



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE

In English Language (9EN0)

Paper 1: Language Variation

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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.

Paper 1 Mark scheme
Section A: Individual Variation

Indicative content

Question 1

Text A

Phonology/Graphology

- use of capitalisation for emphasis, e.g. '**MORE** productive', '**GOOD** karma', '**YOU** know'

Lexis/Semantics

- use of metaphor may reflect her literary persona, e.g. '**a** fog that is just beginning to **lift**'
- contrasting vocabulary used to reflect people's perception of her contrary to her own **perspective**, '**they commented how I managed to stay so productive**' vs '**I've** also been envious of my creator friends'
- emotive language relating to the semantic field of mental health, e.g. '**kind**', '**flexible**' '**support**'
- negative connotation created from the use of the neologism, '**doomscroll**'
- abbreviation used to represent the style of digital communication, '**RE**'

Syntax

- parenthetical structures adding further detail, e.g. '**(or** at least what they're posting **about)**'
- listing of verbs using present participles to create a sense of immediacy, e.g. '**learning** more **tech**', '**saying** no more **often**', '**limiting** my **contact**', '**creating** in **VR**'
- use of imperatives in final section, e.g. 'remember that every person has much more going on'
- adverbials used to mitigate imperatives and create an advisory tone, e.g. 'try very hard to focus on putting **GOOD** karma out', 'especially during the pandemic'
- she creates a sense of self-awareness through the repetition of the personal pronoun, e.g. '**for** me', 'I had', 'I knew'
- conditional clauses create a connection with readers, 'even if you don't read past this paragraph'

Discourse/Pragmatics

- the first section contains repetition of the word 'negativity' to characterise the tone in contrast to the more positive focus of the second section
- passive voice is used to present vulnerability, e.g. '**one** of my favorite kidlit groups **was being torn apart**'
- strong focus on the advisory tone of the final section to highlight the 'TAKEAWAYS', e.g. 'think about what the impact of what you say might have on individuals'
- she implies a critical commentary of social media through pragmatics, 'why and how you have chosen a public venue to say what you want to say'

Text B

Phonology

- non fluency features such as pauses and fillers, e.g. 'er'
- parodic representation of **journalist's** speech e.g. /h/ dropping

- evidence of casual speech, e.g. glottal stops and elision

Lexis/Semantics

- repetition of attributive adjective in order to stress her attempt to create an impression, '**big** hair... big shoulder **pads**... big **earrings**'
- she quotes her own direct speech in order to convey her frustration, e.g. '**look, I know it's hard for you**'
- she creates humour through sarcasm in her response to the chairman's **doubts**, '**well luckily that's not difficult**'
- use of a demeaning reference to the press, '**little hand**'
- she intensifies adjectives for exaggeration, e.g. '**really serious**' (repeated) and '**very dramatic**'
- she creates a confident persona using the superlative to imply her determination, '**best** league in the **world**'

Syntax

- creates an anecdotal tone through simple connectives '**and** that was on the Friday... **and I remember.. and I was going to meet**'
- confident and assertive tone from the repetition the progressive verb '**going to**'
- modification using phrases to emphasise her personal values, 'a woman and a young woman at that'
- emphasis on the shock of the chairman through stress and interrogatives, 'football? Karen?'
- she embeds direct quotes to create a comedic tone at the punch line, 'what are your vital statistics?'

Discourse/Pragmatics

- comedic intent through the narrative account of two defining conversations with men who doubted her success
- implication of disagreement with sexist comments possibly creating a bond with readers who share this opinion, 'here we go'
- anecdotes used to help create a simple narrative reflection of her early career
- use of pauses to create emphasis and to highlight the punchline of jokes
- creates a feeling of success at the end of the anecdote, 'I flipped my very big hair and I walked off stage'

AO4 – explore connections across data

- the writer in Text A presents herself as part of a community whereas the speaker in Text B presents herself as an outsider
- both represent how other people have perceived them in contrast to their own view of themselves
- both reflect on their sense of struggle to overcome negativity
- both texts use direct address; Text A is addressing an absent audience and Text B is addressing a present one
- both use their careers to establish fundamental parts of their persona

These are suggestions only. Accept any valid interpretation of the **speaker's/writer's** purposes and techniques based on different linguistic approaches.

Please refer to the Specific Marking Guidance on page 3 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 <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	General understanding <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	Clear relevant application <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 transition. 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 <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. 		
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. 		

