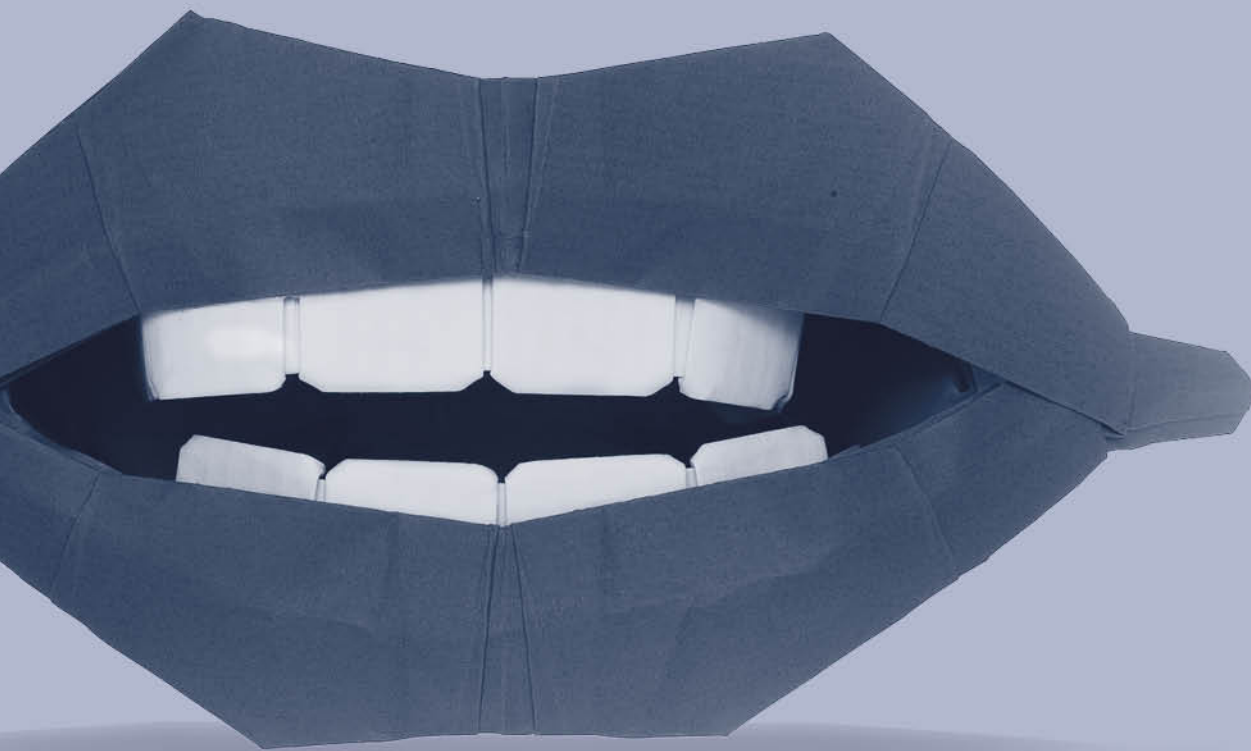


A Level

English Language

PAPER 1 LANGUAGE VARIATION



SPECIMEN PAPERS

Pearson Edexcel Level 3 Advanced GCE in English Language
Paper 1 (9EN0/01)

Introduction

This specimen paper has been produced to complement the sample assessment materials for Pearson Edexcel Level 3 Advanced GCE in English Language and is designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

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.

Marking guidance – specific

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 point descriptors are met 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 fulfil 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.

Write your name here

Surname

Other names

Pearson Edexcel
Level 3 GCE

Centre Number

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Candidate Number

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English Language

Advanced

Paper 1: Language Variation

Specimen Papers for first teaching
September 2015

Time: 2 hours 15 minutes

Paper Reference

9EN0/01

You must have:

Source booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question in **Section A** and the question in **Section B**.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A: Individual Variation

Read Texts A and B on pages 4–6 of the source booklet before answering Question 1 in the space provided.

- 1 Analyse and compare how the speakers in **both** texts use language to convey personal and social identity.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

(30)

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TOTAL FOR SECTION A = 30 MARKS



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SECTION B: Variation over Time

Read Texts C and D on pages 7–9 of the source booklet before answering Question 2 in the space provided.

- 2 Texts C and D give expert advice about health.

Analyse and compare the ways that **both** texts demonstrate how language has changed over time.

