# Mark Scheme (Results)

# Summer 2022

Pearson Edexcel GCE Advanced Subsidiary
In English Language (8EN0_01)
Paper 1: Language: Context and Identity

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**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

**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.

| 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. |
| **Level 1** | 1–3 | **Recalls information**<br>• Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.<br>• Lists simple information about context. |
| **Level 2** | 4–6 | **Broad understanding**<br>• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.<br>• Describes contextual factors and language features. Application is undeveloped. |
| **Level 3** | 7–9 | **Clear understanding**<br>• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.<br>• Explains clear contextual factors and language features. Begins to link these to construction of meaning. |
| **Level 4** | 10–12 | **Consistent application**<br>• 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.<br>• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. |
| **Level 5** | 13–15 | **Discriminating application**<br>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.<br>• Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning. |

| Level | Mark | Descriptor (AO4) |
|---|---|---|
| | 0 | No rewardable material. |
| **Level 1** | 1–2 | **General and descriptive**<br>• Makes no connections between the data. |
| **Level 2** | 3–4 | **Broad understanding**<br>• Notices obvious similarities and differences. Recalls basic theories and concepts. |
| **Level 3** | 5–6 | **Clear understanding**<br>• Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods. |
| **Level 4** | 7–8 | **Consistent application**<br>• Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods. |
| **Level 5** | 9–10 | **Discriminating application**<br>• Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data. |

## Section A: Language and Context - Question 1

### Mode
Text A: Written. Planned. Incorporated into packaging of a product.
Text B: Spoken but may have been read from a script. Fluent.
Text C: Written journalism. Some interactive elements. Contractions.

### Field
Text A: Words relating to tea and birds.
Text B: Field of coffee and coffee making equipment.
Text C: Terms related to corporate business practices. Statistics. Familiar high street brands.

### Function
Text A: To sell/promote a product.
Text B: To instruct and advise (possibly to promote website).
Text C: To inform.

### Audience
Text A: Purchasers and potential purchasers of product.
Text B: Anyone seeking advice on this method of making coffee.
Text C: Londoners. Those wishing to know more about corporate strategies.

### Discourse/Pragmatics
Text A:
- One sentence paragraphs.
- Depends on reader linking semantic field of birds to the name of the company.
- Conflation of tea with birds creates comic effect.
- Direct address.
- Last line alludes to well-known song.

Text B:
- Actions separated and clearly sequenced.
- Assumes reader is familiar with key terms.
- Direct address.

Text C:
- Includes facts and statistics to assert authority.
- Assumes knowledge of high-street chains and TV shows.
- Assumes familiarity with specialist business terminology.

### Graphology/Phonology
Text A:
- Paragraphs spread out with lots of space in between.
- Some patterning, e.g. rhyme and alliteration.

Text B:
- Frequent pauses, particularly around each 'step'.

Text C:
- Standard paragraphs.

**Grammar/Morphology**

Text A:
- First person plurals suggest solidarity and shared values.
- Positive adjectives and superlatives to promote company and product.
- Use of anaphora in first two paragraphs.
- Antithesis in second paragraph.

Text B:
- Predominantly imperative sentences.
- Declaratives at the end mitigate imperatives.
- Both positive and negative directions given.
- First person pronoun use.
- Contractions.

Text C:
- Predominantly declarative sentences.
- Interrogative towards the end to engage reader.
- Some sentences are complex with a large amount of subordination.
- Some highly modified noun phrases for more precise description.
- Use of numbers and statistics suggests rigour and precision.

**Lexis/Semantics**

Text A:
- Process of brewing tea metaphorically linked to flight of birds.
- Active verbs, e.g. 'swoop and glide' highlight the absurdity of the comparison.
- Familiar collocations, e.g. 'health and happiness'.
- 'Dull' is the only negative adjective applied to teabag.
- Negative image 'chopped into tiny pieces' contrasts with 'space to swoop and glide'.

Text B:
- Mainly high frequency words.
- A few specialised words and phrases, e.g. 'basket', 'steam valve'.
- Tactile metaphors, e.g. 'think sand'.
- Onomatopoeia, e.g. 'gurgling'.

Text C:
- High number of low-frequency and Latinate words, e.g. 'inaugural', 'vicinity'.
- Language from the field of business, e.g. 'annual growth', 'high-street penetration'.
- Use of metaphors to illustrate the aggressive nature of corporate behaviour, e.g. 'short term cannibalism', 'coffee wars'.
- Inclusion of brand names.

AO4 - explore connections across data

Candidates should draw comparisons and contrasts between the language features presented in the texts.

