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# Mark Scheme (results)

## Summer 2022

Pearson Edexcel GCE

In English Language (9EN0\_01)

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

A woman discusses her experience of starting a new business as a DJ fulfilling a childhood dream. She presents as fun, ambitious and proactive, focused on embracing her passion and sharing her love of music. Language features that support this self-presentation might include:

Phonology

- pronunciation reflects northern identity
- **informal pronunciation reflects ease**, e.g. 'going to'.

Lexis/Semantics

- noun phrases convey sense of reflection upon reaching a milestone age and achieving **lifetime ambitions**, e.g. 'a significant birthday', 'all my life'
- listing of nouns shows a variety of professional ambitions and a sense of not limiting herself to one role, e.g. 'teacher', 'entrepreneur', 'DJ'
- verbs convey action and taking charge, e.g. 'I decided', 'I went', 'I reinvented'
- connotations of **doubt and not being taken seriously**, e.g. 'nuts', 'mid-life crisis'
- semantic field of music, e.g. 'gig', 'decks', 'performer'.

Syntax

- adverbials set time frame of how quickly the business progressed, e.g. 'within 2 weeks', 'within 2 months'
- non-standard syntax, e.g. 'there was three things'
- declaratives describe events and confidence in ability, e.g. 'I know what gets people on the dance floor'
- indefinite pronoun reflects determined attitude to accomplish dreams, e.g. 'no one is going to get in my way'.

Discourse/Pragmatics

- structured chronologically from start of business to present success
- **use of fillers typical of relaxed informal conversation**, e.g. 'you know', 'kind of', 'and stuff'
- references to the expense of the equipment suggest financial ability to pursue a dream
- dismissal of negative comments implies confidence, self-belief and determination to achieve ambitions.

Text B

A woman shares her feelings on a variety of topics including family life and current events on a personal social media account. She presents as a mother of two children with an awareness of social issues who is open and honest with her audience. Language features that support this self-presentation might include:

Lexis/Semantics

- username shows personal identity
- use of emoticons and **punctuation to show emotions**, e.g. 'gig at times! 🤔'
- **abbreviations and acronyms to shorten dialogue**, e.g. 'bf-ing', 'TMI'

- pre and post modified noun phrases provide extra detail and convey opinion, e.g. 'my amazing midwife', 'our kind little human'
- semantic fields surrounding maternity, e.g. 'latch', 'formula'
- colloquial language creates conversational tone, e.g. 'plod on', 'legit start'
- phonetic spelling to replicate pronunciation, e.g. 'whowhoo'.

#### Syntax

- declaratives provide informative purpose of conveying her feelings and opinion, e.g. 'It was a struggle ...'
- range of sentence types to vary pace
- predominant first-person narrative to convey thoughts and feelings on topics the writer cares about **but use of second person to communicate with followers**, e.g. 'you're doing'
- adverbials provide a time frame to events **within the narrative**, e.g. 'in the early days', 'tonight'
- past tense used to communicate feelings and events that the writer has experienced, e.g. 'I felt...'

#### Discourse/Pragmatics

- personal, conversational tone
- posts vary in length, are topic driven and linked to photographs reflecting the format of Instagram
- content is a mixture of thoughts on daily life and also current events relying on shared **knowledge with audience**, e.g. 'Bake Off starts...'
- pressure and expectations of parenthood are implied when describing struggles during **feeding**, e.g. 'I felt a lot of shame...'
- implies there is personal experience of moving to a new country which adds poignancy to her post about the refugee crisis, e.g. 'our family leaving Iran...'

#### AO4 – explore connections across data

- both texts are personal and concern individuals at a similar age who are at different stages in their life with **Text A's speaker embarking on a new career and Text B's writer documenting her experiences as a mother of young children**
- **Text A's speaker discusses managing people's perceptions** of their decisions while Text B's writer presents her own perception of herself and current issues
- both writers maintain a positive and optimistic outlook on the future.

