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# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE  
In English Language (8EN0\_01)  
Paper 1: Language 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.

**Section A: Language and Context - Question 1**

	<b>TEXT A</b>	<b>TEXT B</b>	<b>TEXT C</b>
<b>MODE</b>	Multi-modal. Web conventions.	Written to be spoken and received as a spoken text.	Written then sent digitally.
<b>FIELD</b>	Ancient Egypt – both real and fictional. Academic discourse ( <i>archaeological evidence</i> ).	Some reference to visual arts – <i>master, profile, model</i> .	Field of politics - names of public institutions.
<b>FUNCTION</b>	Informative and persuasive. To inform interested parties about the exhibition and to attract potential visitors.	Instruction/Education of school children (elementary to middle school, 5 to 13 years old). Enhancement of their experience of the gallery.	To persuade readers to support the campaign and sign the petition.
<b>AUDIENCE</b>	Potential visitors.	Principally younger children looking at the art in the gallery.	The specific individual named in the email.
<b>DISCOURSE/ PRAGMATICS</b>	Offers insight and understanding of the 'truth' about Ancient Egypt.  Assumes familiarity with 'the Myth'.	Highly context specific. Deixis ( <i>This is Picasso...</i> ) Guides listener in viewing of the painting. Mimics thought process of viewer. Uses more than one speaker to explore varying responses.	Assumes some familiarity and agreement with the position taken. Uses logical formulation in final sentence to persuade ( <i>If ...</i> ).
<b>GRAPHOLOGY/ PHONOLOGY</b>	Includes logos of organisations involved in putting on the exhibition.  Illustrates with well-known image.	Use of sound effects to engage the listener. Use of more than one speaker.	Logo of the organisation portrayed prominently in right-hand corner. Use of bold type to highlight key messages.
<b>GRAMMAR/ MORPHOLOGY</b>	Opens with interrogative to arouse curiosity.	Standard English. Use of interrogatives and directives to engage young audience.	Standard English. Use of connectives to start sentences. First person plural used to create sense of solidarity. Use of direct address.

<b>LEXIS/ SEMANTICS</b>	Some sophisticated Latinate lexis.	Generally simple vocabulary accessible to young children. The few field specific terms are either made clear from the context or explained.	Political terms scattered throughout. Uses disparaging terms ( <i>bosses</i> ) to describe museum authorities. Recipient addressed by first name only. Organiser of petition identified by first name only.
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AO4 - explore connections across data

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

- Function. Texts A and C have the intention to persuade. Text A to persuade the public to visit the museum, Text C to persuade the reader to support the campaign. Text B has a clear educational purpose.
- Text B contains the widest variety of sentence types including declarative, exclamative, imperative and interrogative. Text A includes declarative and interrogative, Text C only declarative.
- Both Texts A and C are digital texts accessed through the internet. Text B is a script intended to be spoken and heard by the audience over a listening device.
- Audience. Texts A and B are aimed at visitors or potential visitors to a specific exhibition. Text B is specifically targeted at young people. Text C is not necessarily aimed at exhibition visitors, but at anyone who disagrees with the decision to move the collection.
- Only Text C is addressed to a specific named person.
- Text B contains more than one speaker. Texts A and C have a single addresser.

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.

		A01 = bullet point 1	A03 = bullet point 2
Level	Mark	Descriptor (A01, A03)	
	0	No rewardable material.	
<b>Level 1</b>	1-3	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Lists simple information about context.</li> </ul>	
<b>Level 2</b>	4-6	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Describes contextual factors and language features.</li> </ul>	
<b>Level 3</b>	7-9	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>	
<b>Level 4</b>	10-12	<b>Consistent application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>	
<b>Level 5</b>	13-15	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.</li> </ul>	



<b>Level</b>	<b>Mark</b>	<b>Descriptor (A04)</b>
	0	No rewardable material.
<b>Level 1</b>	1-2	<b>General and descriptive</b> <ul style="list-style-type: none"> <li>• Makes no connections between the data.</li> </ul>
<b>Level 2</b>	3-4	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>• Notices obvious similarities and differences. Recalls basic theories and concepts.</li> </ul>
<b>Level 3</b>	5-6	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>• Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.</li> </ul>
<b>Level 4</b>	7-8	<b>Consistent application</b> <ul style="list-style-type: none"> <li>• Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.</li> </ul>
<b>Level 5</b>	9-10	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>• Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.</li> </ul>

**Section B: Language and Identity - Question 2**

## Text D

The document is intended to provide relevant information to the Inquiry before Charlotte Church's personal appearance.

- Formal opening statements emphasise function of the document as a matter of public record. Charlotte Church identified in terms of her formal role as 'Core Participant'.
- Structure of initial sentence; 'I,' followed by name and contact details, followed by verb phrase. Indicates legal status of the document and is reminiscent of the swearing in of witnesses in a court of law.
- Document presented as what the witness 'will say'. Lexis and syntax are mainly formal with occasional less formal lexis; *catchy, whingeing*.
- The formal and legal status of the document indicated by the witness's name being given three times on the first page, twice in full.
- Paragraphs have been spaced out, presumably for ease of reference during the hearing.
- Immediate audience is the chair and members of the Inquiry's panel. Wider audience is the general public, newspapers, etc. Neither the chair nor the panel are addressed directly.
- However, Charlotte Church shows herself aware of the function of the statement as a public record when she says; *It should be noted that ...*
- Prevalence of noun phrases with large amounts of pre- and post-modification suggests the document has been carefully planned and drafted several times.
- Grammatical structure of some sentences, e.g. beginning with subordinate clauses, also suggests high degree of planning.
- Emotive language used to imply an exploitative element in the way she was treated as a child by the record industry and the media; *bankable commodity, aggressive marketing, branded*.
- Emphasises the extent to which the media has continued to intrude on her life since childhood, putting her under constant *scrutiny* and at times having a *devastating* effect on herself and those round her.
- Uses negative, emotive noun phrases to characterise the activities of the tabloids; *the misconduct, the false coverage*.
- Placing of inverted commas around the typical journalist epithets used about her not only identify them as quotes, but distance herself from them and call into question their accuracy; *'the Voice of an Angel'*.
- Language and sentence structure is standard. The syntax is commensurate with this being a serious endeavour. There is no word play. Tone is neutral and in the formality of the lexis there is an implicit recognition of the high status of the Inquiry.
- The text consists only of declaratives. There are no interrogatives or exclamations.
- Presents herself, in the past, as having been, in a passive role as a victim: *Little did I know, I was not allowed*
- Presents herself, in the present, in a positive light, as a mother with responsibilities to her children, who wishes to protect them from the media.
- Pre-empts possible criticism of herself as a *whingeing celebrity* by acknowledging the existence of some ethically responsible journalists.

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.**

<b>AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point</b>		
<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO1 ,AO2, AO3)</b>
	0	No rewardable material.
<b>Level 1</b>	1-5	<p><b>Recalls information</b></p> <ul style="list-style-type: none"> <li>• Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>• Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>• Lists simple information about context.</li> </ul>
<b>Level 2</b>	6-10	<p><b>Broad understanding</b></p> <ul style="list-style-type: none"> <li>• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>• Describes contextual factors and language features. Application is undeveloped.</li> </ul>
<b>Level 3</b>	11-15	<p><b>Clear understanding</b></p> <ul style="list-style-type: none"> <li>• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>• Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>
<b>Level 4</b>	16-20	<p><b>Consistent application</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>

<b>Level 5</b>	21–25	<b>Discriminating application</b> <ul style="list-style-type: none"><li>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li><li>• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li><li>• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li></ul>
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