You should refer to any relevant language frameworks and levels, as well as social, cultural and other contextual factors.

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TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS



Pearson Edexcel Level 3 GCE

English Language

Advanced

Paper 1: Language Variation

Specimen Papers for first teaching
September 2015
Source booklet

Paper Reference

9EN0/01

Do not return this source booklet with the question paper.

Turn over ►

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PEARSON

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SECTION B: Variation over Time	
Text C – Letter from a doctor to his patient written in 1628	7
Text D – Extract from a healthy eating leaflet published in 2011	8–9

English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		ɺ		ŋ	

SECTION A: Individual Variation

Text A

This text is from a published version of the opening of a speech made by J K Rowling, author of the 'Harry Potter' books, to students graduating from Harvard University, USA, in 2008.

The first thing I would like to say is 'thank you.' Not only has Harvard given me an extraordinary honour, but the weeks of fear and nausea I have endured at the thought of giving this commencement address have made me lose weight. A win-win situation! Now all I have to do is take deep breaths, squint at the red banners and convince myself that I am at the world's largest Gryffindor reunion.

Delivering a commencement address is a great responsibility; or so I thought until I cast my mind back to my own graduation. The commencement speaker that day was the distinguished British philosopher Baroness Mary Warnock. Reflecting on her speech has helped me enormously in writing this one, because it turns out that I can't remember a single word she said. This liberating discovery enables me to proceed without any fear that I might inadvertently influence you to abandon promising careers in business, the law or politics for the giddy delights of becoming a gay wizard.

You see? If all you remember in years to come is the 'gay wizard' joke, I've come out ahead of Baroness Mary Warnock. Achievable goals: the first step to self improvement.

Actually, I have wracked my mind and heart for what I ought to say to you today. I have asked myself what I wish I had known at my own graduation, and what important lessons I have learned in the 21 years that have expired between that day and this.

I have come up with two answers. On this wonderful day when we are gathered together to celebrate your academic success, I have decided to talk to you about the benefits of failure. And as you stand on the threshold of what is sometimes called 'real life', I want to extol the crucial importance of imagination.

These may seem quixotic or paradoxical choices, but please bear with me.

Looking back at the 21-year-old that I was at graduation, is a slightly uncomfortable experience for the 42-year-old that she has become. Half my lifetime ago, I was striking an uneasy balance between the ambition I had for myself, and what those closest to me expected of me.

I was convinced that the only thing I wanted to do, ever, was to write novels. However, my parents, both of whom came from impoverished backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage, or secure a pension. I know that the irony strikes with the force of a cartoon anvil, now.

So they hoped that I would take a vocational degree; I wanted to study English Literature. A compromise was reached that in retrospect satisfied nobody, and I went up to study Modern Languages. Hardly had my parents' car rounded the corner at the end of the road than I ditched German and scuttled off down the Classics corridor.

Glossary

quixotic – unrealistic and impractical

Text B

This text is a transcript from an interview between a local radio presenter and a 20-year old single mother from Lancashire.

KEY

P= Phil (radio presenter)	K = Keelie (single mother)	bold emphatic stress
(.) micro pause (less than a second)	(3) longer pause (number of seconds indicated)	/ _ / phonemic transcription
? rising intonation		

P: Keelie can I ask you (.) how much you get to bring your two children up?

K: at this moment?

P: yeah

K: er (.) with my /wɪ mɪ/ income support /ɪŋkʊm səpɔːt/ and my lone /lɔːn/ parent and my fam- and my family allowance (.) er (.) it comes to a-hundred-and-five pound /peʊnd/

P: and how do you manage off that?

K: I'm all right /æm ɔː ræːt/ up until (.) when we get to the /tə/ weekend and then we're right but /bʊ/ (.) if I (.) I'm right because (.) but you've to get like (.) there's electric to buy /bæː/ gas to buy there's food to buy (.) there's phone to pay for there's l- (.) water to pay for (.) there's all your bills before you even start (.) before you can get your shopping /ʃɒpɪŋ/ because otherwise you'll have naught /nʌt/ (.) on to cook it in (.) or any light to sit in (1) so obviously you've to pay all your bills before you even (.) get to your shopping like (1) er (.) but you can't it isn't /ɪnt/ as though you've got enough money to take the /tə tek/ children out (1) you know /nɔː/ take them out /tek əm eʊ/ for a day swimming or (1) you know take them to (.) where you need money /mʌne/ (.) you know you you eith- you have to either /æːvə/ borrow for it or save /seːv/ (1) you know put a bit /pʊ ə bɪt/ away each week to (.) to get to where you want to go (1) but you don't get no holidays /blədɪz/ or (.) where you could put (.) bits of money away (.) a week to save up for an holiday to take 'em on holiday in the summer or aught /bʊ/ like that (.) that's (.) you know (1) it just gives you barely enough to live on (2) that's what it is

P: and are you sometimes worried about whether you can afford to feed them?

