



Pearson  
Edexcel

# Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE

In English Language (8EN0\_01)

Paper 01: Language: Context and Identity

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2019

Publications Code 8EN0\_01\_1906\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Section A: Language and Context - Question 1

### Mode

Text A: Written as a script to be spoken on radio but imitates spontaneous speech.

Text B: Spoken but may not be completely spontaneous.

Text C: Written, permanent and intended for future reference.

### Field

Text A: Horror, fear and repulsion: 'saliva dripping'; dehumanisation 'its', 'the thing'.

Text B: Visual aspects of the spaceship and the location.

Text C: Scientific/legal and impersonal.

### Function

Text A: To entertain/thrill.

Text B: To inform.

Text C: To advise.

### Audience

Text A: General radio audience, likely to be wider than present day.

Text B: Children addressing the immediate audience of the interviewer; broadcast to TV audience.

Text C: Limited to scientists and other professionals involved in SETI.

### Discourse/Pragmatics

Text A:

- main burden of narrative carried by Phillips supported by sound effects
- appeals to fear of the unknown
- presented as a genuine news report.

Text B:

- evidence of rehearsal: boys are unusually fluent
- pragmatic implicature suggests disbelief: 'you say', 'are you sure'
- influence of ideas from popular culture about alien invasion
- some adjacency pairs
- Boy 3 initiates a narrative rather than simply answering a question.

Text C:

- assumes shared values and goals
- assumes authority: 'promptly'.

### Graphology/Phonology

Text A: Set out as a script.

Text B: Minor evidence of spoken language.

Text C: Nothing of note.

### Grammar/Morphology

Text A:

- imitates hesitation and pauses of spontaneous speech to create suspense
- use of present tense to make it immediate: 'The thing's raising up'
- repetition of 'I' to focus on a single point of view
- direct address, incomplete structures, questions and exclamations to create the sense of addressing a fictional audience
- high use of modification in noun phrases.

Text B:

- children speak standard English with a small number of non-fluency features
- precise noun phrases: 'silver cigar-shaped object'
- adverbials of place: 'behind the bushes'
- deixis: 'there', 'over there'.

Text C:

- predominantly declarative sentence structures but intention is instructional
- use of modal auxiliaries suggests the originators of the text are in a position to exert power and authority
- no direct address
- no personal voice as text has been agreed by multiple agencies
- highly modified noun phrases to cover all possible eventualities
- unusual use of pronouns: 'his/her or its'
- complex sentences for precision.

### **Lexis/Semantics**

Text A:

- use of vague terms when creatures first appear to create suspense: 'Someone ....or something'
- similes to help listeners visualise or to increase the sense of horror/disgust
- emotive language in the semantic field of monstrous animals.

Text B:

- mostly high-frequency words as you would expect from children
- Boy 4 uses more specialist terminology showing knowledge of aircraft and legal aspects of property ownership
- terms from science fiction: 'spaceship', 'dome'.

Text C:

- high number of low-frequency and Latinate words
- language from legal register: 'evidence', 'parties'
- repetition of nouns rather than pronoun use for precision.

Please refer to the Specific Marking Guidance on page 3 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> <li>• Lists simple information about context.</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>			

<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO4)</b>
	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, merging memoir with reflections on contemporary attitudes and values. Some deliberate informality, e.g. regional formulation 'on an evening', but also style of rhetorical speech.

#### Field

Range of social/cultural groups that were part of Sayeeda Warsi's world; family and domestic life; personal development.

#### Function

To inform, to amuse and to persuade. Shares the experience of feeling like an outsider within British society. Raises questions about multiculturalism. Promotes positive attitudes to cultural equality and tolerance.

#### Audience

A wide general audience including those concerned with relations between different social and cultural groups within British society and contemporary politics.

#### Aspects of presentation

Written in standard English with occasional choices of informal lexis to introduce aspects of everyday speech.

The anaphora of the opening paragraphs draws rhetorical emphasis to the range of 'differences' Sayeeda and her family experienced as she grew up. Presents herself as someone whose identity has partly been defined by the experience of differences: race, culture, religion, gender.

She presents herself as someone who was not limited by this experience. Last sentence of first paragraph also uses anaphora, listing ways differences can be dealt with effectively: 'ignored', 'kept secret'.

She presents herself as someone who like her family was keen to 'fit in', e.g. anecdote about the nighties. This is slightly undermined by the adult narrator's use of inverted commas around 'English' and her description of the children's attempt to fit in as a 'façade'.

She uses some child-orientated informal lexis, e.g. 'nighty', 'shop-bought pjs' to add colour and realism to her narrative.

In the last paragraph she presents herself as learning to deal with the 'different parts that made up the sum of my world'. Using the informal word, 'bits', to describe these different parts makes them seem normal, unthreatening.

She presents herself on approaching adulthood as someone who has learned from the contradictions and different cultures and communities she grew up with: 'I also learned that', 'by my early twenties I'd done with'.

She uses an assertive tone at the end. The four short clauses start with a collective pronoun 'We' in 'We were staying' suggesting a collective voice – family, community, but then moves on to first person statements. These end with an orientation to the



future: 'it's where I wanted to matter' suggesting a positive and ambitious attitude to Britain and to the future.

She contrasts her own attitudes with those of many in her community: 'keeping differences neatly compartmentalized', 'the famous double life', 'comfortable in my own skin, flaws and all'.

These are suggestions only. Accept any valid interpretation 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**

<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO1 ,AO2, AO3)</b>
	0	No rewardable material.
<b>Level 1</b>	1–5	<p><b>Recalls information</b></p> <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	<p><b>Broad understanding</b></p> <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	<p><b>Clear understanding</b></p> <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	<p><b>Consistent application</b></p> <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	<p><b>Discriminating application</b></p> <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>

