# Mark Scheme (Results)

# October 2020

Pearson Edexcel GCE Advanced Level

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 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**

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.
- 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**

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**Text A**
A man discusses the impact of surviving a life-threatening injury on his approach to life. He presents as mature, health orientated and focused on embracing a lifestyle which allows for a positive work life balance. Language features that support this self-presentation might include:

**Phonology**
- pronunciation reflects north-east identity
- rising intonation patterns, e.g. 'travelled around South East Asia?'
- informal pronunciation reflects ease, e.g. 'want to'.

**Lexis/Semantics**
- numerals and noun phrases present age and timings of events impacting his life, e.g. 'forty', 'forty seven years old'
- colloquialisms convey informality, e.g. 'time out', 'snapped away'
- collocation reflects fast-paced lifestyle and new found perspective, e.g. 'rat race', 'life is short'
- semantic field reflects professional identity and health issues, e.g. 'careerist', 'haemorrhage'
- connotations of desire to escape when discussing work, e.g. 'lost interest', 'get out'.

**Syntax**
- modifiers used frequently to intensify meaning, e.g. 'pretty good', 'really healthy'
- moves into second person to generalise concept of appreciating life, e.g. 'you're only here once'
- non-standard syntax reflects northern dialect, e.g. 'it changed us'
- declaratives used to demonstrate taking control of the direction of his life, e.g. 'I decided', 'I travelled'
- listing and repetition emphasise his dedication to fitness, e.g. 'lots of running lots of cycling'.

**Discourse/Pragmatics**
- pauses may indicate reflection
- references to career break and travelling suggest financial security and an interest in culture
- implication that the stress of his job may have indirectly contributed to his brain haemorrhage.

**Text B**
A woman discusses her transition to parenthood while maintaining her career and reflects on society's expectations of her gender. She is presented as confident, ambitious and struggling to find a balance between her professional and maternal roles. Language features that support this self-presentation might include:

**Lexis/Semantics**
- noun phrases in juxtaposition present the two roles she feels make up her identity and present them as conflicting with each other, e.g. 'career woman', 'a mom'
- lexis and collocations reflect an American identity, e.g. 'mom', 'American Dream'
- colloquialisms show informality, e.g. 'no holds barred'
- stereotypical gender roles, e.g. 'tumble like a boy', 'squeal'
- connotations of equality and not being restricted in her upbringing, e.g. 'anything a guy could do…', 'best of both worlds'
- semantic field of professional success, e.g. '#1', 'worked hard', 'best job'.

**Syntax**
- declaratives provide informative purpose of conveying her current situation
- imperative directs reader to focus on her point, e.g. 'read that again'
- inclusive pronouns are used to convey unity and being part of a community of women
- simple and minor sentences convey the stress of balancing motherhood with a career, e.g. 'It's chaos. Abundant'.

**Discourse/Pragmatics**
- personal, confessional tone
- implications that previous beliefs and assumptions of her direction in life have changed, e.g. 'that's what you do I thought'
- suggestions that culture and expectations within society have allowed her to believe managing dual roles would be easier, e.g. 'having it all'.

**AO4 – explore connections across data**
- both texts are personal and concern individuals who are dealing with the impact of a life-changing event with Text A's speaker experiencing a life-threatening illness and Text B's writer becoming a mother
- both individuals discuss stress and careers but in Text A the speaker has diverged from his career path while Text B's writer still has ambition as part of her identity
- both individuals are reflective and are considering the changes in their perspective with Text A's speaker focusing on improving lifestyle to work less and Text B's writer reflecting on the possibility of managing both a career and motherhood
- the writer of Text B adopts a persona and seeks to engage the audience whereas the speaker of Text A engages in a spontaneous reflection.