K: yeah I have been /bɪn/ (2) like wh- er (2) when you get to Christmases and birthdays /bɛfdeːz/ and things like that where you've to buy presents (1) you know you've to save up for Christmas you end up getting loans out (.) so you've loans to come out of your money a week (1) and you've all sorts to come out you know because you've had to provide /prɒvæːd/ for them for Christmas (1) or for their birthdays or (.) whatever (1) you know y- it's all coming out o' o' /ə/ your one week's money (2) you know it's it i- I don't know it's not fair really is it (2) there's er (1) but there again y- (1) I don't know (1) but I don't want to go out to work un- until the children are old

enough (2) you know not (.) like (.) I don't want to (.) I didn't /dɪn?/ want to be going out to work when they were babies /be:bɪz/ (1) cause I wanted to bring them /ðəm/ up (.) they were my children I and I I wanted to be there to bring them /əm/ up to walk them /əm/ to talk them /əm/ to (.) **whatever** them /əm/ (1) er (.) so it isn't /ɪn?/ until they're going to /gʊnə/ get older anyhow /enɪəʊ/ before I go into work where I know they can come home /kʌm ɔ:m/ (.) themselves (1) you know (1) y- you go out and pay for a childminder you can't (1) childminders (.) y- that'd be your wage /we:dʒ/ gone (2) cause they aren't they (.) it is five pound an hour so I've been told (1) for a childminder (.) so if you went into (.) eight hours a day work (1) it works out quite a bit for two children.

Glossary

aught – anything

naught – nothing

SECTION B: Variation over Time

Each of these texts gives expert advice about health.

Text C

This text is a letter written in 1628 by a doctor and given to his patient after she had visited him for a consultation.

For Mrs Bridges

When yow come home yow may begin with the Physick wch yow have from hence so soon as yow will: taking it in a manner following, Provide the like Possetale as you did here. To a reasonable draught of that Posetale yow may put two spoonefull and an half of the opening wine. Mix them and put a little sugar to them to relish them: and so drinke it in the morning fasting. Walke, or use some good exercise after it for the space of an hour and halfe, and fast after it for the space of three howers: then make a light meale of boyled meate. The like yoe may do a little before foure of the clock in the afternoons and observe the like course.

But because your body will be apt to be bounde upon the use (of) this physick, therefore I have set you down some syrupes in a glasse, wherof I would have you to take three spoonefull mixed in the former draught any morning when you please.

And, the day after that the full course of the opening wine is finished I would have you take five spoonefulls of the syrupes to a draught of the former posetale and so drinke them warme. And two houers after take a draught of warm thin broth. And at any time when you are costive you may use a suppositorys made with honey and salt boyled to a height and put a little fine powder of Aniseeds and fenell seeds to it when you make it up.

Be carefull in your diet. Eat noe meatte but flesh as is of an easy digestion: as mutton, veale, lambe, capon, chicken or the like: Avoide all raw salletts, or fruites: But for sallets use capers washed in warme water. And sallett of broome buds, or Asparagus or the topps of young hopps are good. Or Cowslipp flowers candiyed and mixed wth a little vinegar. Or rosemary flowers wth a little vinegar and sugar.

I am afrayd your body will not endure the use of wine: but if you use any Let it be onely a draught of mulled claret wine with a sprigg of rosemary, and sweetened wth sugar, and take it in the middle of your meale.

All salt meates and baked, or spiced meates are nought for you: and milk or milky meates are worse.

Yow must endeavour to be cheerefull and avoyde all passions of fear, anger or melancholye.

