Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE
In English Language (8EN0_01)
Paper 1: Language and Identity

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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.

Section A: Language and Context - Question 1

	TEXT A	TEXT B	TEXT C
MODE	Fairly spontaneous spoken with some evidence of planning/preparation. Some stock phrases.	Written, planned, permanent. Formally structured.	Digital. Written but with some marked speech-like features.
FIELD	Gardens. Some historical references.	Contrast between attitudes of city 'man' and a gardener towards the seasons.	Gardening terms. Plants. Children's TV.
FUNCTION	Opening of speech. Informative, outlining content of talk. Some attempt to engage and interest.	Inform and persuade people of the need to pay attention to the seasons.	To advise on ways to engage children in gardening. Inform and instruct.
AUDIENCE	General public with an interest in local history/gardening.	People interested in self-sufficiency, perhaps new to gardening.	Targets parents of small children. Predominantly mothers?
DISCOURSE/ PRAGMATICS	Assumes interest in the area. Self-deprecating humour creates positive face. Assumes some knowledge of English/local social history: 'the hall'. Use of discourse markers.	Assumes reader/gardener is male. Characterises the non-gardening city dweller as a male office worker. Highly structured literary style. Deliberate patterning of contrasting paragraphs.	Imitates casual conversation: 'Yes, we know'. Convergence. Direct address. Assumption of shared cultural background: 'Blue Peter'.
GRAPHOLOGY/ PHONOLOGY	Some repetition. Some hesitation. False starts.	Standard English. Some alliteration. Use of heading.	Use of capitals for emphasis. Deliberate patterning: alliteration, rhyme. Use of bold. Familiar magazine article format: 'Top Tip', use of headings.

GRAMMAR/ MORPHOLOGY	Some self-corrections. Grammatical false starts. Inclusive use of first person plural. Deictic reference. Noun phrases.	Anaphoric structures. Complex sentences. Parallelism. Modals to suggest authority. Noun phrases.	One sentence paragraphs. Ellipsis. Use of plural first person pronoun. Imperatives. Repetition.
LEXIS/ SEMANTICS	Little specific gardening terminology at this stage.	A variety of field specific gardening terms in the second paragraph. Military reference: 'battle of the weeds'.	Informal and formal lexis. 'pottering', 'tethered'. Suggestive pun on 'droop'.

AO4 - explore connections across data

Candidates should draw comparisons and contrasts between the language features presented in the texts.

- Function. All texts include information. Text A has a metalinguistic function in explaining the outline of the talk. Text B includes information about how the seasons affect the gardener. Text C gives examples of activities that could engage children in the garden. Text B has a persuasive function in that it seeks to persuade the reader of the need to be aware of the seasons. Text C has an instructive/advisory function as it suggests child-friendly activities.

- Text A and Text C include high levels of informality. Text A shows evidence of general planning but it is clear that there is a degree of spontaneity in the delivery. Text C is imitative of informal speech and includes ellipsis, elision, minor sentences and asides. Text B in contrast is grammatically and lexically formal with a carefully discursive structure.

- Both texts A and C are interactive in that they acknowledge the listener/reader and include them in the discourse. Text B is self-contained and doesn't address the reader directly at all. However, structure of the discourse invites the reader to identify with the gardener rather than the city 'man'.

- Neither Text A nor Text C is gender specific. Text B refers exclusively to males. However, it is possible given the period when the text was written that the author intended 'man/he' to imply both genders.

    These are suggestions only. Accept any valid interpretation of the writers'/ speakers' purposes and techniques based on different linguistic approaches.

Please refer to the specific marking guidance when applying these marking grids.		
AO1 = bullet point 1		**AO3 = bullet point 2**
Level	**Mark**	**Descriptor (AO1, AO3)**
	0	No rewardable material.
Level 1	1–3	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Lists simple information about context.
Level 2	4–6	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Describes contextual factors and language features. Application is undeveloped.
Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	10–12	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–2	**General and descriptive** • Makes no connections between the data.
Level 2	3–4	**Broad understanding** • Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	**Consistent application** • Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

Section B: Language and Identity - Question 2

Text D

- Audience is overtly the general public but the text is also targeting potential business customers.

- Field includes a wide range, e.g. the product, science, ecology, business and health.

- Function is to promote the product and to convince the reader of the efficacy of the product and worthiness of the company that produces it.

- The text is multi-modal including language that is fairly formal for a website promoting a commercial product.

- Lexical field of science suggests authority and scientific validity for claims made: 'unpasteurised', 'amino acids'.

- Lexical field of ecology emphasises the social responsibility of the company: 'we care about our planet'.

- Colloquial/informal language implies affability of the company: 'funky flavours', 'loads of love.'

- Semi-magical properties attributed to the product: 'miraculous', 'a little wonder', 'flies off the shelves'.

- Presentation of company as small and unpretentious but with strong positive feelings and authenticity: 'a small artisan brewery with a big heart', 'humble beginnings', 'Hebden Bridge'.

- Sentence structure generally formal with a lot of complex sentences. Frequent bulky noun phrases with multiple positive modifiers and qualifiers enhance product and company: 'a sustainable wellbeing-boosting alternative to artificial soft drinks'.

- Largely declarative but exclamation used to end final three paragraphs.

- Frequent use of copula 'be' implies certainty about product. 'Kombucha is a fermented…' 'we are passionate'.

- First person plural used to personalise the company throughout: 'Our Story', 'Our ethics'. Also used to promote inclusivity: 'our future'.

- Alternative lifestyle/student ambience created by reversed letters of 'love' in 'revolution' and reference to backpacking around Asia.

- Non-standard capitalisation adds emphasis and status.

- Sub-headings including interrogative to draw in audience.

- Alludes to accrediting organisations and existing customers to establish environmental/nutritional credentials: 'Rainforest Alliance', 'EcoSocial'.

These are suggestions only. Accept any valid interpretation based on different linguistic approaches.

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