Mark Scheme (Results)

Summer 2012

GCE English Language (Unit 1)

(6ENO1)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at www.edexcel.com.

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

www.edexcel.com/contactus

Pearson: helping people progress, everywhere
Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

SECTION A

Question Number	Answer	Mark
1(a)i.	• verb • present progressive/continuous • elliptical elements	2
ii.	• '**Sharing** the Vision Achieving Success' • 'Working together to succeed'	1

Question Number	Answer	Mark
1(b)i	• noun phrase • alliteration • elliptical elements/minor sentence	2
ii.	• 'time for your future' • 'Serving with love Striving for excellence' 'Lifelong learning and community'	1

Question Number	Answer	Mark
1(c)i	• verb • imperative • capitalisation • connotations of Christian ethos	2
ii.	• 'Dream it. Achieve it. Live it!' • 'Learn Share Enjoy'	1

Question Number	Answer	Mark
1(d)i	- pronoun - deixis - subject of clause	2
ii.	- 'I have loved you' - 'we grow together'	1

Question Number	Answer	Mark
1(e)i	- antonym - semantic contrast/binary - adjective	2
ii.	- 'a village school in London' - 'Striving for excellence…Daring to be different'	1

Question Number	Indicative content
2	**AO3 – 10 marks** **For lower band achievement** Candidates will describe two or three contextual features with limited reference to language issues or linguistic methods. **For mid band achievement** **Candidates** Candidates will analyse the context with some use of a framework e.g. mode, function, field and tenor or audience and purpose. The comments will possibly be straightforward, but with reference to language features. **For top band achievement** Candidates will analyse the context with an insightful or original use of a framework, clearly linked to language features and illustration. **Mode** The genre is written in a highly planned, informal register, mirroring the nature of spontaneous speech within commercial and corporate slogans e.g ellipsis, alliteration, deixis. This genre makes use of wide spread and well known modern media conventions, which simulate relationship based language, as a means of persuading and selling a learning experience. **Function** The purpose of the text is to sell, as the educational institution is promoted to a target audience. The texts employ very well known sales and persuasive devices gleaned from the language of advertising, to commodify education e.g. imperative functions, alliterative phrases, deixtic functions and elliptical elements. Language is used to create the allusion of quality and investment in the future. **field** The contextual use of language generates interest in the outcomes of education, alluding to quality, growth and guidance. Noun phrases identify institutional missions and suggest their omniscient authority through *'sharing the vision'*, *'striving for excellence'*, *'an opportunity to excel'* and *'achieving excellence'*. Verbs are used to connote the 'enlightened journey' as the reader is encouraged to *'learn'*, *'share'*, *'strive'*, *'serve'*, *'follow'*, *'grow'* and *'be included'*. **tenor** The tenor has been crafted to appear casual as if in relationship with the intended audience. The informality personalises the 'commodity' of education, gently promoting the current cultural aspirations of wider participation. Audience involvement allows the reader to 'take ownership' of the educational experience and make decisions and

		choices about the institution behind the slogan. Wide ranging language features generate the allusion of audience involvement and empowerment, *e.g.* adverbial *'from tiny acorns might oak trees grow'*, postmodifier *'an opportunity to excel'*, tripling *'Dream it. Achieve it. Live it!'*, pre-modification *'the learner journey'*,
		(10 marks)

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	• Describes influence of some contextual factors, eg. mode / genre of SMS, age of writer.
2	4-7	• Explains influence of some contextual factors, referring to purpose and audience, as well as genre.
3	8-10	• Analyses and evaluates the influence of a range of contextual factors, including awareness of complex purposes and addresser addressee relationship.

Question Number	Indicative content
3	**AO2 – 5 marks** **AO3 – 5 marks** **AO2** marks for conceptual understanding and expression. Although both groups aim to promote the qualities of each educational institution, the university group promote the university profile through their core values. University mission objectives are communicated through a student friendly medium, which is redolent of the business strategies of corporate marketing. The school group promotes ability to nurture and benefit, generating a culture of growth and development aimed at parents. School mission objectives focus more on the process of education, rather than the institution. However, despite general patterns emerging, there is wide evidence of strategies merging within these sub-groups. Marks should be awarded for observing cultural and genric patterns, but also for a more critical discussion of hybridisation within this genre e.g. mass media conventions or corporate slogans Award reference to face and convergence, especially the nature of convergence within each group. **AO3** marks for evidence from texts. Candidates could well refer to mode, field, function and tenor in exploring the relationship between writer and audience. This should be supported with an awareness of the language use e.g. modified noun phrases position audience e.g. '*a world-class university*', '*a learning adventure*' listings define e.g. '*global friendly modern diverse original inspiring*', '*learn share enjoy*' elliptical elements form the register, '*celebrating 2001-2011*', '*a village school in London*' NB: As there is only a 1 mark difference for criticality in AO3 in band 3 e.g range of language features gets 4 and range and criticality gets 5, this can be enhanced through its relationship with AO2. AO2 marks for discussion of texts, ideas and issues (especially conventions of corporate slogans and ideas, linking the texts to our cultural expectations of the role of the institutions). AO2 then marks for the development and discussion of ideas, issues and regarding audience involvement and purposes.

Level	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	• Simple understanding of concepts and issues (theories), such as register / formality or the influence of age on language use
2	2-3	• 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	• 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.

