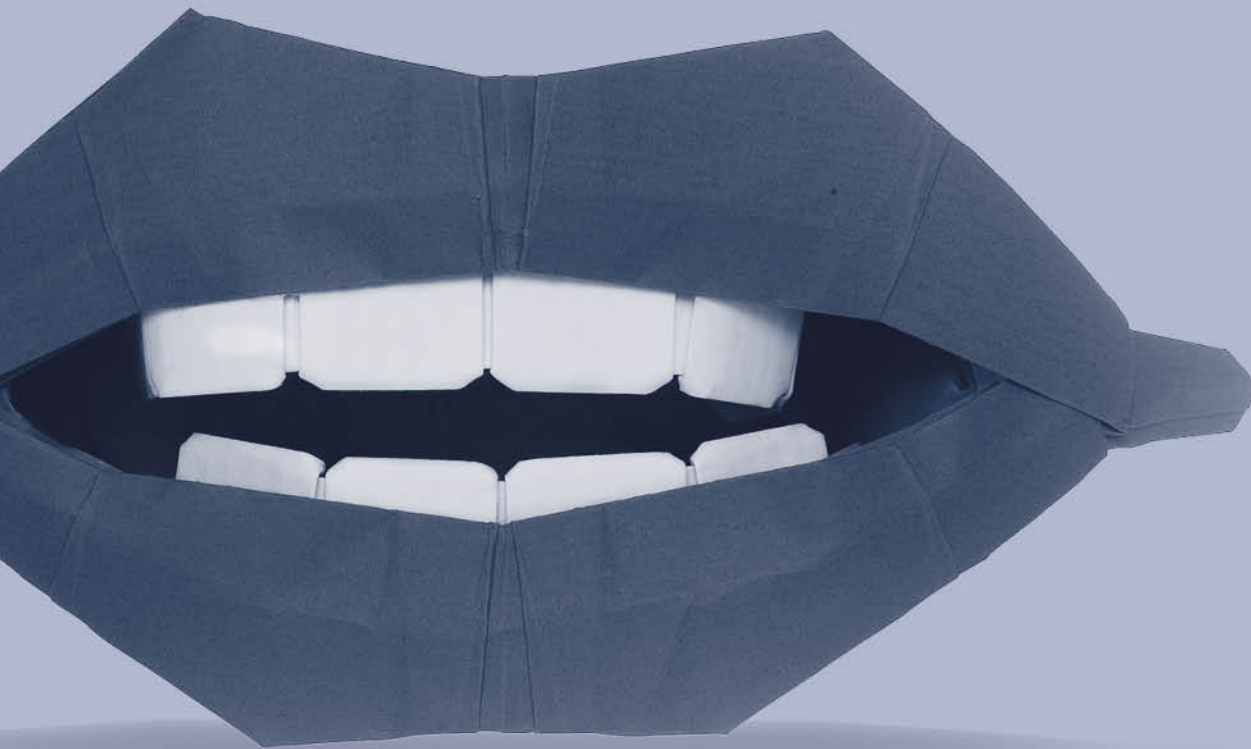# A Level English Language

PAPER 3 INVESTIGATING LANGUAGE

edexcel

SPECIMEN PAPERS

Pearson Edexcel Level 3 Advanced GCE in English Language
Paper 3 (9EN0/03)

PEARSON

Introduction

This specimen paper has been produced to complement the sample assessment materials for Pearson Edexcel Level 3 Advanced GCE in English Language and is designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance – specific

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

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used:

- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet point descriptors are met 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.

Pearson Edexcel Level 3 GCE

English Language
Advanced
Paper 3: Investigating Language

You do not need any other materials.

NB: from the 2021 assessment series these materials will be released on 1 December. Therefore the 2021 materials will be released on 1 Dec 2020.

PEARSON

This booklet introduces five subtopics for the examination, one for each of the five topics:

The five topics are:

- Global English

- Language and Gender Identity

- Language and Journalism

- Language and Power

- Regional Language Variation

The summary, given for each topic, is a starting point for students to use for their own subtopic investigations.

The suggested resource list is intended to act as guidance and students should broaden their research beyond the list. Students and teachers need to consider carefully which resources to use as the list is for guidance and suggestion only.

Please note that resources were checked at the time of publication – all web addresses were working and all publications were available for purchase. However, materials may be withdrawn from circulation and website locations may change.

Topic: Global English

Subtopic: Singapore Colloquial English

Singapore was a British colony for a number of years and English is one of the four official languages today. Singapore Colloquial English (also known as 'Singlish') is the name given to the English-based creole spoken by many Singaporeans which also appears in a variety of written forms. Most Singaporeans speak more than one language. Many Singaporeans are bi-dialectal.

Your investigation should focus on Singapore Colloquial English.

You should research:

• the historical development of English in Singapore

• relevant language frameworks and levels of Singapore Colloquial English

• the influence of social and cultural changes on the development of English in Singapore.

Suggested research resources
General

Books
Jenkins, J. (2014) *Global Englishes: A Resource Book for Students.* 3rd edition. Oxford: Routledge.

Kirkpatrick, A. (2007) *World Englishes.* Cambridge: Cambridge University Press.

Mesthrie, R. (2010) *Varieties of English*. Berlin: Mouton de Gruyter.

Specific

Data could be taken from recordings of speakers of Singapore Colloquial English, or from representations of the variety in newspapers, social media, blogs and websites.

Books
Deterding, D. (2007) *Singapore English.* Edinburgh: Edinburgh University Press.

Websites
There is a talk about Singlish on https://www.youtube.com/watch?v=LMMzDAg4VvI

The website of the Singaporean newspaper *The Straits Times* features a number of articles on Singlish http://www.straitstimes.com/

Topic: Language and Gender Identity

Subtopic: Representations of Women in the Home

Traditionally the primary role of women was seen by many to be centred on the home as a housewife or mother. Many no longer see women's primary role in these terms, as a result of greater social and economic independence, the influence of cultural factors and technological changes.

Your investigation should focus on how language is used to represent women in the home.

