Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE
in English Language Paper 1
(8EN0/01)

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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.

Marking guidance – specific

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.

Section A: Language and Context - Question 1

	TEXT A	TEXT B	TEXT C
MODE	Multi-modal. Interactive.	Hand-written on official headed notepaper. Written text includes suggestions of paralinguistic features 'ha!'.	Spoken but may have been prepared. Smooth transitions between speakers.
FIELD	Greetings. Marriage. Romance.	Time. Relationships. Feelings.	Restricted to anniversaries.
FUNCTION	Phatic. Celebrating culturally significant occasion. Expressing solidarity/ friendship.	Personal. To express love and commitment.	Instructional. To help students improve their English. Persuasive. To attract more students to the website.
AUDIENCE	Participants (all female). Messages addressed to whoever has the anniversary.	The immediate audience is Mrs Reagan.	Named student. International students of ESL. Potential customers.
DISCOURSE/ PRAGMATICS	Brief messages. Emotions expressed by graphological features.	Contrast between the formality of the headed note paper and the playful and personal content of the letter.	Context of helping listeners learn English requires simplified discourse and repetition.
GRAPHOLOGY/ PHONOLOGY	Non-standard orthography to indicate pronunciation and paralinguistic features. Emoticons.	Contrast between handwriting and typing. Handwriting more common in the 20th century, seen as more personal.	Some key words in sentences heavily stressed to aid comprehension.
GRAMMAR/ MORPHOLOGY	Ellipsis 'Hope you got some sleep'. Direct address.	Direct address. Some elision suggesting informal, spoken forms. Use of filler: 'Oh well'.	Complete sentences throughout. Repetition of grammatical structures.
LEXIS/ SEMANTICS	Some informal lexis and terms of address.	Mixture of comic clichés 'diabolical plot' and sophisticated, Latinate lexis.	Repetition of key terms to help students increase their repertoire of English phrases.

AO4 - explore connections across data

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

- Text A is interactive with several participants sending messages in real time. There is some interaction between the presenters in Text C but both are addressing the listeners. Text B is one-way written communication.

- Texts A and C use modern digital technology as a means of communicating. Text B is handwritten.

- Texts A and B are addressed to a particular person or particular persons on the occasion of their wedding anniversary. Text C is addressed to a more general audience of ESL students.

- Both Texts A and B are intended to celebrate a significant cultural occasion. Text C has an instructional function, part of which is to inform students about cultural norms.

- Text A and Text B use terms of endearment. Text C uses a single reference to student's first name.

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 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

The text showcases one of the *Big Issue North* street vendors, allowing him to present himself as an example of the work the vendors do:

- function to inform about the people who sell the magazine and to put The Big Issue project in a positive light
- Murph is presented and presents himself as a success story, therefore promoting the organisation
- interview presented with little obvious authorial intervention
- photograph presents Murph in his role as vendor, identified beneath by informal nickname and pitch
- article does not give Murph's full name in contrast with the formal naming of the journalist and the photographer
- the text is written, but based on a spoken interview with the vendor. Contains features typical of informal conversational English, for example, vague terms: 'all flash and that'; and regional terms: 'lad'. Students may discuss covert prestige, or convergence/divergence
- semantic field of drugs and addiction
- he contrasts his former negative state with his current positive situation, illustrating the positive results of selling the magazines
- he presents himself as a responsible member of society: he represents other vendors, has views on politics, does voluntary work
- Murph thanks his customers, with the implication that the readers, having bought the magazine, are also entitled to view themselves in a positive light.

These are suggestions only. Accept any valid interpretation 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
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.