness of the different ways gender is represented in sports journalism and should have an awareness of the conventions of this form of language.

Analysis
Candidates may comment on some of the following features:

Lexis:
- connotations of lexis for different genders, e.g. 'flashpoint' vs. 'serenity'
- connotations of language surrounding the victories, e.g. 'chilling warning' vs. 'remarkable three-set win'
- sibilant lexis to describe female competitors vs. more plosive lexis, e.g. 'soothing' vs. 'beating'
- superlatives used in both texts.

Syntax:
- male player more often grammatical subject of sentence than female player, e.g. 'his best form' vs. 'its own history'
- description of the match is made more exciting in B2, e.g. 'tight three-setter' vs. 'victory' in B1
- syntax linked to genre conventions of sports journalism, e.g. noun phrases, such as 'remarkable win,' 'the most decorated champion.'

Pragmatics:
- methods of referring to players/terms of address, e.g. 'Serena', 'sister Venus', 'Graf', 'Nadal'
- female success is contrasted by poor performances of others – reduces the impressive nature of achievement
- Serena's achievement consistently criticised/qualified, e.g. 'Graf, let it be noted, retired at 30'
- male players quoted vs. coach for female player.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 3

Topic: Language and Journalism
Subtopic: Fake News

General
Candidates should have an awareness of the common conventions of fake news stories and their links to other media platforms. Students may also be aware of the political affiliations of Fox News.

Analysis
Candidates may comment on some of the following features:

Lexis:
- sensationalist lexis, e.g. 'bashed with rocks,' ambushed,' 'massive manhunt'
- use of vague lexis reflecting uncertainty, e.g. 'appeared,' 'possibly,' 'details remained foggy'
- dehumanisation of immigrants, e.g. 'illegal immigrant traffic'
- mixed register, e.g. 'bashed,' 'indications.'

Syntax and Discourse:
- repetition of 'illegal immigrants' to reinforce viewpoint
- use of inverted commas
- use of modified noun phrases, e.g. 'traumatic injuries,' 'the two agents,' 'the Wall'
- inclusion of direct and indirect reports
- use of journalistic conventions, e.g. relative clauses and passive constructions
- manipulation of structure to conflate two separate opinions.

Pragmatics:
- use of selected facts and statistics to support viewpoint
- reinforcement of moral panic surrounding immigration
- selection of witnesses and commentators
- assumed ideology about the status of Border Patrol
- reference to story on Twitter links news to social media platforms.

Accept any valid interpretation based on different linguistic approaches

Indicative content
Question 4

Topic: Language and Power
Subtopic: Advice Letters

General
Candidates should be aware of the power implications of offering advice and the methods used to influence the behaviour of others. Students may make reference to the fact that the data is taken from The Guardian.

Analysis
Candidates may comment on some of the following features:

Lexis:
- use of mild taboo, e.g. 'bloody hard'
- use of sophisticated lexis, e.g. 'microscopic,' 'philanthropic'
- positive and flattering lexis, e.g. 'you've done brilliantly'
- lexical field of emotions
- use of abstract nouns, e.g. 'resilience'.

Syntax:
- use of conditional tense
- use of second person pronoun
- use of imperatives
- use of embedded clauses to challenge or qualify points, e.g. 'or unique,' 'which is sensible.'

Pragmatics:
- inclusion of anecdotes, e.g. 'dragged me up from the gutter'
- assumed/shared ideologies and desires
- implied reference to political situation
- education level of initial writer and use of sophisticated lexis.

Discourse:
- phatic opening
- links to letter through direct quotations, e.g. 'destitute coastal town'
- use of direct address extends to the wider reader
- topic loop about young people struggling links to letter.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 5

Topic: Regional Language Variation
Subtopic: Merseyside English

General
Candidates should have a secure awareness of the key features of Merseyside English. Students may consider gender and target audience as factors for differences between the texts.

Analysis
Candidates may comment on some of the following features:

Phonology:
- 'h' dropping
- substitution of /n/ for velar nasal
- lack of SQUARE/NURSE split
- lack of FOOT/STRUT split
- evidence of glottal stops
- inconsistent evidence of 'th'-fronting across the two texts
- assimilation of /t/ into /r/
- inconsistent enunciation of /g/, e.g. 'hangers', 'wrong'.

Morphology and syntax:
- creation of noun phrases in E1, e.g. 'frill life,' 'glam life'
- omission of auxiliary verbs to form perfect conditional tense, e.g. 'I have spilt'
- use of 'like' and 'and that'
- positioning of the preposition, e.g. 'of a night'
- use of non-standard pronoun in E1, e.g. 'me house'
- use of non-standard determiner in E2, e.g. 'one of them clowns'
- use of non-standard tense constructions in E2, e.g. 'They've ran for the hills'.

Lexis:
- limited use of specific dialect lexis
- repeated use of 'amazing' in E1
- use of colloquialisms and sound effects in E2.

Accept any valid interpretation based on different linguistic approaches.

Section B

		Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.
AO1 = bullet		**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 factor 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 6

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

Topic: Global English
Subtopic: Hinglish

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 Hinglish
- candidates may take the view that Hinglish is influenced by media and technological developments
- candidates are likely to engage with the factors which affect the status and use of a language.

Should include references to some of the following points:
- relevant language frameworks and levels of Hinglish, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on Hinglish.

Indicative content
Question 7

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

Topic: Language and Gender Identity
Subtopic: Representation of Gender in Sports Journalism

Possible content:
- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider developments in linguistic theory linked to gender and representation in sports journalism
- candidates are likely to engage with the impact of media and technology on gender identity and representation in sports journalism
- candidates may take the view that gender representation is different in different sports.

Should include references to some of the following points:
- relevant language frameworks and levels used in the representation of gender in sports journalism, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on the representation of gender in sports journalism.

Indicative content
Question 8

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

Topic: Language and Journalism
Subtopic: Fake News

Possible content:
- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the impact of technology on the development of Fake News
- candidates are likely to engage with the public reaction to Fake News and its significance in society
- candidates may take the view that journalism has always included elements associated with Fake News but these are simply more widespread and significant today.

Should include references to some of the following points:
- relevant language frameworks and levels used in Fake News, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics
- influence of any relevant social, historical, technological and cultural factors on the production and reception of Fake News.

Indicative content
Question 9

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

Topic: Language and Power
Subtopic: Advice Letters

Possible content:
- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider the historical development of the language of advice letters and the influence of technology on this
- candidates are likely to engage with a critical discourse analysis approach
- candidates may discuss the power relationship between the writer and the audience.

Should include references to some of the following points:
- relevant language frameworks and levels used in advice letters, 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 advice letters.

Indicative content
Question 10

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

Topic: Regional Language Variation Subtopic: Merseyside Possible content: • candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views • candidates are likely to consider the historical development of the English used in Merseyside • candidates may consider the impact of media and technological developments on this variety • candidates may engage with what constitutes a dialect or a sociolect and what makes a variety appealing.   Should include references to some of the following points: • relevant language frameworks and levels of the English used in Merseyside, for example: phonology, morphology, lexis and semantics, grammar and syntax, discourse, pragmatics • influence of any relevant social, historical, technological and cultural factors on the English used in Merseyside