Mark Scheme (Results)

October 2020

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 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.

Section A: Language and Context - Question 1

Mode
Text A: Written. Planned. Includes quotations from the play.
Text B: Spoken but with some parts clearly planned. Some non-fluency features.
Text C: Written. Planned. Uses journalistic strategies, e.g. one-word sentences.

Field
Text A: Theatre. Literature. Words suggesting fear.
Text B: Literature. Science. History.
Text C: Emotions. Mythology. Films.

Function
Text A: Mixed. To promote show. To alert potential customers of any safeguarding issues.
Text B: Informative/persuasive. Encourages reading and discussion on aspects of science.
Text C: Opening intended to engage reader. Discursive piece on science/technology issues.

Audience

Text A: Potential theatre goers.
Text B: Scientists. Students of science and literature.
Text C: Those interested in AI and science. Fans of horror fiction.

Discourse/Pragmatics

Text A:
- assumes knowledge of the theatre and familiarity with narrative structures
- different register in the age guidance part
- use of modifiers to create presupposition that the play is exciting, e.g. 'THIS GRIPPING ADAPTATION'
- change of tone to present safeguarding information.

Text B:
- the participants have differentiated roles
- Christie uses narrative description to add interest, e.g. 'one rainy summer at Lake Geneva'
- assumes some knowledge of the book and of science
- includes direct address to the listening audience
- use of 'so' as discourse marker.

Text C:
- the novel is framed as a narrative about science and linked to other genres with similar themes
- assumes shared concerns and values, e.g. 'overstepping human bounds'
- reference to popular culture to draw in wider audience
- uses conventions of film promotion.

Graphology/Phonology

Text A:
- use of different fonts and sizes to highlight sections of texts
- some parts entirely in upper case.

Text B:
- pauses and non-fluency features at grammatical boundaries.

Text C:

- starts with three single sentence paragraphs
- each of these sentences starts with the letter M
- use of inverted commas to problematise some terms, e.g. "Frankenstein".

Grammar/Morphology

Text A:
- use of rhetorical question to suggest suspense/tension
- narrative style, e.g. foregrounding dependent clauses
- use of narrative present tense
- long highly modified noun phrases.

Text B:
- some incomplete grammatical utterances from both speakers
- shortened forms
- self-correction, e.g. 'dead frog leg'
- use of adverbial 'so' at beginning of utterances.

Text C:
- use of a rhetorical question
- repetition of grammatical constructions, e.g. 'Besides being…'
- use of simple declaratives in sequence
- minor sentences.

Lexis/Semantics

Text A:
- terms to do with story-telling, e.g. 'tall tale', 'chapter'
- metaphorical language, e.g. 'mountain of ice'
- words suggesting fear, e.g. 'horror', 'monstrous'
- terms to do with theatre, e.g. 'strobe lighting', 'Directed'.

Text B:
- mixture of high- and low-frequency terms
- imprecise terms to establish friendly tone, e.g. 'nice round anniversary'
- use of humour with similar intention, e.g. 'still looking great'.

Text C:
- terms from the registers of science, popular culture and literature
- some low-frequency terms, e.g. 'pervasive aspect'
- semantic field of threat and fear.

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 there has clearly been some planning. Some evidence of non-fluency especially from Ira.

Field
- Both Text B and C are concerned with links between Mary Shelley's story and science. Text B refers to the names of two 18th century scientists. Text C talks about Frankenstein and other contemporary films which deal with themes relevant to science.
- Text A, in contrast, focuses on the story itself using direct quotes from the play and recreating the beginning of the story.

Function
- Prime function of Text A is to persuade audiences to come to see the play. Texts B and C both have an informative function. Text C also has a discursive function raising issues about AI.

Audience
- Text A is aimed at a general adult audience of potential theatre goers. Text B is aimed at literature or science students
- All three texts address the audience directly at some stage and seek to involve them, e.g. by interrogatives in Text C and by invitation in Text 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 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** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Lists simple information about context.
Level 2	4–6	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Describes contextual factors and language features.
Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	10–12	**Consistent application** • 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. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • 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** • Makes no connections between the data.
Level 2	3–4	**Broad understanding** • Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	**Consistent application** • Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

Section B: Language and Identity - Question 2

Text D

Mode

The article is written, but it includes quotations from conversations and examples of dialect words which would normally be heard only in spoken language.

Field

The Hull dialect with frequent references to feelings and attitudes towards language.

Audience

Linguists. People interested in language and society and how language relates to social identity.

Function

To reflect on and explore how perceptions of self are influenced by social attitudes to non-standard varieties.

Aspects of presentation

- the writer presents herself as part of a family and a community who identify as belonging to a particular region
- she's both proud of her dialect and driven to distance herself from it - she uses a variety of styles and registers to convey this ambivalence
- largely written in Standard English with some examples of regional dialect given as illustrations
- conversational tone characterised by familiar colloquial phrases, e.g. 'It was what you did'
- although the style is informal and some dialect terms are included in the main body of the article, the text also includes some low frequency Latinate words, e.g. 'enunciating'
- includes personal experience linking anecdotes from the writer's past with feelings about language variation and identity
- frequently associates the Hull dialect with negative reactions, e.g. when someone rings they switch to 'that other voice that wasn't really theirs'
- as a teenager the writer's dialect again serves to assert strong collective identity and solidarity
- strong correlation between language and identity
- she shows that the regional dialect is linked to a sense of shared history, e.g. the Beverley Gate incident
- uses figurative language to suggest the sense of alienation and social stigma when there is pressure to move closer to standard English, e.g. 'like putting their work clothes back on'
- uses non-standard spelling to replicate aspects of the Hull accent, e.g. 'Neeer'.

These are suggestions only. Accept any valid interpretation 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** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context.
Level 2	6–10	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped.
Level 3	11–15	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	16–20	**Consistent application** • 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. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	21–25	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.