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# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE  
In English Language (9EN0\_01)  
Paper 1: Language and Variation

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Publications Code 9EN0\_01\_1706\_MS

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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.

## Paper 1 Mark scheme

### Section A: Individual Variation

#### Indicative content

#### Question 1

##### Text A

A young trans person speaks of the challenges he faces transitioning to male. He presents a young, northern male identity.

- tripling structure to introduce self, asserting a young, male, northern identity and setting context for his experience
- stereotypical male and female childhood games are used to present conflict of identity: 'skip', 'football'
- he identifies with the charity 'Sparkle' which has positive connotations
- proper nouns show Tom is part of a supportive community and he uses language associated with gender politics: 'LGBT Youth Group', 'Sparkle', 'came out to my mum'
- conveys challenges facing a young transperson: 'top surgery', 'be on testosterone' and metaphor of Tom's personal journey demonstrates the persuasive/promotional function of YouTube
- conveys career aspirations: 'accomplished musician', 'recording music'
- plays down negative experiences of being trans: 'really down', 'a bit rocky'
- expresses desire to be recognised as male in an official capacity and the positive impact it will have
- demonstrates positive and optimistic attitude with repetition of verb, 'hope' and adverb, 'hopefully'
- language presents a northern identity: accent, non-standard 'be', assertion of being from Rotherham
- speech is largely fluent with pauses suggesting editing of questions and that Tom may have rehearsed answers prior to recording.
- mixture of past and present tense to convey past experiences and present situation
- pragmatics imply Tom has experienced isolation from his peers: 'makes me feel...more comfortable being around people that understand what you're going through'
- pragmatics imply that Tom has only recently been recognized formally as male: 'I'll be down as Tom in the school system'.

**Text B**

Letter format addressed to MP with dual audience of the public. The writer presents early experiences, prejudiced attitudes towards class and career struggles to establish an opinionated, successful identity.

- formal opening of letter stating a clear addressee
- verb phrase plays down the significance of his attendance at boarding school: 'happened to go'
- repetition of negatives and indefinite pronouns reflect isolation and lack of support in establishing professional identity: 'no one', 'none', 'everyone'
- establishes determined, proactive identity and ownership of success with first person and dynamic verbs: 'I bought', 'I saved', 'I worked my arse off'.
- noun phrases convey high flying professions expected of someone with his upbringing
- adjective and noun phrases describe negative associations with an upper class identity: 'too posh', 'my plummy accent'
- some words capitalised to express anger and ongoing opposition to his achievements
- uses humour and sarcasm to emphasise prejudiced attitude to his accent: 'I could try Russian'
- mildly offensive language used to express anger and self-awareness of some opinions of his music
- direct address used to respond to views of a specific person: 'you came along', 'you prejudiced wazzock'
- heavily modified phrases to convey attitude towards addressee: 'populist, envy-based, vote-hunting ideas'.
- pragmatics imply that Chris Bryant's views are disingenuous and self-serving: 'looking for votes'
- repeated references to America imply cultural differences regarding success and Blunt's reference to 'boarding school' assumes familiarity of the British education system and how it relates to class
- discourse is in a letter format and Blunt presents his experiences in chronological order to demonstrate his rise from boarding school, to army and finally musician.

AO4 – explore connections across data

- both texts convey a struggle to be accepted for who they want to be, a desire for things to improve and personal acknowledgement
- both texts explore isolation and not fitting in, but Tom's experience is shared within a community of people and support networks are available while Blunt remains isolated and ridiculed
- both texts relay personal experiences for a wide public audience using first person.

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

Please refer to the specific marking guidance on page 3 when applying this marking grid.

