

Mark Scheme (Results)

Summer 2013

GCE English Language

Unit 1 (6EN01)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

SECTION A

Question Number	Answer	Mark
1(a)(i)	<ul style="list-style-type: none">• adjective function• compound word• alliterative	2
(ii)	<ul style="list-style-type: none">• 'iconic fairytale castle'• 'quick-stepper', 'wall-mounted LCD TV's'• 'first Choice Kids' Clubs'	1

Question Number	Answer	Mark
1(b)(i)	<ul style="list-style-type: none">• neologism• abstract noun• complement• informal/colloquial	2
(ii)	<ul style="list-style-type: none">• 'funky'• 'This place looks like the business.'	1

Question Number	Answer	Mark
1(c)(i)	<ul style="list-style-type: none">• proper noun• shared knowledge	2
(ii)	<ul style="list-style-type: none">• 'Vanilla Ice'• 'property of a certain Cinderella'	1

Question Number	Answer	Mark
1(d)(i)	<ul style="list-style-type: none"> • noun phrase • premodification • subject of clause 	2
(ii)	<ul style="list-style-type: none"> • 'Rose red city' • 'The Spanish Steps' 	1

Question Number	Answer	Mark
1(e)(i)	<ul style="list-style-type: none"> • possessive pronoun • deixis 	2
(ii)	<ul style="list-style-type: none"> • 'It's got more famous sights' • 'And there's the added bonus' 	1

Question Number	Indicative content
2	<p>Band 1 responses: might describe the context in everyday terms or refer to one of the contextual factors. There may be some reference to the levels of formality.</p> <p>Band 2 responses: could well use the framework for analysis, but in formulaic ways. There should be some plausible points made relating to contextual factors, hopefully with pertinent examples.</p> <p>Band 3 responses: would be expected to use the framework to enhance analysis of the contextual factors. The points made should be insightful and related to the contextual factors with clear examples used to illustrate.</p> <p>Here are some useful suggestions:</p> <p>Mode / genre: This written mode has clearly been crafted to appeal to the target audience. These planned write-ups have an informal mode of address, which speak directly and indirectly to the intended audience e.g. <i>fun-filled family times, you have to try one, cruise Alaska and get up close and personal</i>. The texts are littered with chosen cultural references to converge with the target audience and sell the featured holiday e.g. <i>Mickey and co., Thunderbird, WI-FI, Facebook, wall-mounted LCD TV, Red rose city, quick-stepper, the Colosseum, the Pantheon</i>.</p> <p>Field / subject: The writer refers to the holidays positively through hyperbolic loaded lexemes and phrases, as a means of making an intangible commodity imaginable and attractive. This is achieved extensively through modified noun phrases e.g. <i>this amazing Holiday, the added bonus, the perfect place, a spectacular start</i> and adverbials e.g. <i>with fantastic ocean views, in the great location, with colourful open-air stalls</i>.</p> <p>Tenor / audience: The write-ups are informal and create a cultural climate for the audience to identify with. The writer uses language to unify the potential holiday makers through cultural identity. The register enhances a sense of belonging to a group, and creates the illusion that on the given holiday they might expect a cultural and social match.</p> <p>Function / purposes: The purpose of the texts are to sell a cultural commodity. The language persuades through loaded terms generating positive connotations. The main strategy positions cultural references as an identifiable commodity.</p>

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
1	0-3	<ul style="list-style-type: none"> • Describes influence of some contextual factors, eg. mode / genre of SMS, age of writer.
2	4-7	<ul style="list-style-type: none"> • Explains influence of some contextual factors, referring to purpose and audience, as well as genre.
3	8-10	<ul style="list-style-type: none"> • Analyses and evaluates the influence of a range of contextual factors, including awareness of complex purposes and addresser addressee relationship.

