This document consists of **8** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:
- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

Marking criteria for Section A Question 1 and Section B Question 2

Table A

Level	AO1: Read and demonstrate understanding of a wide variety of texts. 10 marks	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. 5 marks	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. 10 marks
5	• Sophisticated understanding of text (meaning/context/audience) • Insightful reference to specific points 9–10 marks	• Sophisticated expression, with a high level of accuracy • Content is fully relevant; ideas are developed throughout in a sophisticated manner 5 marks	• Sophisticated understanding of linguistic issues, concepts, methods and approaches represented in the text • Insightful reference to wider study of linguistic issues, concepts, methods and approaches 9–10 marks
4	• Detailed understanding of text (meaning/context/audience) • Effective reference to specific points 7–8 marks	• Effective expression, with a few minor errors which do not impede communication • Content is relevant; ideas are developed in an effective manner 4 marks	• Detailed understanding of linguistic issues, concepts, methods and approaches represented in the text • Effective reference to wider study of linguistic issues, concepts, methods and approaches 7–8 marks
3	• Clear understanding of text (meaning/context/audience) • Clear reference to specific points 5–6 marks	• Clear expression, with occasional errors which do not impede communication • Content is relevant; ideas are developed clearly 3 marks	• Clear understanding of linguistic issues, concepts, methods and approaches represented in the text • Clear reference to wider study of linguistic issues, concepts, methods and approaches 5–6 marks
2	• Limited understanding of text (meaning/context/audience) • Limited reference to specific points 3–4 marks	• Expression is clear but may not flow easily, with frequent errors which generally do not impede communication • Content is mostly relevant; ideas are developed in a limited manner 2 marks	• Limited understanding of linguistic issues, concepts, methods and/or approaches represented in the text • Some limited reference to wider study of linguistic issues, concepts, methods and/or approaches 3–4 marks

Level	AO1: Read and demonstrate understanding of a wide variety of texts. **10 marks**	AO2: Write effectively, creatively, accurately and appropriately, for a range of audiences and purposes. **5 marks**	AO4: Demonstrate understanding of linguistic issues, concepts, methods and approaches. **10 marks**
1	• Basic understanding of text (meaning/context/audience) • Minimal reference to specific points 1–2 marks	• Basic expression, with frequent errors which impede communication • Content may lack relevance in parts; minimal development of ideas 1 mark	• Minimal understanding of linguistic issues, concepts, methods and/or approaches represented in the text • Minimal reference to wider study of linguistic issues, concepts, methods and/or approaches 1–2 marks
0	• No creditable content 0 marks	• No creditable content 0 marks	• No creditable content 0 marks

Section A: English in the world

Question	Answer	Marks
1	**Read the following text, which is an extract from a blog published on the *Oxford English Dictionary* (OED) website in 2021.** **Discuss what you feel are the most important issues raised in the text relating to the changing use of English in the world. You should refer to specific details from the text as well as to ideas and examples from your wider study of English in the world.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. **Responses might discuss the following:** • the concepts of a world language, English as a 'global' language, and English as a lingua franca • how the addition of Bermudian words into the dictionary is *a landmark moment for the OED* • that *Linguists classify World Englishes into groups including the British Isles and the Americas and the Caribbean* and that Bermudian English *does not neatly fit into either category* • consideration of why some people may be *World English enthusiasts* • how cross-cultural contact and dialect levelling may develop a *'koine'* • how new *Englishes* may retain *many unique features* • how the Bermudian dialect is *in a category of its own* • the diversity of sources from which Bermudian words derive • the concept of borrowing e.g. *chopse*.	25

Section B: Language and the self

Question	Answer	Marks
2	**Read the following text, which is an article from *inews*, a British news website. It was published in 2021.** **Discuss what you feel are the most important issues raised in the text relating to the ways in which language can shape and reflect personal and social identity. You should refer to specific details from the text as well as to ideas and examples from your wider study of Language and the self.** Mark according to the levels of response marking criteria in Table A. **Additional guidance:** The comments below are illustrative and are not intended to be exhaustive. Candidates may make other valid comments that should be credited. **Responses might discuss the following:** • the author's story of how in the past the author *changed the way I'd speak around my friends* • reasons for doing so: she felt *embarrassed* and *didn't want to be judged* • feelings of guilt for making these changes • how this led to a situation where *code-switching between my community and white friends was becoming unmanageable* • how the author decided to make *an active effort to use Indian phrases around my white friends* • the benefits of doing so: it *enabled me to speak more freely about my culture and feel like myself* • how the author now feels that we *need to normalise the use of phrases that come from our backgrounds* • how language is *a part of us* • the need to *be proud of our identities, not hide away from being ourselves*.	25