You should research:

•   recent developments in linguistic theory linked to gender and sexuality

•   relevant language frameworks and levels used in representing women in the home

•   the influence of social, cultural and historical changes on the representation of women in the home.

Suggested research resources

General

Books
Baker, P. (2008) *Sexed Texts: Language, Gender and Sexuality.* London: Equinox Publishing Ltd.

Sunderland, J. (2006) *Language and Gender: An Advanced Resource Book.* Oxford: Routledge.

Talbot, M. (2010) *Language and Gender.* Cambridge: Polity Press.

Specific

Data could be taken from adverts, magazine articles, websites and other forms of media.

Books
Mills, S. (2008) *Language and Sexism.* Cambridge: Cambridge University Press.

Websites
A volunteer led research project examining the representations of women in the media can be found at www.rowitm.org

Journals
Demarest, J. and Garner, J. (2002) *The Representation of Women's Roles in Women's Magazines Over the Past 30 Years.* The Journal of Psychology, 126(4), 357–369. This can be found at http://www.csub.edu/~cgavin/Communications/art7.pdf

Topic: Language and Journalism

Subtopic: Satirical Journalism

Journalists have always used satire as a way of entertaining their readers and pouring scorn or ridicule on public figures, institutions and events. However, the techniques they employ to do this are always changing as is the language they use.

Your investigation should focus on the way language is used in satirical journalism, including print and electronic articles.

You should research:

· the different ways journalists have used satire over time

· relevant language frameworks and levels used in satirical journalism

· the social, cultural, historical and technological changes that have taken place in journalism.

Suggested research resources

General

Books
Finch, G. (2013) *Word of Mouth: A New Introduction to Language and Communication.* 2nd edition Palgrave Macmillan.

Reah, D. (2002) *The Language of Newspapers* (Intertext series – 2nd edition). Oxford: Routledge.

Websites
The British Library has an online library of historical newspapers which can be accessed here: http://www.britishnewspaperarchive.co.uk

Specific

Data could be taken from websites, newspapers, magazines and other popular media.

Books
Nash, W. (1985) *The Language of Humour.* Harlow: Longman.

Simpson, P. (2003) *On the Discourse of Satire: Towards a Stylistic Model of Satirical Humour.* Amsterdam/Philadelphia: John Benjamin.

Websites
Scanned historical copies of the satirical magazine *Punch* can be found at http://www.gutenberg.org/wiki/Punch_%28Bookshelf%29

Topic: Language and Power

Subtopic: Language of Political Debate

Political debate is adversarial and is used to influence public opinion. It can be carried out in a range of formats and locations, and may use a variety of rhetorical strategies. Social, cultural and technological changes have all affected the language used in political debate.

Your investigation should focus on the language used in political debates.

You should research:

- the historical development of political debate

- relevant language frameworks and levels

- the influence of social, cultural and technological changes.

Suggested research resources

General

Books
Fairclough, N. (2014) *Language and Power*. 3rd ed. Oxford: Routledge.

Mooney, A. and Evans, B. (2015) *Language, Society and Power: An Introduction*. 4th edition. Oxford: Routledge.

Simpson, P. and Mayr, A. (2010) *Language and Power: A Resource Book for Students*. Oxford: Routledge.

Specific

Data could be taken from parliamentary records and reports, TV and radio broadcasts, newspaper letters pages and print media websites.

Books
Atkinson, M. (1984) *Our Master's Voices: The Language and Body-language of Politics*. London: Routledge.

Beard, A. (2000) *The Language of Politics*. London: Routledge.

University thesis
A study of linguistic strategies in political debate can be found at
http://hv.diva-portal.org/smash/get/diva2:216059/FULLTEXT01

Topic: Regional Language Variation

Subtopic: East Anglian English

The English of East Anglia has developed under particular historical, social and cultural circumstances. There are recognisably distinct dialects in some parts of the region such as Norfolk and the southern parts of Suffolk, but many features are also shared.

Your investigation should focus on East Anglian English.

You should research the following aspects of these regional varieties:

- the historical development

- relevant language frameworks and levels

- the influence of social and cultural changes.

Suggested research resources

General

Books
Beal, J. C. (2010) *An Introduction to Regional Englishes*. Edinburgh: Edinburgh University Library.

Kortmann, J. and Upton, C. A. (Ed.) (2008) *Handbook of Varieties of English 1: The British Isles*. New York: Mouton de Gruyter.

Websites
The British Library: www.bl.uk

Specific

Data could be taken from transcripts of regional speakers in the public eye, representations in the media and everyday conversations and representations in written form.

Books
Trudgill, P. (2003) *The Norfolk Dialect*. Cromer: Poppyland Publishing.

Websites
A helpful piece on East Anglian dialect on the Oxford English Dictionary website can be found at http://public.oed.com/aspects-of-english/english-in-use/east-anglian-english/

A discussion of the survival of the Norfolk dialect can be found at http://www.bbc.co.uk/norfolk/have_your_say/dialect.shtml

**Pearson Edexcel
Level 3 GCE**

Centre Number

Candidate Number

English Language
**Advanced
Paper 3: Investigating Language**

Specimen Papers for first teaching
September 2015
Time: 1 hour 45 minutes

Paper Reference
9EN0/03

You must have:
Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name,
  centre number and candidate number.
- Answer **one** question from **Section A** and **one** question from **Section B**
  – *both questions should be on the topic you have chosen.*
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 45.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

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SECTION A

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Write your answer in the space provided.

Topic: Global English

Subtopic: Singapore Colloquial English

1 Read the data provided on pages 4–5 of the source booklet.

To what extent are Texts A1 and A2 representative of Singapore Colloquial English?

(Total for Question 1 = 15 marks)

Topic: Language and Gender Identity

Subtopic: Representations of Women in the Home

2 Read the data provided on pages 6–7 of the source booklet.

To what extent are Texts B1 and B2 representative of how women in the home are portrayed?

(Total for Question 2 = 15 marks)

Topic: Language and Journalism

Subtopic: Satirical Journalism

3 Read the data provided on pages 8–9 of the source booklet.

To what extent is Text C representative of the ways in which language is used in satirical journalism?

