



Mark Scheme (Results)

Summer 2024

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

- capitalisation to create the impression of significance, e.g. 'WILL BE'
- visual representation of an interjection, personal emphasis is created through orthography, e.g. 'Urggghhh'
- chapter title contains an exclamation for emphasis
- alliteration using plosives to create emphasis possibly implying his fear, e.g. 'poorly', 'petrifying', 'perplexing'.

Lexis/Semantics

- similes used to create a familiar frame of reference, e.g. 'like Harry Potter's lightning bolt scar'
- lexical field of premature birth, e.g. 'neonates', 'NICU'
- modification of the adjective, e.g. 'perfectly normal', 'incredibly nerve-wracking'
- indefinite pronoun creating an anaphoric reference to the baby, to show depersonalisation, e.g. 'something'
- emotive language to reflect affection for his child, e.g. 'caressed', 'smitten'.

Syntax

- parenthetical features to create an informal style, e.g. '(they don't have hearts or brains)'
- emphasis is created using minor sentences, e.g. 'Fact.'

Discourse/Pragmatics

- use of modal auxiliaries to create a strong sense of purpose, e.g. 'I will', 'I need'
- shifts in register to balance the formal and the emotional intentions of the text, e.g. 'convention dictates', 'unforgettable first cuddles'
- several allusions to popular culture, e.g. *The Lion King*
- imperatives help create an advisory purpose for the text, e.g. 'seize every opportunity'
- colloquial use of postscript
- repetition of phrases using direct address, e.g. 'you will'.

Text B

Phonology

- evidence of regional accent, e.g. 'nothing /nʊθɪn/'
- influence of Henry's accent on his comedic persona, e.g. 'I'm playing /pleɪjɪn/.'

Lexis/Semantics

- use of idiom to create a sentimental reflective tone, e.g. 'back in the day'

- semantic field of family and growing up
- frequent use of colloquialisms to show he is at ease when speaking, e.g. 'dope'
- features of spontaneity such as fillers, e.g. 'like'
- repetition of 'sugar' creates a fondness in his recollection.

Syntax

- pace is increased through frequent connectives, e.g. 'and'
- pauses suggest syntactical boundaries, e.g. 'do you remember that (.); 'you read American you know (.) rite of passage books'
- interrogative towards the interviewer enhancing the natural, friendly dynamic, 'have you ever had one'
- repetition showing enthusiasm for the narrative, e.g. 'run to'.

Discourse/Pragmatics

- use of direct address to create a bond with presenters but also with listeners, e.g. 'do you remember'
- a succession of topic shifts and micro pauses create a fast pace and excited tone towards the end
- repetition to create significance, e.g. 'is a thing'.

A04 - explore connections across data

- both reflect on the impact of transitions in their lives appealing to those with similar life experiences
- both feature spontaneous asides to the main discourse adding more sense of their personality
- both texts are influenced by external voices, Text B addresses an assumed audience whereas Text A assumes a collective reaction of readers
- the lexical references in Text A assumes the receiver is likely to also be a new parent, whereas Text B appeals to a wider audience of listeners to the podcast.

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 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	<p>Descriptive</p> <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	<p>General understanding</p> <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	<p>Clear relevant application</p> <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 transitioning. 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	<p>Discriminating controlled application</p> <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	<p>Critical and evaluative</p> <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

Lexis/Semantics

- semantic field of nature, e.g. 'herb', 'seasons', 'river'
- adverbs of time to indicate a woman's obligation, e.g. 'daily and hourly'
- contrast within listing, e.g. 'prosperity or adversity', 'benefit or injury'
- figurative language to convey the limitations of female behaviour, e.g. 'the sphere in which women are destined to move'
- negative connotations of the adverb 'unavoidably'
- high use of abstract nouns relating to the human condition, e.g. 'happiness', 'contempt'.

Syntax/Morphology

- multiple coordination and subordination of clauses to create long sentences
- compounding used to create hyperbole, 'extreme and never-ceasing'
- long noun phrases, e.g. 'young women endowed with good understandings'
- unfrequent instead of infrequent.

Discourse/Pragmatics

- figurative language to add gravitas, e.g. 'It is like the dew of heaven...'
- adverbs of sequence to outline key characteristics of female behaviour, e.g. 'First'
- present participles used to convey ongoing actions relating to the ideals of female behaviour, e.g. 'contributing', 'forming'
- Gisborne refers to women homogenously throughout.

Text D

Phonology

- the use of emphasis to imply significance of specific points, e.g. 'time after time these women have told me that the number one skill'.

Lexis and semantics

- repetition of lexis within a semantic field of self-improvement, e.g. 'confident/confidence'
- consistent use of a goal-oriented semantic field to emphasise key aspects of social behaviour, e.g. 'achieve', 'heads held'
- use of informal references to US student culture to create a relaxed, colloquial tone, e.g. 'dorm', 'frat'
- use of vague language with the intention to create authority for her advice, e.g. 'Research tells us'
- behaviours and attitudes described as things that are independent of the individual, e.g. 'were not yet available'
- influence of technology on lexical choices, e.g. 'podcast', 'fast-forward', 'televised'.

Syntax

- triadic, rhetorical structures in order to create impact, 'who am I, who do I want to become and how does this person that I want to become behave'
- poses questions and answers them, e.g. 'the answers were...!', 'why is it important to increase confidence well...!'
- conditional clauses used to emphasise the purpose of the speech, e.g. 'what could you achieve if you were ten times more confident'
- use of a modified noun phrase to place emphasis on success and gender, 'the first female general manager'
- use of parallel structures to create impact for the rhetorical appeal, e.g. 'when people can see themselves **behaving** differently they then **begin** to act differently'.

Discourse and pragmatics

- use of temporal markers to indicate a positive transformation, e.g. 'fast forward', 'my first time'
- reinforcing her argument by the constant use of numbers
- contrasting personal anecdotes to indicate character development and the shared experience of others, e.g. 'shying away from social engagement' vs 'I became the first female manager of a Triple-A baseball team in nearly twenty years'
- use of elongated pause to elicit applause from the audience
- use of implied imperatives, 'you need to not start'
- use of modality to imply the importance of creating confidence, e.g. 'they had to work on'.

AO4 - explore connections across data

- both texts offer advice, however, Text D relies more heavily on personal experience
- Text C suggests a more fixed presentation of women whereas Text D reflects on her character development over a period of time
- direct address and use of inclusive pronouns is driven by the presence of an audience in Text D whereas the writer in Text C assumes his authority
- both texts imply that there are options for women to change their behaviour; however Text D offers a more positive perspective
- reflections on personal experience in Text D but lack of any personal reflections in Text C.

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