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"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>			
Level 2	7–12	General understanding <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>			
Level 3	13–18	Clear relevant application <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>			
Level 4	19–24	Discriminating controlled application <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>			
Level 5	25–30	Critical and evaluative <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>			

## Section B: Variation over Time

## Indicative content

## Question 2

## Text C

## Orthography/Graphology

- spelling displays many features of Early Modern English, e.g. additional final <e>, doubling of <l> at the end of words, interchangeable <y> and <i>
- OE letter thorn is used to represent <th> in 'that' and 'the', e.g. 'yt', 'ye'
- omission of vowels, e.g. 'wch'
- evidence of inconsistent spelling
- capitalisation follows different pattern to modern English.

## Lexis/Semantics

- some words and phrases have fallen out of common use or changed meaning, e.g. 'forwardnesse'
- **lexis that appears formal to the modern reader, e.g. 'endeavoured'**
- titles are used to show authority/respect, e.g. 'yor honr', 'Mr Fowles'
- semantic field of defensive construction, e.g. 'bastion', 'bulworke', 'pallassade',

## Syntax/Morphology

- **use of third person present tense verb ending <-th>**
- **syntax reflects older structure**, e.g. 'Wee here remaine;'; 'Mr Fowles this day died'
- **adverbs used to intensify the seriousness of events, e.g. 'soe violent', 'soe much'**
- **sentences are long with** clauses linked by simple coordinators and prepositions

## Discourse/Pragmatics

- the letter appears to be to one person (your honour) but the addition of '&c' suggests a group of officials
- the language reflects the power differential between the writer and recipient, e.g. 'please to pay', 'if your honr &c shall think convenient yt wee here remaine...'
- **the tone is urgent depicting desperate circumstances, e.g. 'must be sent hither'**

## Text D

## Orthography/Graphology

- has layout of an article with title placed at the top and is separated into paragraphs
- despite title it does not use the letter structure and there is no addressee or sign off. It resembles a diary extract which is a typical convention of travel writing.

## Lexis/Semantics

- semantic field of construction and of travel
- modified noun phrases to create a literary effect, e.g. 'Unseasonably violent winds, candle-limned reflection'
- lexis used to engage the senses such as descriptions of the light and onomatopoeia, e.g. 'chiaroscuro mood', 'clank, clank'
- metaphorical language, e.g. simile – 'like raptured spirits' and **personification**, 'my neglected motorcycle whispers'.

## Syntax/Morphology

- range of simple, compound and complex sentences used to vary the pace
- informal structures are used with some sentences beginning with conjunctions to create emphasis
- different types of listing create a range of effects, e.g. asyndetic listing for pace '**chanting, praying, meditating**'
- first person narrative creates a personal, confessional tone
- adverbials of time create the sense of events happening in the present and an



ongoing journey, e.g. 'tomorrow', 'two years ago', 'a few hours ago'

- adverbs used to modify create vivid description and convey opinions of the writer, e.g. 'unseasonably violent', 'particularly auspicious'.

Discourse/Pragmatics

- **text is very personal using 'I' but does not address the audience**
- the tone is one of being part of the writer's thought process as he describes memories and considers his current situation
- it presents itself as a personal text but is written for a wide, unknown audience.

AO4 – explore connections across data

- **both texts are written letters but have different functions. Text C's letter is the primary form of long-distance communication with the purpose of reporting progress to a senior authority. The letter is to a private audience. Text D's letter is a narrative technique to portray a travel experience, on a website to a large unknown audience**
- both texts depict a lot of activity and a time line of events
- both texts describe threatening environments
- both texts go into a lot of detail but Text C attempts to convey as much factual information as possible due to the limited communication of the time whereas Text D is to entertain readers with descriptions of a nomadic lifestyle and a place they might want to visit
- both writers are isolated, strangers in a foreign place but the writer of Text D is more comfortable and has the option to leave whereas the writer of Text C has no choice
- the writer of Text C has a key role in the build. The writer of Text D is an observer of the build.

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