(Total for Question 3 = 15 marks)

Topic: Language and Power

Subtopic: Language of Political Debate

4 Read the data provided on pages 10–11 of the source booklet.

To what extent is Text D representative of the language of political debate?

(Total for Question 4 = 15 marks)

Topic: Regional Language Variation

Subtopic: East Anglian English

5 Read the data provided on pages 12–13 of the source booklet.

To what extent does Text E represent aspects of spoken East Anglian English?

(Total for Question 5 = 15 marks)

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒ **Question 3** ☒

Question 4 ☒ **Question 5** ☒

TOTAL FOR SECTION A = 15 MARKS

SECTION B

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Write your answer in the space provided.

Topic: Global English

Subtopic: Singapore Colloquial English

6   *'Singlish is a substandard variety that handicaps Singaporeans and creates a barrier to learning standard English.'*

Discuss this statement with reference to your own research.

You should consider:

• relevant language frameworks and levels
• any relevant social, historical and cultural factors.

(Total for Question 6 = 30 marks)

Topic: Language and Gender Identity

Subtopic: Representations of Women in the Home

7   *'Representations of women in the home always involve limited and stereotypical assumptions about women's interests, roles and capabilities.'*

Discuss this statement with reference to your own research.

You should consider:

• relevant language frameworks and levels
• any relevant social, historical and cultural factors.

(Total for Question 7 = 30 marks)

Topic: Language and Journalism

Subtopic: Satirical Journalism

8   *'If satirical journalism is not personally offensive, it is ineffective.'*

Discuss this statement with reference to your own research.

You should consider:

• relevant language frameworks and levels
• any relevant social, historical and cultural factors.

(Total for Question 8 = 30 marks)

Topic: Language and Power

Subtopic: Language of Political Debate

9 *'Political debate is more about point-scoring and personality than using the facts of an issue to shape an argument.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 9 = 30 marks)

Topic: Regional Language Variation

Subtopic: East Anglian English

10 *'The English of East Anglia has merged into a general form of Southern English. As a result, the people of East Anglia have lost part of their social and cultural identity.'*

Discuss this statement with reference to your own research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 10 = 30 marks)

Indicate which question you are answering by marking a cross in the box ⊠. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ⊠.

Chosen question number: **Question 6** ⊠   **Question 7** ⊠   **Question 8** ⊠

Question 9 ⊠   **Question 10** ⊠

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TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 45 MARKS

Pearson Edexcel Level 3 GCE

English Language

Advanced
Paper 3: Investigating Language

Specimen Papers for first teaching
September 2015
Source Booklet

Paper Reference
9EN0/03

Do not return the Source Booklet with the question paper.

Turn over ▶

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CONTENTS

English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	iː	ɑː	ɔː	uː	ɜː

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark / ː / in this case.

Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w

Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Topic: Global English

Subtopic: Singapore Colloquial English

Text A1

This text is an edited extract from a recording of a young woman from Singapore who is currently training to be a teacher. She is speaking informally.

KEY

I = interviewer S = young Singaporean woman	(.) micro pause (less than a second)	(3) longer pause (number of seconds indicated)
[_] paralinguistic feature or other action	/_ / phonemic transcription	

I: ok um so what do you like to do during your free time

S: ok during my free time first of all I want to have enough rest (.) yah /jɑː/ like (.) yah enough rest then /den/ um (2) then /den/ (.) likely /lɑɪkliː/ will be watch more TV programmes I guess (.) yah (.) mmm (.) but um other than that I would love to learn to (.) cook /kʊk/ yah because basically I don't know how to cook (2) yah so I think um I have wanted /wɒntɪt/ do that (.) for quite some time already but every /ɪvrɪ/ time during holidays I'm too lazy to (.) to do it and then my my mum will always says that never mind lah /lɑː/ next time when you get married you'll know how to cook (.) so (.) um yeah lah so only tried one or two dishes didn't really do much cooking (.) other than that I guess reading (.) yah I'll do more more more reading during the holidays /olideɪz/ I mean leisure reading like (.) reading the newspaper more (.) and then er magazines yah (.) magazines like her world /həwɜːr/ (.) or other magazines or any magazines (.) erm (.) and reading some fictions (.) erm will go down to the library to borrow some books /bʊks/ (.) sometimes erm Chinese ones English ones yah (.) then erm then other than that (.) mmm I will go cycling /sɑɪklɪŋ/ (.) yah because during the holidays like free time ah /tɑɪmæ/ erm yah my (.) free time I guess is (.) during the holiday lah [laughs] that's why (.) so I guess I will try to go to the park /pæk/ to cycle because then I can go earlier then it'll be it won't be so crowded /krɑʊdɪt/ yah (.) mmm (.) then /den/ other than that (.) mmm (.) play with my niece /niːs/ and nephews (.) yup (.) bring them out to the library /lɑɪbwiː/ to the sci to science centre times to the movies ah (.) mmm what else do I do during the free time

   erm ok (.) erm so (.) I my mum usually /juʃəliː/ (.) erm (.) most of nowadays she she look after my niece and nephews yah last time erm (.) she will um babysit for other /ʌdɜ/ people yah /jɑː/ when erm (.) all of us as in myself and and my sisters and brothers /brʌdəz/ er were studying yah still studying so she will have additional income by babysitting other people's erm (.) children yup so erm (.) yah that was like a long way back when I was in primary /prɑɪmriː/ school (.) yah (.) so erm nowadays some of the kids /kɪts/ that she have brought up actually do keep in contact with /wɪv/ her (.) yah and at times they will come and visit her during Chinese New Year (.) mmm (.) so nowadays erm (.) she will have to look after erm my niece and nephews so usually erm (.) my (.) usually she will erm (.) get ready /riːdɪ/ erm the meals for them send /sen/ them to school so with my new nephew now the baby nephew at home (.) my dad will have to help up by erm bringing my niece to school in the morning and bringing her back from kindergarten /kɪnəgɑtən/ yah

Text A2

This text is a version of the Bible written in Singapore Colloquial English. It represents the opening chapters of the book of Genesis.

