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# Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE  
In English Language (9EN0\_01)  
Paper 1: Language and 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.

## Section A: Individual Variation

### Indicative content

#### Question 1

##### **Text A**

An artist reflects on her identity as a British Korean woman and her struggles to feel connected to her Korean heritage. She presents a professional, educated and creative identity.

##### **Lexis/semantics**

- neologism relating to ethnicity: 'mixed race-ness', 'un-Korean'
- lexical field of art to establish professional identity
- dynamic verbs establish a proactive identity and describe conscious efforts to include the Korean culture in her personal life: 'I choose to eat', 'watch'
- expression of personal feelings presents an honest self: 'It's a struggle', 'makes me sad'
- lexical choices describe sense of isolation from her Korean culture: 'I am quite alone', 'constantly in limbo'.

##### **Syntax/morphology**

- suffix 'ness' added to nouns to categorise her cultural identity: 'Korean-ness', 'Britishness'
- pronouns show ownership of her actions relating to her artwork: 'I make decisions', 'my approach'
- listing of adverbs reflects the ways in which she would like to include Korean culture in her art and demonstrates an educated, creative self: 'conceptually', 'socially', 'historically', 'politically'
- declaratives demonstrate desire to represent both cultures in her work: 'I want there to be a connection...'
- declarative describes her Korean background as something she cannot ignore or escape: 'I am faced with it every day'
- adverbials convey uncertainty around why her Korean heritage was not part of her upbringing: 'for some reason', 'for reasons I do not know'.

##### **Discourse/pragmatics**

- discourse is in standard blog format with a title and paragraphs to break up the text
- pragmatic implicature and presupposition convey guilt and sense of responsibility: 'I'm a fraud', 'I have to place reminders'
- presupposition of loss and no contact with mother: '(so I am told)'.

##### **Text B**

A young female blogger answers questions from her followers about her ethnicity. She discusses her work, her hair and the assumptions people make about her nationality based on her appearance. She presents herself as a young, female Londoner who identifies as mixed race.

### **Lexis/semantics**

- personal , affectionate term of address to audience, demonstrating a friendly personality: 'hello my lovelies'
- proper noun combines a characteristic she identifies with her ethnicity and with the area of London she is from: 'The Curly Cockney'
- listing of proper nouns establishes the nationalities people associate with her appearance: 'Moroccan', 'South American', 'Filipino'
- adjectives and noun phrases establish her hair as the defining feature people use to identify her ethnicity
- concerns with appearance reflect professionalism: 'my hair was looking absolutely horrible'
- blog title establishes cultural identity. The noun 'tag' links to the labelling of identity and 'girl' has connotations of youth: 'The Mixed Girl Tag'
- lexical field of social media reflects her occupation as a blogger and online presence: 'follow', 'Instagram', 'Twitter'
- repetition of verb and use of superlative demonstrate hard-working, determined identity: 'trying', 'hardest'
- hyperbole and emphatic stress suggest her frustration at people's need to identify her ethnicity: 'every single ethnicity under the sun'.

### **Syntax/morphology**

- indefinite pronouns highlight how she feels her ethnicity can allow her to blend into another culture: 'I pass for anything'
- declarative establishes professional identity: 'I'm a hair blogger'
- mitigated imperative used as persuasive device demonstrating her determination to build a following: 'please give it a check out'
- imperative, adverb and emphatic stress convey disbelief: 'believe it or not', 'actually'.

### **Discourse/Pragmatics**

- discourse is spoken with non-fluency features present
- repetition of politeness features to show gratitude to her following: 'thank you'.

### **Phonology**

- phonological features reflect her regional and social identity: substitution of /ŋ/ in 'going' /gəʊɪŋ/, glottal stop present in 'lighting' /lɑ:ʔɪn/, 'get' /geʔ/ and 'out' /aʊʔ/.

AO4 – explore connections across data

- both texts have a female voice and are relaying personal experiences using the first person
- both women are bloggers using an online platform to discuss their experience of being mixed race in Britain
- both texts address dual national and cultural identities. The writer of Text A struggles to connect with her Korean culture while Text B conveys the struggles of others to identify her physical features with her nationality
- both women address physicality when identifying with their ethnicity.