Question Number	
3	<p>Here are some suggestions of awardable responses. Accept any relevant point relating to the text or feature.</p> <p>Discourse These short, informal write-ups intend to sell holidays to different markets. Each text attracts its audience with positive descriptive language blending relaxation and activity. For example, there is suggestion that the family market might experience relaxation, through a range of activities of interest to their children, whilst cruising by sea is balanced against sight-seeing adventure.</p> <p>Grammar foregrounded adverbials: with fantastic ocean views, with colourful open-air stalls. elliptical elements: Known as the..., Ideally located.... listing: The Spanish Steps', The Pantheon, and the Colosseum, spectacular scenery, waterfalls, forests, mountains and huge glaciers. present perfect progressive: have been returning. imperatives: cruise alaska and get up close. compound modifiers: sun-soaked Algarve, fun-filled family time.</p> <p>Lexis & semantics alliteration: first choice Kids' Clubs. proper nouns: The Magic Kingdom Park, Mickey and co., Fort Lauderdale beach, Adventura Mall, Wayne , Turkey, Greece, The Colosseum, Alaska. personification/ metaphor: The Magic Kingdon Park has morphed. verbs: whiz, explore. phrasal verb: add in. onomatopeia: bang, whiz. pun: quick-stepper, whiz.</p> <p>Theories Brown and Levison: face threatening acts, commands delivered through imperatives. Giles convergence: reference to cultural entities eg. Mickey and co., quick-stepper.</p>

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches
1	0-1	<ul style="list-style-type: none"> • Simple understanding of concepts and issues (theories), such as register / formality or the influence of age on language use.
2	2-3	<ul style="list-style-type: none"> • Shows some understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use.
3	4-5	<ul style="list-style-type: none"> • Shows critical understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use.

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language
1	0-1	<ul style="list-style-type: none"> • Basic awareness of influence of contextual factors, such as register / formality. • Limited precise reference to key constituents of language.
2	2-3	<ul style="list-style-type: none"> • Some awareness of influence of contextual factors, including region and occupation. • Identifies some relevant features of language use, at level of graphology (including spelling) or vocabulary choice.
3	4-5	<ul style="list-style-type: none"> • Analyses influence of range of contextual factors, including relationship with audience. • Supports claims with precise reference to features of language use, including grammar, discourse or pragmatics.

Question Number	Indicative content
4	<p>Award any reference to the framework of contextual factors, field, mode, function, tenor. Points may be implicit and discussed within the analysis. Here are some suggestions of possible features candidates might comment on. Award any plausible related point to the text or feature.</p> <p>Discourse The mystery text conforms to the conventions of all three groups. This short write-up functions to promote a holiday. Again, positive language connotes a mixture of activity and relaxation. Direct address coupled with an instructional tone suggests a sense of intimacy with the audience.</p> <p>Grammar imperatives: <i>eat up, get outdoors, hit the beach, get out of town.</i> listing: <i>Free Fall slides, Kamikazes, Twisters and multi-slides.</i> parenthesis: <i>(Get your towel down), (The Strip).</i> deixis: <i>that action.</i> pragmatics: <i>be sure to share.</i> foregrounded clauses, <i>after all that action.</i></p> <p>Lexis & semantics proper nouns: <i>Aqualand, Fall slides, Kamikazes, Twisters, Jacuzzi.</i> neologism: <i>skinted, minted, fave.</i> pronouns: <i>you.</i> noun phrases: <i>Penny's kitchen, Billy's cajun salmon.</i> adverbials: <i>for its generous portions, before midday, for a lazy day.</i></p> <p>Theories Giles convergence: <i>skinted, minted, fave.</i> Goffman's Face: Imperative commands are face threatening acts.</p>

Band	Mark	A02: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.
1	0-1	<ul style="list-style-type: none"> • Basic understanding of concepts regarding language variation. • Confined to simple distinction between standard and non standard English. • Using terms such as 'proper', 'correct', 'ungrammatical', etc.
2	2-3	<ul style="list-style-type: none"> • Some understanding of concepts regarding language variation. • Using terms such as 'standard English', 'regional dialect', 'slang', etc.
3	4-5	<ul style="list-style-type: none"> • Shows understanding of a range of concepts regarding language variation. • Which will include concepts such as 'idiolect', 'sociolect' or 'genderlect'.

Band	Mark	A03: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
1	0-3	<ul style="list-style-type: none"> • Uncritical / simple understanding of influence of contextual factors, such as genre of SMS, age of writer, etc. • Identifies some features at level of vocabulary choice and graphology (including spelling).
2	4-7	<ul style="list-style-type: none"> • Some understanding of influence of contextual factors, (including purposes, audience, etc). • Shows some knowledge of key constituents of language, able to go beyond vocabulary choice and graphology (including spelling) to comment on morphology, semantics or grammar.
3	8-10	<ul style="list-style-type: none"> • Analyses influence of contextual factors to explain production and reception of text, (including addresser-addressee relationship). • Refers precisely to key constituents of language, including grammar and discourse.