1. Starting arh. God make the sky and the ground. 2. The ground bo shape, bo simi; then the deep on top is orr-orr one. 3. Then the Spirit of God float at the water on top. 4. Then God say, 'On light leh'; then got light.

The texts below appeared in women's magazines. Text B1 is from the 1940s and Text B2 is from the 1950s. They are written by regular columnists who offer advice on problems sent in by readers.

Text B1
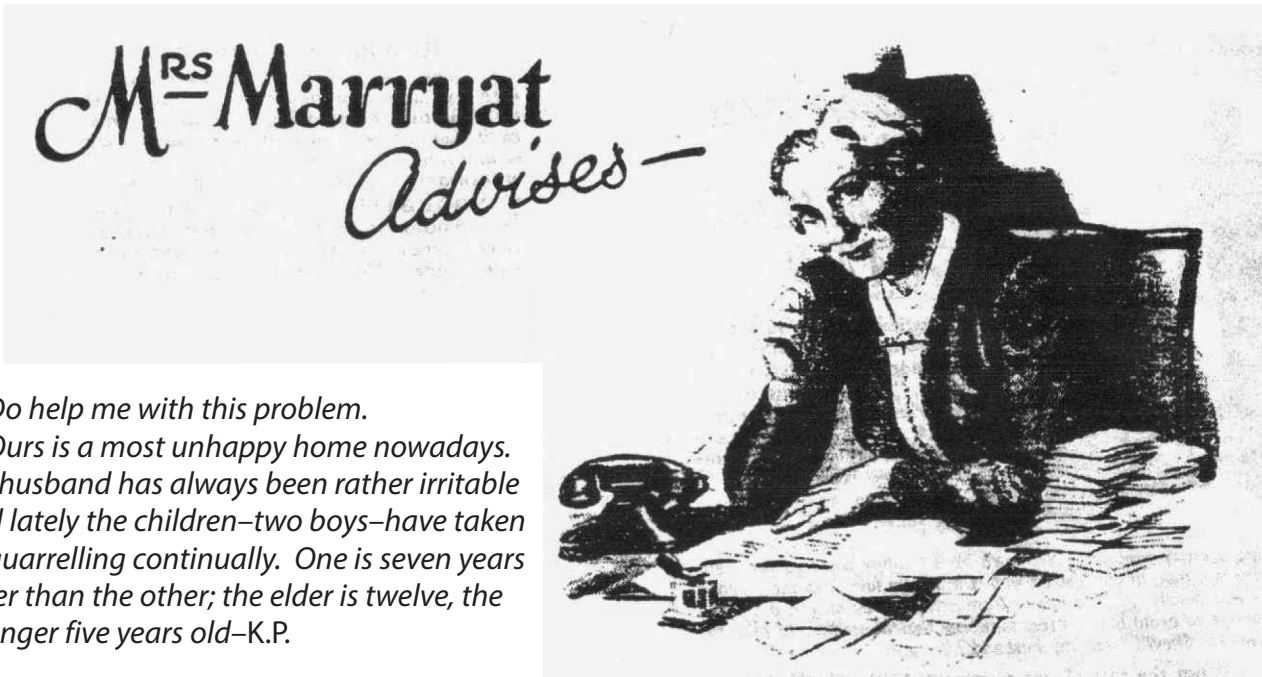
Do help me with this problem.
Ours is a most unhappy home nowadays. My husband has always been rather irritable and lately the children–two boys–have taken to quarrelling continually. One is seven years older than the other; the elder is twelve, the younger five years old–K.P.

EVIDENTLY it is up to you, my dear, to keep your little family living in harmony–in fact in every family you will find that it is the mother who is, so to speak, the king-pin.   If she is serene and understanding, a happy family revolves around her.

You must make a resolution–and act firmly on it–to ignore your husband's irritability, which is probably engendered to a great extent by responsibility and tiredness.   And if you must occasionally argue with him, never do it in the presence of the children.

As for the children themselves, do you sometimes neglect the older child for the younger one?   In a family such as yours, there is this tendency.   Younger children are often more engaging than those of school age!

I think it would be a wise move to try to secure other companions for each–of their own age.   The seven years difference is rather too much for real playmates.   Could you not arrange for a little friend to come in and play with five-year-old for an hour a day?   The twelve-year-old probably has school friends in the neighbourhood who would come and join in his garden games.

Your sincere friend,
MARY MARRYAT.

My dear,

You have not asked me for advice–but your husband has.   He tells me that you have been married to him for twelve years and that although at first you were loving and considerate, you are now a pocket dictator.

"Any conversation we have," he writes, "seems to turn into a series of orders from my wife given either to me or to the children. She snaps at us like a drill sergeant. She never thinks of consulting me about matters which concern us both.   This hurts me because I have our family interests very much at heart."

Your husband's letter ends almost on a note of despair.   "I still love my wife," he writes, "but I don't know how long I can endure this doormat life.   Why on earth is she like this, and is there any cure for the trouble?"

Now I cannot tell what caused you to develop into a domineering woman, but I can tell you that unless you realize the danger, your family will be up in arms against you.

You may have disguised your bossiness from yourself by calling it "being the brains of the family," or saying: "Well, one of us has to take the responsibility."

Most of this responsibility is imaginary.   Life is not a task that can be tackled only your way–it can be lived in as many different ways as there are people.

By attempting to force your way on husband and children, you are creating resentment and antagonism in those you love best.

I beg you to sit quietly one afternoon and look at yourself as if you were a woman on the television screen.   Think of your loud, snappish voice–and don't make excuses. For in your zeal to rule the conduct of others, you have omitted to rule your own.

Ask yourself why you must nag your husband and criticize the children.   Are you afraid that if you ceased to make a great show of yourself you might be forgotten or ignored?

It is far more likely that if you allowed the iron screen of your bossiness to disappear you would feel the love of your family enveloping you in healing warmth.   And your own love, which they believe no longer exists, would be able to reach them.

You have no need to fear the results of allowing everyone to live his life in his own way–for only by ceasing to try to domineer over the others can you gain the greatest happiness for yourself.

