Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE Advanced Subsidiary

In English Language (8EN0)

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 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.

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

Paper 1 Mark scheme

Question 1
Indicative content

Mode
Text A: Informal talk. Some planning evident, unlikely to have been scripted.
Text B: Written. Digital media. Includes reported speech.
Text C: Written to be spoken. Highly planned. No evidence of spontaneous speech.

Field
Text A: Refers to extreme weather events and the effect on the environment.
Text B: Reference to ice cream, different flavours and textures. Language associated with environmental activism.
Text C: Planetary, global references. Reference to scientific research. Moral imperatives.

Function
Text A: Primarily to inform and educate. It's likely the speaker wishes to arouse the listeners' concerns about climate change.
Text B: To persuade readers to buy the product. Seeks to establish a link between the brand and environmental activism.
Text C: To mark the awarding of the Nobel Prize and to increase awareness of the issue.

Audience
Text A: Year 6 primary school students (10 to 11 years).
Text B: Potential customers and those who share the company's views on climate change.
Text C: Nobel prize committee and guests. The general public.

Discourse/Pragmatics

Text A:
- Megan assumes role of the teacher
- starts with conjunction as discourse marker
- asks questions, e.g. 'has anyone here heard of …'
- uses direct address to engage the class
- inclusive use of 'we' to suggest shared responsibility
- narrative sequence in account of climate refugees.

Text B:
- Assumes reader is familiar with the issue of climate change
- assumes reader likes ice cream and cares about social issues
- direct address
- encourages reader to see buying ice cream as a form of political action.

Text C:
- Assumes acceptance of scientific research
- frequent references to time to emphasise the immediacy of the threat, e.g. 'today', 'tomorrow'
- uses inclusive 'we' to create sense of collective responsibility.

Graphology/Phonology

Text A:
- Elided forms, e.g. 'gonna'.

Text B:
- Key slogan emboldened and repeated in the text
- repetition of titles of ice cream
- capitals used for title of ice cream.

Text C:
- Some alliteration, 'cumulative concentrations'
- single sentences suggest speaker may pause for full effect.

Grammar/Morphology

Text A:
- Pauses at phrase boundaries
- informal standard English
- use of conditionals to suggest threat, 'if we keep going …'.

Text B:
- Includes directives and interrogatives, e.g.'Dig out a …'; 'How do we …'
- shortened forms, 'it's'.

Text C:
- Combination of complex and simple sentences
- sentences often begin with conjunctions
- use of minor sentences for rhetorical impact, e.g. 'And a third.'; 'Seven years from now.'

Lexis/Semantics

Text A:
- Uses a variety of fillers, e.g. 'basically'
- some vague and imprecise lexis, e.g. 'stuff', 'okay'
- lexical field of science, e.g. 'ozone'
- use of precise numbers to add credibility.

Text B:
- Extensive use of puns or near puns
- anaphora for key slogan, e.g. 'If it's melted, it's ruined'
- use of informal coinage to establish informal relationship with the reader, e.g. 'chocolatey'
- humorous job title, e.g. 'Flavour Guru'
- exploits the fact that 'melts' can be used in different contexts.

Text C:
- Uses of metaphors and similes to help listeners grasp complex concepts, e.g. 'sewer',
- extended metaphor of sickness to dramatise damage done to the plane e.g. 'fever'; 'heal'
- simple articulation of moral dichotomy, e.g. 'right'/'wrong'
- use of specific dates and numbers to add credibility
- repetition of key terms to create impact, e.g. 'seven years'
- anaphora for rhetorical effect, e.g. 'And a …'.

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 spoken to an audience, however Text C i̲s̲ more complex syntactically and lexically and would have required more planning.
- Text B is written but includes some features, such as shortened forms that suggest informal conversation.

Field
- All texts contain reference to climate change. Only Text B refers to ice cream and flavour.
- Texts A and C contain information about climate change.
- Text C includes figurative/metaphorical language.
- Texts A and C include numbers to support points made.

Audience
- Texts A and C both address a listening audience, but the contexts are completely different.
- Texts A and B adopt a 'relaxed' informal style. Text C is more formal and uses more complex grammatical and rhetorical structures than the other texts.
- Text C is aimed at an adult audience whereas Text A is aimed at children and Text B's audience is likely to be young people.

Function
- Texts A and C have an informative function. All texts also include elements of persuasion. However, this is more explicit in Texts B and C.

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 4 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.

Mark scheme Question 2

Indicative content

Text D Mode
It's a written article on a digital platform. However, it mimics the form of a written letter with a signature at the end. Digital format includes a link to other parts of the website. Uses capitals to imply strength of feeling/commitment.
Field
Frequent references to sport, fitness and personal development.
Audience
The writer of the article is keen to reach as large an audience as possible from sport professionals to absolute beginners.
Function
To persuade the reader that employing Nick as a personal trainer would be beneficial to them**.**

Aspects of presentation

- Nick presents himself as more than a personal trainer, e.g. 'friend'
- stresses the extent and the value of his experience using figurative language and hyperbole, e.g. he has worked 'with a vast range of people'
- supports his claim to be an expert by listing the sources of his knowledge, e.g. 'My Sports Science degree'; 'podcasts'; 'hundreds of books'
- frequently uses capitals for emphasis, e.g. he stresses the centrality of the potential customer/trainee by printing, 'MY PRIORITY IS YOU'
- uses analogy of a journey to clarify the process of becoming fit, e.g. 'on their journeys'; 'step by step roadmap'
- expression 'my number one mission' suggests analogy with military operations implying resolution and determination
- emphasises his willingness to spend time outside the gym in helping customers, e.g. 'seven days a week'
- makes it clear he expects commitment from potential trainees, e.g. 'the right attitude'; '100% committed'
- admits to no boundaries to his willingness to help the trainee, offering to help with any question 'BIG or small'
- uses direct address, e.g. 'transform your appearance'; 'get you results'
- repeats promises to support trainees
- uses one sentence paragraphs for emphasis
- uses colloquial expression suggesting equal status, e.g. 'LET'S DO THIS TOGETHER'
- emphasises his ability to get results quickly, e.g. 'immediately'; 'in a matter of weeks'.

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** • 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.	