Total for Section A: 50 marks

SECTION B

Question Number	Indicative content
5	<p>AO2: marks for the ways in which the candidates explore the language user's presentation of self. Presentation of self should be explored through linguistic concepts and theories. Award any relevant interpretation of presentation of self. Here are some suggestions of the types of ideas that might be explored.</p> <p>Theories</p> <p>Giles: convergence and divergence, use of pronouns, informality of direct address to audience.</p> <p>Goffman: <i>positive face, I am grateful... I love it when the soul shines out..., I find personally over the last few years I have been teaching here that the visual stuff works very well</i></p> <p>Brown and Levison: face threatening act statements: <i>Modern culture trains us to be discontent...This makes us excellent consumers and separates us..., so I was hopefully asking you to do quite a challenging thing, I think that's true.</i></p> <p>A03: marks the application of contextual factors of and the exploration of presentation of self through the analysis of language features.</p> <p>Award any plausible interpretation of contextual markers.</p> <p>Mode and Genre</p> <p>Text A:</p> <p>This planned speech is an extract from a much longer speech and has many non-fluency features which are characteristic of spontaneous speech. The discourse acts as the resolution of a prior point of conflict in a much longer piece e.g. <i>so why did I ask you to do that</i>. This creates an illusion that a solution can be found and matched to established problems e.g. anaphoric references. This is supported by claims, <i>I think we are a very visual society, I think it's all about visual cues and I think it's about things like vocabulary</i>. The hedging seeks to level the footing with a listening 'peer group', <i>so again that was something to perhaps make you see perhaps how our kids think a little bit (2) uhm okay so</i>.</p>

Text B:

This electronic mode is a planned written text. The layout is organised for browsing and research and engaging new audiences. The webpage hooks the reader through connotations of the quality of accredited practice, *with many gifted teachers, mastery, the ground for effective action, a passionate and compassionate teacher, 1st Class Honours, Graduate of the Gestalt Centre, physical engagement, intellectual and philosophical enquiry.*

Field and Function**Text A:**

The speech aims to train teachers to consider language issues. The speaker seeks to secure support of the audience by informing and justifying current ideas on education e.g. *one of the things that we probably need to do Alan touched on what I thought connected with learner styles (.) I know we are supposed to have all these amazing learning styles visual learners auditory learners kinaesthetic learners.* There are wide ranging references to the field of education and language.

Text B:

This website promotes an approach to health and wellbeing through moving spiritual practice. The function of this text aims to sell a series of workshops by blending mind, body and spirit e.g. semantic fields engage the mind e.g., *workshops, classes, study, apprenticeship, training, practice, teacher.*

Audience and Tenor**Text A:**

The speaker attempts to reduce the distance between the addresser and addressee, *to us it's for us we are fairly disciplined (.) I do talk too much I am guilty of that.*

The text addresses teachers with a vested interest in language acquisition and development. The speaker addresses the audience through inclusive strategies, eg. *what do we do about it?* This informal address presents the speaker as non-threatening and an extended member of the audience.

Text B:

The text outlines a clear philosophy which develops a relationship between addresser and addressee. It engages an audience searching for alternatives to received and conventional health and wellbeing. Quotation marks hedge the promotional devices, as a means of marketing the skills of the practitioners.

Discourse and Pragmatics

Text A:

This speech recognises a state of disequilibrium in educational practice from the outset. The speaker presents student ability as a problematic state of being. Throughout the speech the difference between students and teachers is referred to e.g. *I think with our kids we ask them to do much more challenging things, how our kids think, I think our kids do key into visual a lot, I talk too much for our kids.*

Text B:

The layout of the website provides practical means of navigating the site. These short texts present Susannah and Ya'cov Darling Khan as authorities in movement medicine. This functions as the mode of address, selling the movement workshops to the target audience. The title, *SCHOOL OF MOVEMENT MEDICINE*, adds a therapeutic feel as medicine qualifies the school and its work. There is suggestion that modern life is sick and that movement is a means of shifting this condition. Movement medicine is positioned as a practice of health and well-being within an ideology which is juxtaposed against modern living. There is irony in the paradox of worldly conventions being rejected, whilst at the same time used as means of accrediting the practice.

