Pearson
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# Mark Scheme (Results)

# Summer 2019

Pearson Edexcel GCE

In English Language (9EN0_01)

Paper 01: Language Variation

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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.

**Paper 1 Mark scheme**

**Section A: Individual Variation**
**Indicative content**
**Question 1**

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**Text A**
An actor discusses his experiences living with disability and how it impacts on his career in television. He is presented as a young, determined actor who is challenging society's views of disability.

**Lexis/Semantics**
- hyphenated modifiers used to coin words describe Mitte as a stereotypically handsome actor, e.g. 'camera-ready smile', 'made-for-television'
- heavily modified noun phrases, e.g. 'dark swoop of glossy hair'
- metaphor links his appearance to the events in the TV show, e.g. 'cooked up in a lab'
- naming follows American conventions, e.g. 'Roy Frank Mitte III'
- American lexis conveys nationality
- noun phrases in apposition provide extra detail of his disability, e.g. 'cerebral palsy, a neurological condition'
- contrasting connotations of vulnerability and strength, e.g. 'weak', 'prey', 'stood my ground'
- antonyms demonstrate contrasting views of disability, e.g. 'liability', 'asset'.

**Syntax**
- declarative demonstrates isolation growing up and lack of representation in media, e.g. 'I didn't see anyone like me on TV'
- adverbial suggests Mitte's disability is not instantly noticeable, e.g. 'On first glance'
- adverb suggests a lack of emotion when describing violence towards him, e.g. 'matter-of- factly'
- modal verbs and adverbs emphasise the struggle experienced when dealing with society's perception of disability, e.g. 'You will never do this properly, you will never walk properly or talk properly.'
- interrogative used to engage audience in narrative, e.g. 'how did he deal with it?'
- tripling structure creates emphasis on his development, e.g. 'You grow, you learn and you suffer'.

**Discourse/Pragmatics**
- the text is an interview utilising direct, indirect and free indirect speech to engage the audience
- direct speech is used to convey direct quotes from Mitte, e.g. 'Growing up…'
- reported speech and description from the interviewer is used to set the scene and present his impressions of Mitte, e.g. 'Then he laughs at the black humour'
- references to popular culture for humorous effect, e.g. 'Run, Forrest, Run!'.

**Text B**
A young woman discusses her upbringing in Pakistan and her determination to challenge cultural expectations of her gender. She is presented as a confident, humble, young woman who is an advocate for education.

**Lexis/Semantics**

- perceived lack of value/worth in her gender, e.g. 'pitied'
- connotations of authority and respect show her rise to prominence, e.g. 'commands attention'
- heavily modified noun phrases emphasise her achievements, e.g. 'the youngest ever Nobel Peace Prize winner', 'an 11-year-old blogger'
- metaphor conveys her international recognition, e.g. 'world stage'
- tripling of verbs conveys strength and determination in extraordinary circumstances, e.g. 'took on', 'survived', 'co-founded'
- semantic field of modesty in her achievements, e.g. 'fortunate', 'I'm not a special girl', 'really lucky'
- list of nouns conveys achievements feared unattainable and show her ambition, e.g. 'education', 'doctor', 'teacher'.

**Syntax**
- declaratives show cultural preference for males, e.g. 'She wasn't a boy'
- modal verbs convey the possibility of an alternate life if opportunities were denied, e.g. 'I would have two or three children'
- inclusive pronouns are used to convey unity and inclusivity, e.g. 'we should believe', 'listen to us'.

**Discourse/Pragmatics**
- interview format with introduction and interrogatives to convey interviewer's voice and direct discourse
- her humility is highlighted by the contrast with the interviewer, e.g. different pronoun use: interviewer 'you'; Malala 'we'
- move from local to international focus
- high level of formality in her responses.

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**AO4 – explore connections across data**

- both texts are interviews with prominent individuals who have experienced discrimination
- both texts convey the interviewer's perception of the interviewee's identity although this is more prominent in Text A
- both texts demonstrate inequality as negative and attempt to challenge society's perspectives on disability and gender
- both Mitte and Malala are presented as having supportive family members who have encouraged them to defy expectations.

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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. | | |
|---|---|---|---|---|

| | | **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 | **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**

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**Text C**
**Orthography/Graphology**
- long paragraph
- use of final <e>
- interchangeable <i>,<y>,<u>,<v>
- variable use of single/double consonants and vowels
- use of <y> as a representation of OE letter thorn <þ> for 'the' and 'that', e.g. 'ye', 'yt'
- printing conventions present, e.g. macron.

**Lexis/Semantics**
- some words have fallen out of common use
- various semantic fields including diet and health, e.g. 'digestion', 'wyne', 'nourishments'
- use of adjectives and verbs to describe effects of health and physical processes
- noun phrases to describe conditions and experience.

**Syntax/Morphology**
- use of third person present tense verb ending '-eth'
- non-standard word order
- frequent use of adverbials
- long complex sentences
- use of first person
- declarative statements utilised to inform and create factual tone.

**Discourse/Pragmatics**
- discourse is informative giving advice on how diet can improve health and mood
- discourse markers are used to direct narrative and convey a voice of expertise addressing the reader
- anecdote referencing Greek philosopher and biblical reference used to engage reader and support advice provided.

**Text D**
**Orthography/Graphology**
- paragraphs
- standard spelling
- sub-headings to signpost the text.

**Lexis/Semantics**
- colloquial phrases and collocations to create informality and engage reader, e.g. 'grouchy', 'the scoop'
- noun phrases to convey detailed information, e.g. 'impaired blood flow', 'folate rich foods'
- various semantic fields including food, biology and nutrition, e.g. 'cereal', 'hormone', 'folic acid'
- proper nouns and titles to convey expertise, e.g. 'Dr Dolgoff'
- abbreviations to demonstrate academia and professions, e.g. 'MD', 'PhD'.

**Syntax/Morphology**
- declarative function to inform with interrogatives to engage reader
- pronouns used to include and directly address reader, e.g. 'you crave'
- variety of sentence types to provide engaging reading
- ellipsis creates conversational tone, e.g. 'need a happiness boost?'
- modal verbs convey certainty and possibility of effects, e.g. 'will do you good', 'may help'.

**Discourse/Pragmatics**
- discourse has headings to break up the text in a problem: solution format
- each section focuses on an emotion
- scientific terms for nutrients and biology implies factual detail and expertise
- references to research and sources from medical profession are used to support advice as accurate
- use of modal forms qualifies advice to conform with legal requirements.

**AO4 – explore connections across data**
- both texts have an informative and advisory purpose
- both texts offer advice on how to improve low mood but Text D goes into specifics regarding the type of emotion and relates the causes to various stresses in modern day life
- the texts demonstrate the developments in scientific knowledge of the effects of diet on physical and emotional health from the 16th to the 21st century
- different target audience across texts. Text D is clearly focused on a specific female audience; Text C less specific, probably male audience.

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