Text C

Topic: Language and Journalism

Subtopic: Satirical Journalism

This text is written by the journalist Michael Deacon and was published on The Telegraph *newspaper website in the run-up to the 2015 general election.*

General election 2015 sketch: SamCam and George Osborne get down to business.

The Conservatives step up their campaign, as Samantha Cameron visits a school in Kent and the Chancellor tours friendly business in the north and midlands.

By Michael Deacon, Parliamentary Sketchwriter.

People in the Westminster bubble often obsess over trifling ephemera – immigration, the NHS, the economy – but out there in the real world the election will be won and lost on serious issues that affect voters' daily lives. For example: which of the party leaders' wives looks prettiest in clothes?

Yesterday the Conservatives took an important step on the road to victory by sending Samantha Cameron to a school in a blouse. The press weren't invited, but fortunately photographers were, so reporters were able to use their investigative skills to establish that the blouse was raspberry pink and came from Cos. The accompanying skirt, it emerged, was blue and came from Toast, while her shoes were navy blue and came from Zara.

The school Mrs Cameron was visiting was in Rochester & Strood, the seat held by Ukip's Mark Reckless. It remains to be seen how he retaliates to this damaging blow.

Commentators have speculated that he'll team a classic three-piece suit in charcoal grey (Brooks Brothers, £599) with a white twill non-iron slim-fit shirt from Charles Tyrwhitt (£34.95).

Campaigning for the Conservatives further north was George Osborne (two-piece suit in French navy; sneer model's own). As revealed by the morning's Telegraph, 100 leading business people had signed a letter warning the public of the threat posed by Labour. Evidently touched, Mr Osborne expressed his gratitude by visiting a couple of their businesses, first Marston's brewery in Wolverhampton, and then Britvic, the soft drinks manufacturer, in Leeds.

At Britvic, surrounded by crates of Robinson's Fruit Shoot, he gave a speech. He was introduced by Gerald Corbett, Britvic's chairman, and one of the letter's 100 signatories. "In our factory we employ people of all different political persuasions," said Mr Corbett, "but we all welcome [Mr Osborne's] reduction in corporation tax... And what he's going to do for us in the next five years I think will be tremendous... Just the right thing!"

Like the letter, Mr Osborne's speech was about the havoc Labour would wreak. "We have just 36 days left," he said grimly, "to save Britain's economic recovery." He repeated this word for word, at intervals, another six times. He also repeated, at similar intervals, "plan is working", "two million more jobs", "northern powerhouse", and other crowd favourites.

That's one of the nice things about Mr Osborne's speeches: if you were to arrive late, or needed to nip out to take a phone call from your mother, or simply felt like popping off half way through for a stroll, it wouldn't matter. As long as you catch a two-minute passage of his speech – any two-minute passage, whether at the beginning, middle or end – you've effectively heard the whole thing. Sitting through the lot is really only for the hardcore fans.

To those unprepared for such an onslaught of repetition, however, it may feel like a form of hypnotism. Will the spell last until polling day? We have just 36 days left...

Glossary

SamCam – Samantha Cameron, wife of Prime Minister David Cameron

Text D

Topic: Language and Power

Subtopic: Language of Political Debate

This text is from Hansard *which is a written record of debates and parliamentary proceedings. It is an extract from Prime Minister's Questions, in which MPs are able to ask the Prime Minister questions directly. This was the final session before the start of the general election campaign in 2015.*

> **Explanatory notes**
>
> *Edward Miliband* – former Leader of the Opposition and Labour MP for Doncaster North
> *retirement plans* – a reference to an interview the Prime Minister had given earlier in the week

Edward Miliband (Doncaster North) (Lab): On Monday, the Prime Minister announced his retirement plans. He said that it was because he believed in giving straight answers to straight questions. After five years of Prime Minister's questions, that was music to my ears. So here is a straight question: will he now rule out a rise in VAT?

The Prime Minister: In 43 days' time, I plan to arrange the right hon. Gentleman's retirement. But he is right: straight questions deserve straight answers, and the answer is yes.

Edward Miliband: No one is going to believe it. No one is going to believe it because of the Prime Minister's extreme spending plans, because his numbers do not add up, and because he promised it last time and he broke his promise. Now, if the Prime Minister is in the mood for straight answers, let us try him with another one. Can he confirm that a spending cut – *[Interruption.]*

Mr Speaker: Order. The Leader of the Opposition will be heard. If we overrun, so be it; it does not matter to me. The right hon. Gentleman will be heard, and the Prime Minister will be heard, and every other Member will be heard.

Edward Miliband: Can the Prime Minister confirm that the spending cuts that he plans in the next three years will be even greater than anything seen in the last five?

The Prime Minister: The right hon. Gentleman is wrong about that, but look: straight answer from me, straight question to him. I have ruled out VAT. Will he rule out national insurance contributions? Yes or no?

Edward Miliband: The Prime Minister will have plenty of time to ask questions after 7 May – and I am afraid to say that his own Office for Budget Responsibility has referred to

"a much sharper squeeze on real spending… than anything seen over the past five years".

Next question, and this should be an easier one. Five years ago, the Prime Minister promised to cut net migration to tens of thousands. Straight answer to a straight question: is that a broken promise? Yes or no?

The Prime Minister: Let me give the right hon. Gentleman a second chance. I answered a very simple question about VAT. I ruled out an increase. Let me ask the right hon. Gentleman again: will he rule out an increase in national insurance contributions?

We all know that this is Labour's jobs tax. This is Labour's tax of choice. This is what Labour clobbers working people, families and enterprises with. So let me ask the right hon. Gentleman again – straight question, straight answer – will he rule it out?

Edward Miliband: There is only one person who is going to raise taxes on ordinary families, and that is the Prime Minister – and he is going to cut the national health service. Moreover, he did not answer the question. Let me now ask him a question about the NHS. Five years ago, he promised no top-down reorganisation of the NHS. Now, this is an easy one: can he confirm that that is a broken promise? Yes or no?

