



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE

In English Language (9EN0)

Paper 3: Language Investigation

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General Marking Guidance

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

Specific Marking Guidance

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

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

- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level

depending on how they have evidenced each of the descriptor bullet points

- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Section A
Indicative Content
Question 1

Topic: Global English
Subtopic: Uglish

General

Candidates should be aware of the key features of Uglish and may comment on the different purposes of the two texts and the different producers of the language.

Analysis

Candidates may comment on some of the following features:

Discourse

- A1 – code switching between different languages
- A1 – structures associated with lyrics, e.g. chorus and rhyme
- A2 – features of journalese within the report.

Morphology and syntax

- A1 – construction of tense, e.g. 'it is be boring'
- A1 – pronoun use, e.g. 'them got'
- A1 – inconsistent use of the verb 'to be,' e.g. 'you holding me'
- A2 – the use of articles, e.g. 'the uh an imagery'
- A2 – adverb placement, e.g. 'unconventionally speak'
- A2 – use of 'like' as a filler, e.g. 'even like if I'm talking to you'
- A2 – use of formal indefinite pronoun, 'one'
- A2 – use of 'de-' to create negative phrases, 'detothing.'

Lexis

- A1 – influence of American English, e.g. 'movie'
- A1 – metaphor shows continuity across languages, e.g. 'we're capsizing,' 'our love becomes burning cigarettes and water'
- A1 – cultural influences of other languages
- A2 – explicit Uglish phrases explained, e.g. 'benching a girl,' 'detothing'.

Phonology

- Across texts – inconsistent rhoticity, e.g. (A2) 'girl' vs. (A1) 'heart'
- Across texts – inconsistent use of 'th' stopping, e.g. (A1) 'the' and 'that,' (A2) 'the' and 'together'
- Across texts – inconsistent substitution of /l/ for /r/ – evident in A2, e.g. 'outlets,' 'blogs' but not A1 e.g. 'broke' and 'drop'
- Across texts – shortened vowel sounds in (A2) 'these,' (A1) 'take'.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 2

Topic: Language and Gender Identity
Subtopic: Representation of Gender in Crime Fiction

General

Candidates should show an awareness of a range of theories linking language, gender identity and representation as well as some of the typical conventions of crime fiction and acknowledgement of the date the text was published. Candidates may compare the presentation of Meggie and Abbershaw in both texts.

Analysis

Candidates may comment on some of the following features:

Lexis:

- use of diminutive suffix for Margaret, 'Meggie'
- use of titles for male characters, e.g. 'Colonel Coombe,' 'Dr Whitby.' 'Mr Gideon'
- use of lexis associated with fashion and jewels to describe Meggie, e.g. 'a severe 'John' bob,' 'brilliance'
- focus on response of character, e.g. 'trembling.' 'livid with terror' (female character); 'quivered,' 'protective' (male character).

Syntax:

- use of expanded noun phrases to describe characters, e.g. 'a tall, slender youngster,' 'the young scientist'
- fragmented sentences reflect emotion of female character, e.g. 'Not – not here'
- contrasting use of imperative function, e.g. 'Tell me' (male character); 'Can't we get outside?' (female character)
- use of speech tags, e.g. 'whispered,' 'said...protective tone.'

Pragmatics:

- representation of class
- implicit references to attraction between characters
- unequal naming, e.g. 'Abbershaw,' and 'Meggie.'
- presentation of male in interrogative role
- presentation of female as a distressed witness
- gender roles linked to time period, e.g. 'drew her arm through his,' 'He led her'.

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 3

Topic: Language and Journalism

Subtopic: Tabloid Journalism

General

Candidates should have an awareness of the common conventions of tabloid journalism and the typical content of print or online tabloid publications.

Analysis

Candidates may comment on some of the following features:

Lexis:

- colloquial lexis, e.g. 'flings'
- lexical field of relationships, e.g. 'marriage,' 'dating'
- sensationalist lexis, e.g. 'hooked on sleeping pills'
- use of cautious / legal lexis, e.g. 'will allege,' 'no evidence of'
- simplistic lexis, e.g. 'bad stuff.'

Syntax and Discourse:

- use of collective pronoun, e.g. 'we'
- use of phrases typical of journalese, e.g. 'tell-all books.' 'fellow golf aces'
- creates intrigue, e.g. 'experts believe the incident has the hallmarks'
- use of personal details, e.g. 'his place by the ocean'
- short one-sentence paragraphs.

Pragmatics:

- celebrity-focused article
- use of first names to reduce footing, e.g. 'Jamie,' 'Tiger'
- implicature about exclusive nature of article, e.g. 'we can reveal'
- representation of gender, e.g. 'glamorous Rachel Uchitel,' 'his former mistress'
- links to previous stories, e.g. 'yet another car crash.'

Accept any valid interpretation based on different linguistic approaches.

Indicative content
Question 4

Topic: Language and Power
Subtopic: The Language of Fitness Instruction

General

Candidates should be aware of the conventions of the language of fitness instruction and the way language is used to create and maintain relationships and power.