		A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3	A04 = bullet point 4
Level	Mark	Descriptor (A01, A02, A03, A04)			
	0	No rewardable material.			
<b>Level 1</b>	1–6	<p><b>Descriptive</b></p> <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>			
<b>Level 2</b>	7–12	<p><b>General understanding</b></p> <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>			
<b>Level 3</b>	13–18	<p><b>Clear relevant application</b></p> <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>			
<b>Level 4</b>	19–24	<p><b>Discriminating controlled application</b></p> <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>			
<b>Level 5</b>	25–30	<p><b>Critical and evaluative</b></p> <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**

	<b>Text C</b>	<b>Text D</b>
<b>Orthography /graphology</b>	<ul style="list-style-type: none"> <li>• no paragraphs</li> <li>• use of final &lt;e&gt;</li> <li>• interchangeable &lt;i&gt;,&lt;y&gt;,&lt;j&gt;; &lt;u&gt;,&lt;v&gt;</li> <li>• variable use of single/double consonants and vowels</li> <li>• the nouns 'verdict' and 'meat' display a printing convention: 'mea•...e', 'v•...tduit'.</li> </ul>	<ul style="list-style-type: none"> <li>• many short paragraphs</li> <li>• standard spelling</li> <li>• headline used to attract readers</li> </ul>
<b>Lexis /semantics</b>	<ul style="list-style-type: none"> <li>• some words have shifted in meaning: 'neighbour', 'meate'</li> <li>• some words have fallen out of common use: 'vex', 'iarre'</li> <li>• various lexical fields including religion: 'deuil', 'sin'; law: 'iury', 'periury'; illness and death: 'lame', 'great hurt'</li> <li>• titles and proper nouns used to humanise victims: 'mother W', 'goodman B.'</li> </ul>	<ul style="list-style-type: none"> <li>• colloquial phrases to create informality and engage reader</li> <li>• proper nouns to provide detail of people and places: 'Louise', 'Nottingham'</li> <li>• noun phrases to describe settings and convey lots of information in a set word count: 'civil servant Louise', 'professional, university-educated women'</li> <li>• lexical field of witchcraft: 'spell', 'incantation.'</li> </ul>



	<b>Text C</b>	<b>Text D</b>
<b>Syntax /morphology</b>	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> person singular present tense verb ending 'eth'</li> <li>• older past tense of spoke: 'spake'</li> <li>• nonstandard negation: 'as are no witches'</li> <li>• second person pronoun: 'ye'</li> <li>• use of older preposition: 'vnto'</li> <li>• no use of speech marks for direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• rhetorical questions to engage reader</li> <li>• adverbials to show timeline of events: 'A few weeks later', '20 years ago'</li> <li>• use of direct speech</li> <li>• present tense and past tense used in main body of article.</li> </ul>
<b>Discourse /pragmatics</b>	<ul style="list-style-type: none"> <li>• discourse is informative and uses a narrative structure when describing how suspicion of witchcraft can occur</li> <li>• direct address to the audience gives an educational tone: 'Now let vs see what...'</li> <li>• use of present tense throughout reinforces beliefs of the time that the threat of witchcraft and the devil are real and to be taken seriously</li> <li>• the witch is female and suspicion arises from something trivial, an argument, reflecting how easily women could be persecuted in the 16th century.</li> </ul>	<ul style="list-style-type: none"> <li>• discourse is in standard format of a journalistic report with headlines, headings and reported speech</li> <li>• article combines factual information with extracts from interviews to inform and present viewpoints</li> <li>• repeated references to the women being educated professionals</li> <li>• general assumption that the reader will not believe in the interviewees' experiences: 'Proof of the magical powers of spells? Or a series of lucky coincidences', 'growing industry'.</li> </ul>

AO4- explore connections across data

- both texts are written and intended for a wide audience
- Text C is for serious educational purposes. Text D intends to inform and entertain. The article is factual but presents a light-hearted approach to the topic
- both texts contain a narrative element when describing the practice of witchcraft
- Text D's experiences are of real people while Text C uses a fictional example of a common occurrence of the time
- the texts demonstrate the changing attitudes to witchcraft in the 16th and 21st centuries

- both texts depict females in the roles of witches.

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