**Mode**
- Texts A and C are written and planned.
- Text B is spoken but does not show the features expected in spontaneous speech. The piece may have been read from a script and/or re-recorded a number of times.

**Field**
- All three Texts refer to coffee or tea, however, Text C is concerned with the spread of 'brand cafes', so draws on specialist lexis connected with the world of business.
- Texts A and C use figurative language. Text A uses language from the field of birds to metaphorically describe the infusion of tea. Text C uses metaphorical language to express the ferocity of business practices, e.g. 'snapping at the heels'.
- Text B on the other hand is literal and uses no figurative language.

**Function**
- Text A and Text B share the function of promoting a particular commodity.
- Text A is intended to entertain, but its primary function is to establish a brand identity which will attract their audience.
- Text B offers advice on how to make coffee, but the underlying function is, as with Text A, to create a positive relationship with potential customers.
- Text C is not promoting a particular product but is offering information and reflection on current high-street trends.
- Unlike Text A, Text B has an instructive purpose as well as a persuasive one.
- Both Texts B and C contain information.

**Audience**
- All three texts include some form of direct address to the reader/listener. However, this has different functions.
- Both Texts A and B use direct address as a politeness strategy.
- In Text C the direct address is intended to engage the reader.
- The audience for Text A could be anyone who picks up the packet of tea.
- Unlike Text A, the audience for Text B is self-selecting.
- In Text C, the complex sentence structure, Latinate lexis and specialised vocabulary is in contrast to the language used in Texts A and B.

These are suggestions only. Accept any valid interpretation of the writers'/speakers' 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** |
| **Level** | **Mark** | **Descriptor (AO1 ,AO2, AO3)** |
| | 0 | No rewardable material. |
| **Level 1** | 1–5 | **Recalls information**<br>• Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.<br>• Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.<br>• Lists simple information about context. |
| **Level 2** | 6–10 | **Broad understanding**<br>• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.<br>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.<br>• Describes contextual factors and language features. Application is undeveloped. |
| **Level 3** | 11–15 | **Clear understanding**<br>• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.<br>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.<br>• Explains clear contextual factors and language features. Begins to link these to construction of meaning. |
| **Level 4** | 16–20 | **Consistent application**<br>• 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.<br>• Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.<br>• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. |
| **Level 5** | 21–25 | **Discriminating application**<br>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.<br>• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.<br>• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning. |

**Section B: Language and Identity – Question 2**

**Text D**

**Mode**

Written to be spoken.  Planned, carefully structured.

**Field**

Personal anecdotes relating to domestic life.  Aspirations of young people. Education.

**Audience**

Primarily students and staff of the school.  Secondary audience would be the general public as speech would be recorded and widely reported.

**Function**

To encourage and inspire the girls to work hard and succeed in school.  To support wider campaign for girl's education.


**Aspects of presentation**

She presents herself as someone who expects to be listened to and taken seriously.  The tone is relaxed but formal.  However, her lexis is accessible to her young audience.  The speech is scattered with a few informal phrases, e.g. 'a whole lot of love'.

Although the speech is obviously planned and written, Obama starts many of her sentences with conjunctions giving it a conversational feeling, e.g. 'And', 'So', 'But'.

Clear focus on her experience as a child throughout to interest and engage audience.

Emphasises the limitations of her childhood home in terms of space, and the effect this had on her attempts to study, e.g. 'little, tiny room', 'small desk'.

Contrasts size limitations of the apartment with the emotional support she received from her family, 'a whole lot of love'.

Makes links between her own experience as a child and that of her audience, 'perhaps like a lot of you'.

Presents herself as ambitious and determined, with very specific goals, 'going to one of the best universities.'

Felt a debt to her parents.  Presents herself as someone who, because of the support she had from her family felt obliged not to 'let my parents down'.

As someone who worked hard and tried to do as well as she possibly could and who read a lot.

Uses a range of intensifying adjectives to emphasise her commitment to succeeding, e.g. 'my absolute, very best'

Presents herself as someone who also at times had to overcome the low expectations of other people (implicitly connected with race, gender and class).

Uses figurative language to help the audience understand her emotions as a child, 'putting me in a box'.

Paraphrases her own thought process to show how easily a child's confidence can be undermined, 'maybe I was dreaming too big'.

List of noun phrases indicating status and prestige to inspire and motivate the audience to follow her example, e.g., 'NGO director', 'hospital executive'.

Final sentence offers a contrast to the list of achievements to emphasise gap between her position now and how she saw herself as a child.

These are suggestions only. Accept any valid interpretation based on different linguistic approaches.