Glossary

Physick – medicine

Possetale – a drink made from warmed milk mixed with alcoholic drink

bounde – constipated

costive – constipated

suppositorys – medical preparation inserted into the lower bowel

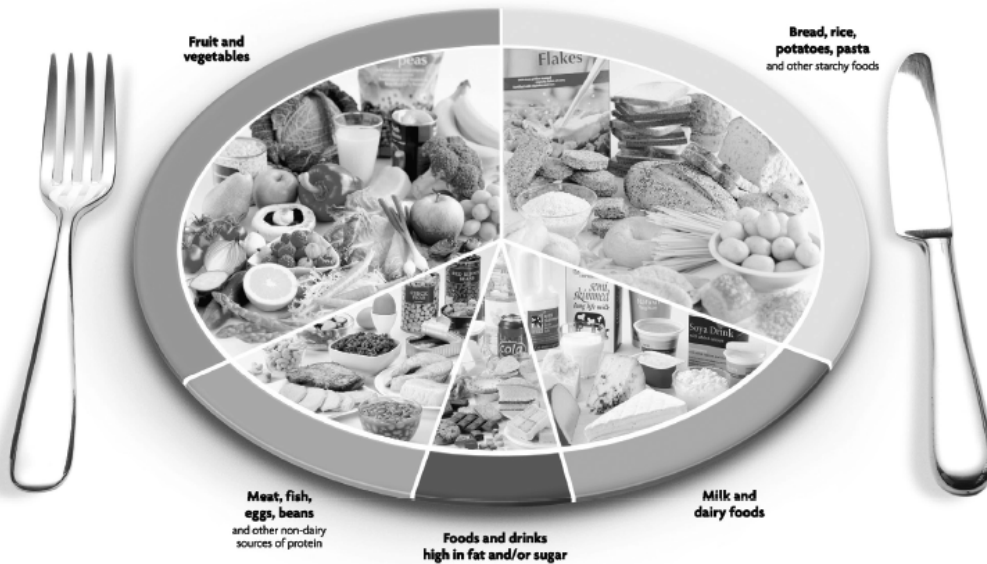
Text D

This text is from a booklet promoting healthy eating produced by Public Health England.



Public Health
England

Your guide to eatwell plate helping you eat a healthier diet



Get started now

Eating well and having a healthy lifestyle can help us feel our best – and make a big difference to our long-term health.

So why not get started today?

How can the eatwell plate help?

The eatwell plate shows the different types of food we need to eat – and in what proportions – to have a well balanced and healthy diet.

Public Health England in association with the Welsh Government, the Scottish Government and the Food Standards Agency in Northern Ireland

Is the eatwell plate for me?

The eatwell plate applies to most people, whether they're a healthy weight or overweight, whether they eat meat or are vegetarian, and it applies to people of all ethnic origins.

However, it doesn't apply to children under two, because they have different nutritional needs. Between the ages of two and five, children should gradually move to eating the same foods as the rest of the family, in the proportions shown on the eatwell plate.

Anyone with special dietary requirements or medical needs might want to check with a registered dietitian whether the eatwell plate applies to them.

How can the eatwell plate help?

The eatwell plate shows the different types of food we need to eat – and in what proportions – to have a well balanced and healthy diet.

So take a look at what you eat during the day (including any snacks) and try to eat:

- ▶ plenty of fruit and vegetables
- ▶ plenty of bread, rice, potatoes, pasta and other starchy foods – choose wholegrain varieties when you can
- ▶ some milk and dairy foods
- ▶ some meat, fish, eggs, beans and other non-dairy sources of protein
- ▶ just a small amount of foods and drinks high in fat and/or sugar

It's a good idea to try to get this balance right every day, but you don't need to do it at every meal.

And you might find it easier to get the balance right over a longer period, say a week.

When should I use the eatwell plate?

You can use the eatwell plate to help you make healthier choices whenever you're:

- ▶ at home deciding what to eat, what to cook or what to shop for
- ▶ out shopping – aim to fill your trolley with a healthy balance of different types of food
- ▶ eating out in a restaurant, café or work canteen, or when you're choosing food 'on the run' – follow the eatwell plate to help you choose a healthy balance

How does it work?

As you can see on the eatwell plate, the food we eat has been divided up into five food groups.

Try to choose a variety of different food from each of the food groups, apart from the 'Foods and drinks high in fat and/or sugar' group. This will help you get the wide range of nutrients your body needs to stay healthy and work properly.

It's important to have some fat in your diet, but you don't need to eat any of the food in the 'foods and drinks high in fat and/or sugar' group as part of a healthy diet.