Level	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	• Basic awareness of influence of contextual factors, such as register / formality • Limited precise reference to key constituents of language
2	2-3	• 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	• 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	**AO2 – 5 marks** **AO3 – 10 marks** Each text to be analysised. **AO2 marks** Candidates should not be awarded for the correct answer, but for the quality of interrogation and justification. Could well notice an attempt to peronalise and commodify an experience. All slogans could be educational or corporate. Themes of personal development are conducive with educational missions but also apparent in corporate slogans. **AO3 marks** Award reference to language features in all seven mystery texts eg: use of pronoun, *we, you, everyone* imperative mood, *open it, let yourself* listing, *diversity creativity inspiration community* non-finite clause, *to be* semantic field of development, *life, grow* NB. Full marks should be awarded for the quality of the points, rather than range of points made. This is a challenging question allow for every shade of plausible response.

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	• 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	• Some understanding of concepts regarding language variation. • Using terms such as 'standard English', 'regional dialect','slang', etc.
3	4-5	• Shows understanding of a range of concepts regarding language variation. • Which will include concepts such as 'idiolect', 'sociolect' or 'genderlect'.

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	• 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	• 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	• 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.

Question Number	Indicative content
5	<u>AO2</u> award the quality of comments referring to representation of self. Any plausible response should be credited. Comments should be supported with reference to language features and theories. discourse **Text A** this conversation between three post-graduate students discussing their experiences at university is semi-planned in that it has been set up by a third party. It is evident that this text lacks some of the non-fluency features of organic speech. However, the existence of the third party clearly affects the way in which the speakers present self. **Text B** this blog belongs to a 'wannabe/soon to be' Cambridge graduate. The writing is planned and creates a strong persona. Due to the mode of the text, this text has been placed into the public domain and it seems its main function is to create a persona to be used by the writer during her stay at university. This is an obvious 'public self' that has been synthesised for consumption. Both texts could generate possible references to face, gender and theories of language and power are appropriate. . <u>AO3</u> award for comparison of contextual factors with analysis of language features to support comments. grammar and pragmatics **Text A** spoken mode: non- fluency features: - repetition: '*you can't go out*' (Sally to assert herself), '*I did*' (Mark to raise his own profile) - use of pauses: (to punctuate text, thinking time helps to support public face, and emphasis) - Interrupted construction: '*yeah*' (backchanelling is supportive), '*did all three of you…*" (to assert dominant speaker) - verb agreement: '*and there was four or five of us*' and '*they come*', (Sally possible use of dialectal features for effect and creation of persona), '*I've went*' (possibly due to spontaneity and lack of planning 'n ɔ r θ ʌ mbr i æ', 'bʊ t': (possible evidence of Mark elevating his status as vowel slips from RP sound to northern sound) - adverbials: '*where was your degree at*?': (use of preposition as co-operative non-threatening initiator) , '*Did all three of you actually live at home?*' (Mark use to question and possibly assert dominance and superiority)

NB. Students correctly linking verb agreement to dialect and identifying the vowel shift from RP to dialect will be a feature of top band performance.

Text B
electronic mode:

- verbs: ('*flick*' is juxtaposed with ancient Greek texts, this generates the allusion of the writer using original Classics texts for entertainment, this possibly creates an identity and persona)
- parenthesis: used to provide information about Newham's relationship to Selwyn College Chapel. This suggests the writer is aware of a fresher readership and this is a possible opportunity to present self as an authority
- noun phrases: ('*the thought of doing Classics as a degree for even a second*'; here the head word has three qualifiers for emphasis to suggest an extreme emotional reaction to the thought) ('*normal girls*', possibly used to present as 'other' than normal. This can be read positively and negatively.)
- Proper nouns: ('*Quintus*' and '*Cerberus*' are used to present self as informed person possibly intended to impress).

NB:

Language & power / Standard English

Accept any plausible reading into:

Text A:

politeness theory, participant co-operation backchanelling, positive facing, face threatening acts, dominant speaker, or gender

Participants talk to each other in semi-formal situation. Language users aware of a possible secondary audience of lecturer recording speech which could well affect the ways in which they present self.

Text B:

Accept any plausible reading into:

use of Standard English, positive facing, face threatening acts, or gender

Standard English used to create a persona which positions writer in a new language community. Prior to starting her course student has taken on the identity of her pre-conceived ideas of a 'Cambridge University student'. This shows the use of blogging in a non-standard way.

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	• Expression of ideas hampered by some inaccuracies • Lack of appropriate terminology.
2	4-6	• Expression of ideas generally clear and accurate • Some appropriate terminology.
3	7-10	• 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	• Basic understanding of concepts and issues relating to variation in language use, beyond general claim regarding formal vs. informal language use.
2	4-6	• Limited understanding of concepts and issues, such as spoken vs .written English distinction, male vs. female language differences.
3	7-9	• Some understanding of concepts and issues, eg. frameworks for analysis of spoken language, register, or language and gender.
4	10-12	• 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	• 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	• Basic awareness of contextual factors beyond everyday knowledge. • Limited precise reference to key constituents of language.
2	6-10	• 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	• 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	• 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	• 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.

Further copies of this publication are available from

Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code US032130

Summer 2012

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE