



# Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE Advanced Subsidiary  
In English Language (8EN0)  
Paper 1: Language: Context 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.

## 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: Language and Context - Question 1

### Mode

Text A: Digital text; written, planned

Text B: Spoken interactive; some element of spontaneity, e.g. fillers, false starts, repetition

Text C: Written; evidence of planning

### Field

Text A: Terms related to time of year; robins and their feeding habits; gardens

Text B: Words related to sounds; geographical locations

Text C: Terms related to speed; weapons, military equipment

### Function

Text A: To inform; to persuade gardeners to buy bird food

Text B: To inform and engage

Text C: To inform and entertain

### Audience

Text A: Gardeners, especially those fond of birds

Text B: Ornithologists, bird-watchers

Text C: Readers of literature; people interested in birds of prey

### Discourse/Pragmatics

Text A:

- direct address
- assumes reader has a garden
- assumes reader likes birds
- arguably anthropomorphic in parts, e.g. 'characterful birds'
- formal, literary tone

Text B:

- adjacency pairs
- interview format, LP asks questions, AK takes role of expert
- assumes interest in bird behaviour and methods of identification
- LP's use of discourse markers, e.g. 'Now,'
- informal, colloquial tone, e.g. 'honky'

Text C:

- uses comic strip analogy to structure sequence of events
- assumes interest in birds of prey
- discourse marker to create tension e.g. 'But'
- structure of paragraphs reflects the movements of the hawk

## Graphology/Phonology

Text A:

- alliteration enhances literary tone

Text B:

- AK mimics the sound of the bird
- some fillers and some repetition

Text C:

- alliteration and assonance enhance description
- repetition to suggest speed of action, '*frame, frame, frame*'

## Grammar/Morphology

Text A:

- extended noun phrases to create a positive picture, e.g. 'This quintessential winter bird of Britain'
- use of long, compound and complex sentences in the descriptive part
- use of short sentence at the start to enhance persuasive effect
- imperative to encourage purchase
- modal verbs to encourage purchase, e.g. 'you can do your bit'

Text B:

- use of vague language to create a more accessible tone, e.g. 'kind of'
- neologisms created in wordplay, e.g. 'hoopery'
- modified noun phrases to enhance description
- use of interrogative by interviewer

Text C:

- dynamic verbs
- present participles fulfilling adjectival function, e.g. 'streaking', 'running'
- sentences missing subjects and determiners to foreground speed and movement
- minor sentences to focus on action
- omission of auxiliary verbs to create sense of action

## Lexis/Semantics

Text A:

- some Latinate terms to elevate the style, e.g. 'quintessential', 'revered'
- some dated terminology, e.g. 'garb'
- words chosen to present visual image, e.g. 'red-chested'
- statistic to support validity of appeal

Text B:

- lexis is accessible, high-frequency to suit wide age range of potential audience
- a few terms related to biology, e.g. 'distinguishing feature'
- AK uses a variety of coined words to capture the bird's call

Text C:

- hyphenated forms used to add focus and concentrate description, e.g. 'hump-backed'
- figurative language to compare the Goshawk to weapons, e.g. 'recoil of a .303 rifle', 'sling-shot'
- similes and metaphors, e.g. 'like a sponge', "Sucked into the black hole of the wood".

AO4 - explore connections across data

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

- all three texts describe the behaviour of birds
- all three texts have an informative function
- only Text A seeks to persuade
- Texts A and C appear to have been carefully planned and edited
- Text B is less formal and shows evidence of spontaneous speech
- Text A has a clearly defined audience of gardeners who may buy products related to bird care whereas Text B could be accessed by a wide range of ages and experience
- Text A and Text C have literary features e.g., hyphenated phrases, metaphors and similes
- Texts A and B both include some form of direct address.

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

## Section A: Language and Context - Question 1

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.
<b>Level 1</b>	1–3	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> </ul>
<b>Level 2</b>	4–6	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>
<b>Level 3</b>	7–9	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>
<b>Level 4</b>	10–12	<b>Consistent application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>
<b>Level 5</b>	13–15	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.</li> </ul>



Level	Mark	Descriptor (AO4)
	0	No rewardable material.
<b>Level 1</b>	1–2	<b>General and descriptive</b> <ul style="list-style-type: none"> <li>Makes no connections between the data.</li> </ul>
<b>Level 2</b>	3–4	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Notices obvious similarities and differences. Recalls basic theories and concepts.</li> </ul>
<b>Level 3</b>	5–6	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.</li> </ul>
<b>Level 4</b>	7–8	<b>Consistent application</b> <ul style="list-style-type: none"> <li>Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.</li> </ul>
<b>Level 5</b>	9–10	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.</li> </ul>

## SECTION B: Language and Identity – Question 2

### Text D

#### Mode

Written first person memoir. Style is conversational using shortened forms. Includes questions and answers.

#### Field

Lexis related to family and identity. Terms related to mental health and emotional states. Language related to self-harm and mutilation. References to the care system.

#### Function

To inform, to persuade, to entertain. Shares the experience of missing key aspects of identity and of social exclusion. Raises questions about treatment of children in the care of local authority.

#### Audience

A general audience including those concerned with social issues such as the treatment of children in care.

#### Aspects of presentation

Written in standard English.

Passage begins with a list of three short sentences in a separate paragraph which highlights the significance for the writer of the information he has just received.

Uses quotations from his mother's letter to pose rhetorical questions that challenge the truth of what he had been told about his past.

Some minor sentences to emphasise key bits of information, e.g. 'My Mother.', 'Ethiopia.'.

Uses metaphorical language to suggest his mental state, e.g. 'A shadow crawled into me'.

Presents himself as isolated and anxious, e.g., 'Nobody spoke of depression', 'I felt unsafe'.

By referring to the local authority as simply 'The Authority' he makes the institution sound ominous and threatening, how he saw it at the time.

In paragraph 6 he uses anaphora in a series of short sentences to list the lies he was told about his mother.

He presents himself as someone who was prone to self-harm as a teenager when in care, emphasising the crudeness of the tools, 'a bent pin' and the violence of the actions 'I stabbed my hand hundreds of times'.

The simile depicting the remaining tattoos as being 'like ghosts' hints at the possibility of other long-term effects of his childhood experience.

In the final paragraphs Sissay presents himself as someone who has gained a new perspective on his own identity by discovering his original name and country of origin.

He creates a sense of change by beginning the paragraph with a conjunction and an adverb of time, 'But now...'

Adverbs of time and place, 'I decided there and then' emphasise the importance of this particular moment in the development of Sissay's sense of himself.

The repetition of the words 'my name' and 'name' in the sentences that follow convey a sense of increasing confidence in his new understanding of who he is and where he came from.

The imagined conversation with 'anyone who knows me' dramatises this new confidence, with the last three sentences again using anaphora to create a celebratory rhythm which culminates in the simple final statement.

## **MARKING GRID FOR SECTION B ON PAGE 13**

Please refer to the Specific Marking Guidance when applying this marking grid.		
Level	Mark	AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3 Descriptor (AO1 ,AO2, AO3)
	0	No rewardable material.
<b>Level 1</b>	1–5	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>Lists simple information about context.</li> </ul>
<b>Level 2</b>	6–10	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>
<b>Level 3</b>	11–15	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>
<b>Level 4</b>	16–20	<b>Consistent application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>

<b>Level 5</b>	21–25	<b>Discriminating application</b> <ul style="list-style-type: none"><li>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li><li>• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li><li>• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li></ul>
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