Section B: Variation over Time

Indicative content

Question 2

Text C

Orthography/Graphology

- some capitalisation, possibly implying personal significance, e.g. 'The Managers', 'Charity'

Lexis/Semantics

- numerical lexis to enhance the charitable cause, e.g. '**nearly** one million two hundred and fifty thousand', 'nearly three hundred night's lodgings'
- superlative forms to enhance the persuasive function, e.g. 'The smallest donation will be gratefully acknowledged'
- contrasting semantic fields of deviance and charity reflecting contemporary behaviour standards, e.g. 'inmates, outcasts, sinful' vs 'Christianity, reforming, enabling'
- use of metaphors, e.g. 'sole passport'
- listing of job titles reflecting change in the working world, e.g. 'clerks', 'weavers'
- metonyms used to create a more sympathetic representation of poor people, e.g. 'The fallen', 'the unfortunate ones'

Syntax/Morphology

- emphasises the significance of the charity work through inverted commas, 'The work of the charity does not end at **"feeding the hungry"** and **"harbouring the harbourless"**'
- loose sentence structures with multiple phrases, e.g. 'During the Winter Months, the Refuge provides every night nearly three hundred night's lodgings, suppers and breakfasts to homeless wanderers free of cost'
- a range of rhetorical features, e.g. repeated syntactic structures, rhetorical question and exclamations
- conditional clause to create a sense of emergency, 'If the weather is severe, the sufferings of the poor will be increased'
- use of adverbials of time and condition to increase the emotional appeal, e.g. 'during winter months', 'every night', 'willingly'

Discourse/Pragmatics

- imperative mood used to enhance the appeal to the Duchess, e.g. 'Hear the opinions of some who have visited'
- use of interjection to create impact, 'alas!'
- increasing focus on the receiver through second person pronoun towards the end of the text
- juxtaposition of character to create contrast, e.g. 'an Architect, an Optician, clerks, weavers' vs 'The imposter, the professional beggar'
- use of hyperbole to enhance the work of the charity, e.g. 'the good they have effected is incalculable'
- use of passive voice to create a polite tone for the appeal, 'It is specially desired to call the attention of the charitable'

Text D

Orthography/Graphology

- spelling errors common to non-standard language use online e.g. 'opportunit'es' 'a house of there own' 'affect change on one life'
- use of non-standard punctuation for impact, e.g. 'God bless you all!!!!'

Lexis/Semantics

- use of embedded phrases creating a sense of exaggeration, e.g. 'by God's beautiful design'
- idiomatic expression used for comedic effect, e.g. 'He had me at donuts'
- acronyms associated with digital language, e.g. 'Lol'
- figurative language used to attempt to enhance the persuasive tone, e.g. 'ripple out and create an ocean of prosperity', 'willing to touch a life'
- semantic field of gratitude to encourage further donations, 'never in my wildest **dreams**', '**thank** you all so much'

Syntax/Morphology

- simple sentence structures for impact, e.g. 'And he's 16'
- informal use of narrative present to open the appeal and humanize Chauncy, e.g. 'here comes this kid'
- adverbials of time to signpost movement through the narrative, e.g. 'That night'
- parallel clauses to create pace and impact e.g. 'he wants a bed, he wants to work, he wants and chance'
- rhetorical features to engage the audience e.g. 'Can you imagine?! This is really happening?!?! Yes, it absolutely is'

Discourse/Pragmatics

- parenthetical phrasing could suggest a colloquial tone, e.g. '(Edit) I keep raising the goal'
- use of parenthesis and postscript to create cohesion by incorporating new material, e.g. '(edit: when I started this 4 days ago)'
- use of temporal markers could create immediacy, e.g. 'right now'
- deliberate intensification of poverty, e.g. 'no money and very few resources'
- second person address creates an emotive tone, e.g. 'this is his big chance, and you're making it possible'
- politeness strategies employed emotively, such as adverbs, e.g. 'Honestly'

AO4 – explore connections across data

- both use varied and sometimes complex syntax to create a narrative that will appeal to the audience
- both use complex syntax to enhance their emotive appeal
- different signification of '**want**' between the two texts
- both use figurative language to encourage donations
- Text C addresses a known audience, Text D is for a mass online audience
- both texts exploit a semantic field of religion
- both create a tone of exaggeration to amplify their purpose

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