The Prime Minister: I will tell the right hon. Gentleman what is happening in the NHS. There are 9,000 more doctors, 7,000 more nurses, and 20,000 more bureaucrats. But we have heard it now: a clear promise on VAT from this side of the House, and no answer on national insurance from that side of the House. And it goes to a bigger point. The right hon. Gentleman has had five years to come up with an economic plan, he has had five years to work out some policies for the future of this country, he has had five years to demonstrate some leadership, and he has failed on every count.

Topic: Regional Language Variation

Subtopic: East Anglian English

This text is an edited version of a prize-winning short story in dialect by Wendy Montgomery. It is from a magazine called the Merry Mawkin *produced by Friends of Norfolk Dialect (FOND), an organisation dedicated to the preservation of the Norfolk dialect.*

Two Crises in 1956

I LOOK OUT of the scullry window 'cause the missus had called out: "Wuss that young dawg up to?"

I see her on the grass chewing feathers (the dawg that is, not the missus), I get hold on her and see thass a bit of chicken. She clamp her jaws on it.

"Give you that here," I say, "do you'll choke on them little bones."

Then that come to me that suffin was wrong altogether, her eating chicken. I look over the hedge into Henry's big back garden. I just see three tail feathers where his old cockerel should've been scrapping in his run. However the dawg did it I couldn't see. But as the saying go, what can't speak can't lie, there she was with that fowl.

Henry, he's alright. He was in the war to end all wars. He come back with a wooden leg and a lotta silence. He don't say much to no one. Carpenter to trade, he tricolated up his bungalow for his young wife and just got on with things.

Henry, he was that keen on his hins; took his mind orf losing his wife. He keep a few Rhode Island Reds and Light Sussex, now he's gone for Wellsummer. The cockerel was bootiful – a Blue Laced Wyandotte. He do talk to the missus about his hins 'cause she's a good listener. She say she have to be, married to me. He give her the eggs he don't want.

"Today's Thursday, thass the day he go and see his son and stay to have his tea," the missus say. "You'll have to tell him when he come back."

Then it come to me it was sale day. Poultry and small breeds were at ha' past ten. A sort of idea come into my head. I got my push bike out and went up the sale ground.

"What do you think?" I say when I get back. The missus look at the cockerel in the crate.

"Five bob! Five bob! Why ever couldn't you just tell him what happen!" she say.

"Well, someone ran me up when I was bidding and thass the only one that match. What Henry's eye don't see his heart won't grieve over," I say.

Anyway, together, I hop over the hedge and put the cockerel in the run and that soon start scrapping and flapping its wings about. Henry come back at seven, as usual. I see him shutting his fowls up for the night, 'cause we do have a fox around. He put the cockerel in an' all, this time. Just as usual, he nod to me over the hedge, as he go indoors, puffing on his Woodbine.

That was all quiet the next week. Henry bought a couple of Sebright bantams. More lookers than layers, I reckoned. The cockerel started crowing at five of the morning but I couldn't mob about that. Then Henry start building another hin house and I go and hold a couple of wood splines steady while he nail them in. I yarn about what I hear in The

Swan of a Friday night over a pint of Adnams. He just listen and nod as usual. I tell him the smallholder up by the carr have lost a lotta pullets to a fox.

"Do you know," say Henry, "a funny thing happen last week. That old fox, blast, he got my cockerel, didn't eat it, just pull the head off! Them warmints are like that. Anyway, I cover it up by our hedge. Thursday it was, sale day. When I come back from the boy's, do you know it had scrabbed out of that little hole and was back in the run with its head on and looking two-year younger. That were a rumm'n weren't it?"

Glossary

Woodbine – a cheap brand of cigarettes

Source information

Text A1:   taken from http://videoweb.nie.edu.sg/phonetic/lim-siew-hwee-corpus/iF13/if13-b-tr.html
Text A2:   taken from http://singlishbible.wikia.com/wiki/Genesis_1
Text B1:   taken from *Woman's Weekly*, 1940
Text B2:   taken from *Woman magazine*, 1953
Text C: taken from http://www.telegraph.co.uk/
Text D: taken from http://www.publications.parliament.uk
Text E: taken from http://www.norfolkdialect.com/assets/mm56.pdf

Paper 3 Mark scheme

Section A
Indicative content
Question 1

Topic: Global English
Subtopic: Singapore Colloquial English

General
Students should be aware of the range of languages and cultures influencing the way English has developed in Singapore. They may refer to the continuum between standard Singapore English and Singapore Colloquial English (also known as 'Singlish').

Analysis
Students may observe that the spoken text (A1) is much closer to British Standard English than the written text (A2).

Morphology and syntax
Text A1:
- definite articles missing: 'every time during holidays'
- non-standard use of prepositions: 'to' not used when using the infinitive form of the verb to do, the expression 'help up'
- a mass noun is given marking for plurality: 'fictions'
- verb endings not always consistent with Standard British English: 'likely will be watch more TV'.

Text A2:
- verbs not marked for tense or person: 'God make', 'God say'
- minor sentence: 'Starting arh'
- non-standard preposition use: 'float at the water on top'
- missing subject: 'then got light'.

Lexis
Text A1:
- 'lah' and 'yah' used frequently, more or less interchangeably, sometimes as a filler and often at the end of sentences. This is a feature of Singaporean and other South Asian varieties perhaps derived from Hokkien or Malay
- 'next time' and 'last time' seem to refer to anything in the past or future generally rather than to the recurrence of a similar specific event
- bringing and taking seem to be interchangeable: 'bringing my niece to school'.

Text A2:
- several examples of non-standard lexis: 'arh', 'orr-orr' perhaps the result of incorporating lexis from other South Asian languages
- use of 'bo' to form a negative: 'The ground bo shape'
- use of 'leh' at the end of an utterance (compare with 'lah' in Text A1). Perhaps used here with an imperative function: 'let there be...'

Phonology

Text A1:

- speaker often replaces /ð/ with /d/ at word initial and word medial places
- consonant clusters are sometimes elided as in 'Her World' which is pronounced /həwɜ:r/
- alveolar stops are often unvoiced so that /d/ is realised as /t/
- /h/ is dropped from 'holidays' and 'her'
- the dental fricative in 'with' is replaced by a labiodental fricative
- as Singaporean English tends to be syllable-timed the syllables at the ends of words are given full weight: 'cycling', 'usually', 'library'.