Grammar and Pragmatic Functions

Text A:

anaphoric references structure and present focus: *remember what I said about the foreign language thing, I think like I said in the last point.*

present tense suggests current action: *I think our kids do key into visual a lot.*

non-fluency features show possible speaker's fear: *it's this kind of overload of senses overload of sensory input, and my sister said (.) I was taking to my sister and she said.*

repetition hedges: *so again that was something to perhaps make you see perhaps.*

discourse markers build up claim: *so what do we do about it....*

tag question appeals for support and unity: *Isn't it.*

Text B:

Present perfect progressive suggests mastery: *Ya'Acov has been studying and practicing shamanism.*

listing layers quality: *inspiring, empowering, contemporary, and*

practical, energy, clarity, sensitivity.

present tense suggest up-to-date action: *Susannah is dancer, singer and writer, If we are to survive, it would be accurate to say there is no alternative.*

elliptical elements qualify: *one ear listening to guidance from beyond, a graceful marriage between mind and body.*

Lexis and Semantics

Text A:

adverbials build claim: *again, differently, with learner styles, personally, a lot*, in an English text.

deixis and modifiers used to disparage the learning styles: all these learning styles.

use of intensifiers: *a very visual society.*

hedging mitigates: it's this kind of overload, perhaps.

pronouns provide a sense of intimacy: *I am guilty of that, I talk too much for our kids.*

Text B:

adverbials promote authority and branding: *with many gifted teachers from the Arctic, with all the love and truth I can find, by people from all walks of life.*

first person pronouns suggest inclusion with the audience: *This makes us excellent consumers and separates us from our own truth.*

first person pronoun suggest honesty: *I am grateful for the chance to be here.*

metaphors allude to enlightenment: *the protective fog of what we call the understudy, a hallowed space.*

noun phrases position majesty: *the magnificance of God's creations, a graceful marriage between mind and body.*

personification blames: modern culture trains us to be discontent.

Phonology and Graphology

Text A:

Emphasised words and syllables strengthen the claims: *think, differently, again.*

Band	Mark	AO1: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.
1	0-3	<ul style="list-style-type: none"> • Expression of ideas hampered by some inaccuracies. • Lack of appropriate terminology.
2	4-6	<ul style="list-style-type: none"> • Expression of ideas generally clear and accurate. • Some appropriate terminology.
3	7-10	<ul style="list-style-type: none"> • Communicates relevant knowledge. • Uses appropriate terminology and coherent, accurate expression.

Band	Mark	AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.
1	0-3	<ul style="list-style-type: none"> • Basic understanding of concepts and issues relating to variation in language use, beyond general claim regarding formal vs. informal language use.
2	4-6	<ul style="list-style-type: none"> • Limited understanding of concepts and issues, such as spoken vs .written English distinction, male vs. female language differences.
3	7-9	<ul style="list-style-type: none"> • Some understanding of concepts and issues, eg. frameworks for analysis of spoken language, register, or language and gender.
4	10-12	<ul style="list-style-type: none"> • Understanding of concepts and issues, related to the construction and analysis of meanings in spoken and written language, referring to some theories, eg. pragmatics, language and gender / power.
5	13-15	<ul style="list-style-type: none"> • Critical understanding of a range of concepts and issues, related to the construction and analysis of meanings in spoken and written language, applying some relevant theories, eg. pragmatics, language and gender / power.

Band	Mark	AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.
1	0-5	<ul style="list-style-type: none"> • Basic awareness of contextual factors beyond everyday knowledge. • Limited precise reference to key constituents of language.
2	6-10	<ul style="list-style-type: none"> • Describes genre, audience and purpose of each text in simple terms; makes simple comparisons based on formal vs. informal distinction. • Identifies some features of vocabulary choice and graphology in each text.
3	11-15	<ul style="list-style-type: none"> • Compares contextual factors of the texts and ways each speaker / writer presents themselves. • Identifies some relevant features, mainly at level of lexis, including some comment on semantics and / or morphology.
4	16-20	<ul style="list-style-type: none"> • Compares a range of contextual factors of the texts, aware of some complexity and overlap regarding purposes, audience etc. • Analyses significant features of language use, going beyond level of lexis to make some comment on grammar or discourse.
5	21-25	<ul style="list-style-type: none"> • Analyses and compares the influence of contextual factors on the way each speaker / writer presents themselves. • Supports claims by precise reference to key constituents of language, including levels of grammar, discourse and pragmatics.

Total for Section B: 50 marks

Total for Paper: 100 marks

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