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 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.			
<b>Level 1</b>	1–6	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>			
<b>Level 2</b>	7–12	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues. Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.</li> <li>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.</li> </ul>			
<b>Level 3</b>	13–18	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Clear understanding and application of relevant concepts and issues to data.</li> <li>• Explains construction of meaning in data by making relevant links to contextual factors and language features.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>			
<b>Level 4</b>	19–24	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Discriminating selection and application of a range of concepts and issues to the data.</li> <li>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.</li> <li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li> </ul>			
<b>Level 5</b>	25–30	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluative application of a wide range of concepts and issues to the data.</li> <li>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.</li> <li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li> </ul>			

**Section B: Variation over Time**

**Indicative content**

**Question 2**

	<b>Text C</b>	<b>Text D</b>
<b>Orthography /graphology</b>	<ul style="list-style-type: none"> <li>• long paragraphs</li> <li>• use of &lt;y&gt; as a representation of OE letter thorn &lt;þ&gt; for 'the': 'ye'</li> <li>• use of final &lt;e&gt;</li> <li>• interchangeable &lt;i&gt;,&lt;y&gt;,&lt;j&gt;; &lt;u&gt;,&lt;v&gt;</li> <li>• variable use of single/double consonants and vowels</li> <li>• printing conventions present.</li> </ul>	<ul style="list-style-type: none"> <li>• paragraphs</li> <li>• standard spelling</li> <li>• subheading to signpost the text.</li> </ul>
<b>Lexis /semantics</b>	<ul style="list-style-type: none"> <li>• some words have fallen out of common use</li> <li>• various semantic fields including nautical and navigation: 'shippes', 'south', 'mariners', 'saylers'</li> <li>• proper nouns used to describe key figures on the journey</li> <li>• noun phrases to describe settings and convey information.</li> </ul>	<ul style="list-style-type: none"> <li>• colloquial phrases and collocations to create informality and engage reader: 'champers', 'jiffy' 'So far, so good'</li> <li>• semantic field of sea travel</li> <li>• noun phrases to describe settings and convey lots of information: 'my first experience', 'warm sunny glow'</li> <li>• connotations of relaxation: 'smooth', 'slipped through', 'minimum of fuss'.</li> </ul>
<b>Syntax /morphology</b>	<ul style="list-style-type: none"> <li>• word order: 'this day also'</li> <li>• long complex sentences</li> <li>• frequent use of adverbials</li> <li>• use of literary devices, alliteration and parallelism.</li> </ul>	<ul style="list-style-type: none"> <li>• declarative function to inform</li> <li>• synthetic personalisation via plural pronouns used to include reader in experience: 'we've all faced...'</li> <li>• variety of sentence types to engage reader</li> <li>• present tense and past tense used to combine memories of experience while placing reader in the action: 'I simply order...'</li> </ul>



	Text C	Text D
Discourse /pragmatics	discourse is informative giving a narrative record of the journey with dates description of storms and damage to the ship reflect the danger faced at sea in the 16th century reference to God reflects the importance of religion.	discourse is in standard article format with a heading to break up the text article is in chronological order describing scenes from boarding the ship to enjoying the facilities details of services and entertainment present a view of modern luxury on board article is positive with the aim of selling cruises to potential customers presupposition that travelling on a cruise is more enjoyable than travelling by plane.
<p><b>AO4- explore connections across data</b></p> <p>both texts are written in the first person and based on personal experience</p> <p>both texts are descriptive to provide the audience with detail of the events</p> <p>Text C is for informative purposes, recording discoveries and the voyage at sea. Text D intends to inform and persuade readers to buy a holiday on board a cruise ship</p> <p>Text C's depiction of the dangers of life at sea contrast with Text D's depiction of luxury</p> <p>the texts demonstrate the developments in sea travel between the 16th and 21st centuries from exploration to leisure.</p>		
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