Text A2:

- represents an attempt to reproduce, through non-standard orthography, the phonological features of Singaporean Colloquial English, a variety that does not have a standard written form.

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 student uses either phonological symbols and/or lexical sets, and is making a reasonably accurate point.

Accept any valid interpretation based on different linguistic approaches.

		Please refer to the Specific Marking Guidance when applying this marking grid.
	AO1 = bullet point 1	**AO2 = bullet point 2**	**AO3 = bullet point 3**
Level	**Mark**	**Descriptor (AO1, AO2, AO3)**
	0	No rewardable material.
Level 1	1–3	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.
Level 2	4–6	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.
Level 3	7–9	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features.
Level 4	10–12	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.
Level 5	13–15	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

Topic: Language and Gender Identity
Subtopic: Representations of Women in the Home

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 promote different ideas of femininity. They should comment on the impact of media 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 in language used to discuss the representation of women in the home.
The data is from women's magazines in the middle of the last century. Both feature named 'agony aunts' or 'advice columnists'
The advice in both texts is addressed directly to the woman who is seen as having the problem (even though in the case of text B2 the reader who has asked for advice is not the women but her husband).

Graphology:
• Text B1 has the text of the letter sent by the reader (identified as K.P.) in italics and then the advice is in the regular font style
• both texts include images of the columnist
• both texts include facsimiles of handwriting in the heading.

Pragmatics:
• the 'problem' in both texts relates to disharmony within the home
• both assume that the 'problem' is primarily the responsibility of the wife and that part of her role as wife and mother is to 'keep the peace'
• neither offers any advice to, or criticism of, the husband
• Text B1 seeks to justify and excuse the husband's irritability
• Text B2 accepts the husband's description of the wife's behaviour without question
• Text B1 presents the husband's role in the home as peripheral
• Text B2 stereotypes the husband as a victim of his wife's 'domineering' attitude.
• the writers claim a high degree of authority
• they both present opinion as fact
• both advise a more passive role for the wife.

Lexis:
• the language in both texts is quite formal
• Text B1 has some highly formal Latinate lexis suggesting erudition and competence: 'Evidently', 'harmony', 'resolution'
• Text B1 is quite positive about the role of women in the home describing the mother as 'the king-pin'
• strongly negative lexis in Text B2 associated with the woman
• the noun phrase 'pocket dictator' simultaneously exaggerates her power (by the dictator analogy) and belittles her ('pocket')
• highly critical premodifiers: 'dominating wife', 'domineering woman'
• the standard role of wife and mother is presented in a negative way: 'bossiness' and 'forcing'
• positive lexis in Text B2 is associated with ceasing to 'dominate': 'love', 'enveloping', 'healing warmth'
• Text B2 uses the male pronoun 'his' to refer to both sexes in the final paragraph
• both use a form of address which would seem patronising today: 'My Dear'.

Grammar and syntax:
- grammar is standard and formal. Complete sentences throughout
- both texts include directives and imperatives: 'Ask yourself why …', '...don't make excuses', 'You must make a resolution …'
- both texts include interrogatives.

Accept any valid interpretation based on different linguistic approaches.

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Topic: Language and Journalism
Subtopic: Satirical Journalism

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

Analysis

Graphology:
- standard graphology for a parliamentary sketch with picture of the sketchwriter above the text to personalise it
- headline looks like a straight piece of news reporting giving little indication that the content is likely to be satirical.

Lexis:
- semantic field of fashion: 'The accompanying skirt…was blue and came from Toast', 'two-piece suit in French navy; sneer model's own'
- when describing George Osborne's speech the writer uses language that suggests a rock or pop concert: 'crowd favourites', 'hardcore fans'
- familiar journalist clichés: 'Westminster bubble'
- in the byline at the top Samantha Cameron is referred to as 'SamCam' whereas George Osborne is given his full name.

Syntax:
- largely declarative with one interrogative
- some use of casual informal constructions for comic effect: 'or simply felt like popping off half way through for a stroll'.

Pragmatics:
- Deacon breaks Grice's maxim of quality by stating what he knows to be untrue: 'which of the party leaders' wives looks prettiest in clothes?'
- the writer mocks George Osborne's speeches for being repetitive and boring
- sarcastic and implicitly critical tone couched in positive terms: 'That's one of the nice things about Mr Osborne's speeches'
- some straightforward non-satirical reporting.

Discourse:
- presents itself as a piece of straightforward reporting
- the word 'sketch' suggests satirical intent
- makes fun of the politicians involved and those connected to them.

Accept any valid interpretation based on different linguistic approaches.

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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.

Topic: Language and Power
Subtopic: Language of Political Debate

General
Students should show an awareness of the conventions surrounding parliamentary debate and may comment on the extent to which the style of political debate has changed over time.

Analysis

Lexis:
- formal terms of address: 'the Prime Minister'
- third person address: 'the Prime Minister', 'the right hon. Gentleman'
- parliamentary language: 'Order', 'Mr Speaker'
- some informal colloquial usage: 'clobbers', 'straight question, straight answer'.

Syntax:
- high use of declaratives from the questioner
- evidence of preparation and rehearsal in the language: the Prime Minister is able to quote detailed statistics and Edward Miliband quotes verbatim from the Office for Budget Responsibility
- the use of modals from Mr Speaker: 'will be heard'.

Pragmatics:
- the debate takes place in the presence of the full House of Commons with MPs signalling their agreement by a variety of verbal and non-verbal means
- all speakers are aware that they are being televised and that a verbatim report will be published which may be accessed at a future date
- key words and phrases may be taken out of context and used in news reports in a variety of media
- as candidates in the imminent general election both are seeking to persuade the wider audience beyond the House to vote for their party
- use of presupposition to produce the desired response from the other speaker: 'confirm', 'is that a broken promise?'
- there is an overt question and answer structure. However, both speakers attempt to avoid direct answers and respond with questions of their own
- the only question which is answered is the first, which arguably wrong-foots Miliband
- there is a high degree of formal politeness which sometimes marks threat or insult: 'I plan to arrange the right hon. Gentleman's retirement'.