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

| | | **AO1 = bullet point 1** | **AO2 = bullet point 2** | **AO3 = bullet point 3** | **AO4 = bullet point 4** |
|---|---|---|---|---|---|

**Please refer to the Specific Marking Guidance on page 3 when applying this marking grid.**

| Level | Mark | Descriptor (AO1, AO2, AO3, AO4) |
|---|---|---|
| | 0 | No rewardable material. |
| **Level 1** | 1–6 | **Descriptive**<br>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.<br>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.<br>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.<br>• Makes no connections between the data. |
| **Level 2** | 7–12 | **General understanding**<br>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.<br>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.<br>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.<br>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. |
| **Level 3** | 13–18 | **Clear relevant application**<br>• 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.<br>• Clear understanding and application of relevant concepts and issues to data.<br>• Explains construction of meaning in data by making relevant links to contextual factors and language features.<br>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. |
| **Level 4** | 19–24 | **Discriminating controlled application**<br>• 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.<br>• Discriminating selection and application of a range of concepts and issues to the data.<br>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.<br>• 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**<br>• 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.<br>• Evaluative application of a wide range of concepts and issues to the data.<br>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.<br>• 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**
- spelling is mainly consistent with occasional exceptions, e.g. 'mastred/mastered'
- capitalisation follows a different pattern to modern English. Names of people and places but also some common nouns are capitalised, e.g. 'Fire', 'Evening'
- some variations from modern spelling, e.g. 'terrour'
- printing conventions present, e.g. 'vvhole'.

**Lexis/Semantics**
- some words have now fallen out of common use
- various semantic fields including fire, religion and law , e.g. 'burning', 'mercy', 'council'
- use of proper nouns to describe locations, nationalities and people at the scene
- noun phrases to describe conditions and destruction
- personification of fire.

**Syntax/Morphology**
- use of third person present tense verb ending '-th'
- frequent use of adverbials
- long complex sentences
- use of first person plural to unite audience. e.g. 'our sins'.

**Discourse/Pragmatics**
- descriptive detail in chronological order creates a narrative effect
- presumption of local knowledge
- parenthesis used to suggest that not all information is clarified as fact
- references to God as both the cause of the fire and saviour of the city reflect religious views of the time
- details of the king being present at the fire suggest its serious nature.

**Text D**
**Orthography/Graphology**
- headings are in bold to separate information for ease of reading

**Lexis/Semantics**
- alliteration and collocation used in headline to add dramatic effect, e.g. 'Highway to Hell'
- emotive lexis is used to sensationalise the serious nature of fire, e.g. 'descent into hell', 'nightmarish' and 'deadliest'
- modified and post modified noun phrases add factual and dramatic detail to describe, e.g. 'fiery motorway gauntlets', '80,000 acres of woodland'
- verbs convey urgency and destruction, e.g. 'flee', 'forced' 'destroyed', 'charred'
- various semantic fields including fire, evacuation, celebrity and social media
- proper nouns used to specify locations and names of famous residents.

**Syntax**
• variety of sentence types to convey information. Use of subordinate clauses to provide extra detail, e.g. 'which will severely hinder firefighting efforts'
• variety of adverbials utilized to convey the chronology, location and development of the fire, e.g. 'quickly', 'on Tuesday night' and 'in the second-largest US city'
• third person allows for objectivity when describing the events
• declaratives to inform of events and spread of the fire.

**Discourse/Pragmatics**
• tone is dramatic conveying a sense of panic and urgency to the reader
• reference to various celebrities presumes shared knowledge with the audience and an interest in those impacted
• direct speech utilised to quote politicians commenting on the situation
• reference to government agencies and weather conditions supports information on the spread of fire as accurate.

**AO4 – explore connections across data**
• both texts have an informative purpose with Text D also sensationalising the events to entertain
• both texts are reports of a fire within a residential area although Text D's also affected woodland
• Text C's writer makes reference to the fire as a punishment from God demonstrating religious beliefs at the time. Text D makes reference to 'forecasters' and weather reports showing modern day strategies used to track and predict the spread of the fire
• Text D demonstrates the advances of technology, instant reporting and sharing life on social media with references to video and tweets
• both texts comment on the involvement of high- status national figures, e.g. 'His Majesty', President Trump'
• Text C has an audience of Londoners; Text D is a national newspaper with a wider online audience targeting anyone interested in learning about the fire and the celebrities affected.

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