Analysis

Candidates may comment on some of the following features:

Lexis:

- field specific lexis for spin classes, e.g. 'hover,' 'base resistance'
- field specific lexis for fitness, e.g. 'shoulder press,' 'core'
- use of inclusive lexis, e.g. 'team'
- use of positive lexis, e.g. 'good,' 'easy'
- use of description for clarity, e.g. 'shoulders away from the ears'.

Syntax:

- imperative structures, e.g. 'reach down add a gear'
- use of expanded noun phrases, e.g. 'tiny little bounce'
- use of adverbs, e.g. 'just,' 'really'
- conditional forms, e.g. 'if you can.'

Pragmatics:

- use of encouragement, e.g. 'looking good'
- face-to-face interaction between instructor and group, e.g. 'I need to take this jumper off now'
- use of deixis reflecting face-to-face nature of class, e.g. 'stay with that beat.'

Discourse:

- use of pauses
- continuous speech from instructor
- repetitive structures
- stock phrases that are familiar to the class, e.g. 'hands start at three'
- use of questions to create interactivity, e.g. 'are we ready'
- use of countdown, e.g. 'four three two up.'

Accept any valid interpretation based on different linguistic approaches.

Indicative content

Question 5

Topic: Regional Language Variation

Subtopic: The West Midlands

General

Candidates should have a secure awareness of the key features of the West Midlands dialect. Students may consider gender and the different modes and genres as factors for differences between the texts.

Analysis

Candidates may comment on some of the following features:

Phonology:

- E1 – use of CHOICE diphthong instead of PRICE diphthong, e.g. 'alright'
- E1 – use of TRAP vowel, e.g. 'other'
- E1 – use of TH-fronting, e.g. 'three'
- E1 – inconsistent enunciation of terminal 'g' after velar nasal, e.g. 'thing' and 'things'
- E1 – no FOOT/STRUT split, e.g. 'other'
- E2 – representation of MOUTH diphthong instead of GOOSE monophthong, e.g. 'yowm'
- E2 – representation of MOUTH diphthong instead of GOAT diphthong, e.g. 'owd'
- E2 – representation of pronunciation of 'our' with two syllables
- E2 – representation of the TRAP vowel, e.g. 'babby'
- Candidates may discuss evidence of levelling or reduction of distinctive features in the spoken text.

Morphology and syntax:

- E1 – inconsistent omission of article, e.g. 'going to cinema'
- E1 – use of non-standard past tense form, e.g. 'done'
- E1 – use of non-standard determiner, e.g. 'them race track things'
- E1 – omission of the plural inflection, e.g. 'seventy-nine pound'
- E2 – representation of non-standard copula 'am' in contractions, e.g. 'yowm'
- Candidates may comment on syntax associated with poetry.

Lexis:

- E1 – use of typical greeting, e.g. 'alright'
- E1 – use of colloquial lexis typical of the West Midlands, e.g. 'belly,' 'sick'
- E2 – explicit reference to dialect terms, e.g. 'cut', 'donny'
- Candidates may discuss the higher proportion of dialect forms in the written text.

Accept any valid interpretation based on different linguistic approaches.

Section A

Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.			
	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3
Level	Mark	Descriptor (A01, A02, A03)	
	0	No rewardable material.	
Level 1	1–3	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. 	

Level 5	25-30	Critical and evaluative <ul style="list-style-type: none">• 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.
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Section B

Indicative content Question 6

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

Topic: Global English

Subtopic: Uglish

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 Uglish
- candidates may take the view that uses of language are influenced by media and technological developments
- candidates are likely to engage with the typical development of global varieties of English and the adaptive qualities of Uglish.

Should include references to some of the following points:

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

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 Crime Fiction

Possible content:

- candidates may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views
- candidates are likely to consider developments in linguistic theory linked to gender, sexuality and identity
- candidates are likely to engage with the impact of the crime genre, recognised stereotypes on the representation of gender identity, and character archetypes within the genre
- candidates may explore developments in gender representation over time.

Should include references to some of the following points:

- relevant language frameworks and levels used in the representation of gender in crime fiction, 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 crime fiction.

**Indicative content
Question 8**

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

**Topic: Language and
Journalism Subtopic: Tabloid
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 the impact of technology on the developments of tabloid journalism and the competitive nature of the industry
- candidates are likely to engage with general attitudes towards tabloid journalism and the impact of consumers on language use
- candidates may engage with the purpose and use of tabloid journalism.

Should include references to some of the following points:

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

Indicative content
Question 9

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

Topic: Language and Power

Subtopic: The Language of Fitness Instruction

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 development of the language of fitness instruction over time and the influence of technological developments
- candidates may explore ideas about the goals and purposes of the language of fitness instruction
- candidates may explore the relationship between instructors and those being instructed in different settings.

Should include references to some of the following points:

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

Indicative content
Question 10

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

Topic: Regional Language
Variation Subtopic: The West Midlands

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 regional and national attitudes towards the West Midlands variety of English
- candidates may consider the impact of media and technological developments on this variety and the impact this has had on the way the variety is represented and perceived
- candidates may engage with discussion about the changing nature of the West Midlands variety.

Should include references to some of the following points:

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

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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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. 	