Many of the things we eat, such as pizzas, casseroles, pasta dishes and sandwiches, are a combination of the food groups. For these sorts of food, you just need to work out the main ingredients and think about how these fit with the sections on the plate.

For example, if you're having a chicken stir-fry with rice, this is made up of:

- ▶ chicken – this fits in the section for meat, fish, eggs, beans and other non-dairy sources of protein
- ▶ vegetables – this fits in the section for fruit and vegetables
- ▶ rice – this fits in the section for bread, rice, potatoes, pasta and other starchy foods

Let's take a closer look at each of the food groups...

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Source information

Text A: taken from <http://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Text B: taken from <http://sounds.bl.uk/Accents-and-dialects/Millenium-memory-bank/021M-C0900X08084X-0800V1>

Text C: taken from <https://dralun.wordpress.com/2012/09/10/medicine-by-post-a-17th-century-doctors-directions/>

Text D: taken from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/340869/2014_250_eatwell_plate_Final_version_2014.pdf

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Paper 1 Mark scheme

Section A: Individual Variation

Indicative content

Question 1

Text A

Rowling's identity as a literary figure is conveyed by formal language features used for rhetorical effect through convergence with the elite audience she is addressing. Her periodic use of a self-deprecating style reflects her origins and her journey:

- some evidence of rhetorical sound patterning: alliteration - 'giddy...gay', 'Classics corridor', and assonance - 'squint... convince... Gryffindor'
- formal, often Latinate lexis: 'extraordinary', 'distinguished', 'inadvertently'
- familiar references drawn from Rowling's work: 'red banners', 'Gryffindor reunion', 'gay wizard'
- lexical field of academic aspiration appropriate to audience and context: 'graduation', 'lessons...learned', 'academic success'
- standard grammar throughout, including some highly formal structures: inversion of subject and adverb plus auxiliary verb - 'Not only has Harvard given me...', fronted non-finite clauses - 'Looking back at the 21-year-old...'
- shift from first person to third person perhaps reflects a psychological distance between her former and present identities: 'the 21-year-old that I was...the 42-year-old that she has become'
- some use of minor sentences: 'Achievable goals: the first step to self-improvement.' and direct address: 'You see?' give a conversational tone
- speaker's eloquence and self-control emphasised by the use of deictic discourse markers to sequence and connect paragraphs: 'The first thing', 'These may...', 'So...'
- she creates rapport with audience using a light-hearted and humorous approach: 'A win-win situation!', 'Gryffindor reunion'
- self-deprecating approach plays on gender stereotype of women being concerned about their weight
- references to 'impoverished' family background reinforces an almost stereotypical rags to riches identity narrative.

Text B

Keelie presents herself as struggling with poverty whilst being a caring and protective mother. Her nervousness and discomfort at the topic and the situation are conveyed through her language use. Nevertheless she does talk at length in response to the interviewer's questions projecting a Northern identity and one of resilience and independence:

- non-fluency features reflect the spontaneous nature of the language but also indicate Keelie's strong opinions and attitudes: 'you know it's it i- I don't know it's not fair really is it'
- pronunciation features reflect Keelie's Northern identity: use of /ʊ/ where southern English would have /ʌ/; her Lancashire origins: 'pound' /peʊnd/; frequent use of glottal stop
- Northern lexis: 'aught', 'naught'; 'electric' as a noun; use of 'right' in its standard sense: 'I'm all right' followed by several instances of its dialectal use as a discourse marker/filled pause
- lexical field of domestic finance and benefits highlights her concerns: 'income support', 'pay', 'borrow'
- non-standard grammar features indicative of social identity: double negative, 'don't get no holidays', and the contracted verb form 'you've' used on its own, 'you've loans to come out...'
- repetitive discourse markers: 'you know', 'like' are at times frequent enough to suggest possible nervousness of speaker
- shift from narrative present tense to past tense: 'I don't want to (.) I didn't' reflects a need to justify herself as a hard working mother against an implicit cultural representation of people on benefits as work-shy.

AO4 – explore connections across data

- Candidates may draw comparisons and contrasts between the language features presented in the texts.
- There are similarities in the significance of poverty to the identity of both speakers, albeit in very different contexts.
- Rowling contrasts her poor background with both her relatively privileged audience: 'promising careers in business, the law or politics' and her having achieved parity with 'Baroness Mary Warnock', the repetition of her title and full name emphasising this, as if to justify her wealth and success. By contrast, Keelie in Text B justifies her lack of wealth and occupation: 'I don't want to go out to work un- until the children are old enough'.
- The context of age difference is also a significant aspect of identity, with Keelie most concerned with her present situation and its constraints on future prospects, while Rowling is largely reflecting on her past, and how she reached her present elevated status.