Discourse:
- the nature of the discourse is very formal and rule-bound in contrast to spontaneous speech
- the imminent election has changed the status of both the Prime Minister and Edward Miliband to more equal roles
- the debate is overseen by Mr Speaker who at one point asserts his authority and insists that every Member will be heard.

Accept any valid interpretation based on different linguistic approaches.

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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.		

Topic: Regional Language Variation
Subtopic: East Anglian English

General
Students should show an awareness of the features of East Anglian English. They may refer to the isoglosses identifying the differences between northern and southern forms. They could acknowledge the reasons for East Anglian English being a distinct dialect, for example, the historical prevalence of fairly isolated rural communities.

Analysis
Students should be aware that this text is not a transcript produced by a trained linguist and therefore will be impressionistic. It is an attempt by a speaker of the dialect to convey their sense of the sound of it through non-standard orthography. However, the attempt may be inaccurate and may give a false approximation of how the phonemes are realised. The writer also tries to reproduce the lexis and syntax of the dialect. Students may identify that this represents an older form of the dialect rather than current usage.

Phonology:
- evidence of yod-dropping: 'bootiful'
- double 's' perhaps to suggest the use of voiced sibilants at the end of words: 'Wuss', 'thass'
- elision of 'm' and absence of velar nasal at the end: 'suffin'
- the Standard labiodental fricative /v/ replaced with /w/: 'warmints'.

Morphology and syntax:
- use of narrative present tense: 'I see her'
- absence of 's' endings for third person verbs: 'she clamp'
- non-standard preposition use: 'carpenter to trade', 'I get hold on her'
- use of non-standard 'that': 'Then that come to me'
- non-standard syntax: 'Give you that here'
- the word 'do' to mean 'or' or 'otherwise': 'do you'll choke yourself'
- non-standard use of 'do' as an auxiliary verb: 'he do talk to the missus', 'we do have a fox'
- non-standard use of 'don't' as a third person form: 'He don't say much'.

Lexis:
- some dialect words: 'tricolated', 'mob', 'splines'
- some words that are now archaic in Standard English: 'scullry', 'warmints'.

Discourse:
- focus on speech to allow representation of dialect
- use of narrative present
- follows tradition of comic characters using dialect
- representative of folk tales and urban legends.

Accept any valid interpretation based on different linguistic approaches.

		Please refer to the Specific Marking Guidance when applying this marking grid.		
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Level	Mark	Descriptor (AO1, AO2, AO3)		
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Level 2	4–6	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.		
Level 3	7–9	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features.		
Level 4	10–12	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.		
Level 5	13–15	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.		

Section B

Indicative content
Question 6

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

> **Topic: Global English**
> **Subtopic: Singapore Colloquial 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 Singapore English and the influence of other languages and cultures
> - students may comment on the existence of a sociolect continuum from Standard Singapore English to the English-based creole known as 'Singlish'
> - students may take the view that Singapore Colloquial English is threatened by the Singapore government's 'Good English' campaign
> - students are likely to engage with the issue of being bi-dialectal and with code switching and what constitutes a second language.
>
> May include references to some of the following points:
> - relevant language frameworks and levels of Singapore Englishes: pragmatics, discourse, graphology, phonology, morphology, lexis and semantics, syntax
> - influence of social and cultural changes on Singapore English.

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

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

Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
	0	No rewardable material.
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.
Level 2	7–12	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw 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 7

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

Topic: Language and Gender Identity
Subtopic: Representations of Women in the Home

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 traditional notions of women's roles are increasingly being challenged by women.

May include references to some of the following points:
- relevant language frameworks and levels used to represent women in the home: pragmatics, discourse, graphology, phonology, morphology, lexis and semantics, syntax
- social, cultural and historical changes that have influenced the representation of gender identity.

Indicative content
Question 8

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

Topic: Language and Journalism
Subtopic: Satirical Journalism

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 role of the media in political and current affairs
- students may consider different modes, the influence of 'celebrity' culture or widespread cynicism about politicians
- students may take the view that satirical journalism has always used similar satirical techniques to belittle and ridicule prominent people and issues of the day.

May include references to some of the following points:
- relevant language frameworks and levels used in satirical journalism: pragmatics, discourse, graphology, phonology, morphology, lexis and semantics, syntax
- influence of social, cultural and historical changes to satirical journalism.

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

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

Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
	0	No rewardable material.
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.
Level 2	7–12	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw 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 9

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

Topic: Language and Power
Subtopic: Language of Political Debate

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 may consider the historical development of the language of political debate and the influence of technological changes
- students may identify and comment on rhetorical devices commonly used in political debate
- students may discuss the function of humour in winning over an audience and persuading it to take their side in an oppositional debate
- students may take a view on the function of rules in political debate.

May include references to some of the following points:
- relevant language frameworks and levels used in political debate: pragmatics, discourse, graphology, phonology, morphology, lexis and semantics, syntax
- influence of social, cultural and technological changes on the language of political debate.

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

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

Level	Mark	Descriptor (AO1, AO2, AO3, AO4)
	0	No rewardable material.
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.
Level 2	7–12	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw 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**

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

**Topic: Regional Language Variation
Subtopic: East Anglian 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 the English of East Anglia
- students may take the view that this regional variety is threatened or in resurgence owing to media and technological developments
- students are likely to discuss links between language and identity and engage with issues such as what constitutes a dialect.

May include references to some of the following points:
- relevant language frameworks and levels of East Anglian English: pragmatics, discourse, graphology, phonology, morphology, lexis and semantics, syntax
- influence of social and cultural changes on regional language varieties.

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

AO1 = bullet point 1		AO2 = bullet point 2	AO3 = bullet point 3	AO4 = bullet point 4
Level	**Mark**	**Descriptor (AO1, AO2, AO3, AO4)**		
	0	No rewardable material.		
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.		
Level 2	7–12	**General understanding** • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.		
Level 3	13–18	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.		
Level 4	19–24	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw 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.		