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

Section B: Variation over Time

Indicative content

Question 2

	Text C	Text D
Orthography /graphology	<ul style="list-style-type: none"> occasional nouns capitalized within sentences: 'Physick', 'Aniseeds', 'Asparagus' but inconsistent occasional spelling inconsistencies: 'yow/yoe', 'hour/howers' frequent additional final 'e': 'drinke', 'glasse', 'Avoide'. 	<ul style="list-style-type: none"> graphological features characteristic of modern informative texts: use of infographic, columns, white-space, headings, subheadings and bullet points.
Lexis /semantics	<ul style="list-style-type: none"> lexical field of food products includes some now rare or specialised vocabulary: 'mutton', 'capon', 'broome buds', 'hopps' 'Physick' and 'Possetale' obsolete in current English some vocabulary now archaic or restricted to highly formal contexts: 'hence', 'whereof', 'draught' semantic changes: 'relish' as verb in sense used here, 'like', 'The like yoe may do' mixture of relatively precise prescriptions: 'two spoonefull and an half' with more general language of guidance: 'use some good exercise'. 	<ul style="list-style-type: none"> food lexis at fairly general level: 'fruit', 'vegetables', 'bread', fish' relatively vague modifiers of quantity emphasizing balance rather than rigidity: 'plenty', 'some', 'just a small amount', 'a variety' simple compound neologism: 'eatwell'.
Syntax /morphology	<ul style="list-style-type: none"> direct imperatives: 'Provide', 'Mix them' modal auxiliaries: 'Yow must', 'you may' coordinating conjunctions frequently used, including at beginning of sentences: 'But', 'And', 'Or' tendency towards nominalisation and periphrasis: 'of an easy digestion' rather than 'easy to digest' personal engagement through first person singular and second person pronouns preposition use: 'put a little sugar to them'. 	<ul style="list-style-type: none"> mitigated directives: 'It's a good idea to', 'you might find it easier to' inclusive personal pronoun use: 'we', 'let's' but no first person singular as from official agency informalisation reflected in use of colloquial contractions: 'if you're having', 'Let's take' and conjunctions at the start of sentences: 'And you might find it' rhetorical questions: 'So why not get started today?'

	Text C	Text D
Discourse /pragmatics	<ul style="list-style-type: none"> • sense of personal relationship with patient, and 'holistic' approach dealing with physical and emotional well-being • expressions of concern: 'Be carefull', 'I am afraid' • recognition of patient autonomy: 'yow may', 'so soon as yow will' • professional authority: 'I would have you take', 'Yow must endeavour'. 	<ul style="list-style-type: none"> • synthetic personalisation through direct second person address throughout: 'Take a look at what you eat', 'As you can see' • inclusive first person plural: 'we need to eat', 'Let's take a closer look' at beginning and end of the extract • takes a positive rather than prohibitive approach to promoting health: 'you don't need to eat...high in fat and/or sugar' • attempts to engage reader more than prescribe: 'think about how these fit with the sections on the plate'.
<p>AO4- explore connections across data</p> <ul style="list-style-type: none"> • Candidates may draw comparisons and contrasts between the language features presented in the texts. • Contexts of production and reception, recognising that the general trend of informalisation is tempered by the fact that the one-to-one personal correspondence of Text C involves a closer addresser/addressee relationship than the public and official nature of Text D. • The historical context means that many of the linguistic features of Text C will seem more formal to a modern audience than they would have done to the original recipient of the letter unlike the familiar contemporary usage of Text D. • Text C as a private letter directly addressed to an already interested party has no need for the graphologically appealing features of Text D. These also reflect the development of desk-top publishing, printing advances and an increasingly visual culture. 		
<p>These are suggestions only. Accept any valid interpretation of the writer's/speaker's purposes and techniques based on different linguistic approaches.</p>		

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	AO4 = bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
	0	No rewardable material			
Level 1	1–6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data by making relevant links to contextual factors and language features. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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. • Evaluative application of a wide range of concepts and issues to the data. • Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 			

