



Pearson

Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE
In English Language (6EN01)
Unit 1: Language Today

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. 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 candidates at: www.pearson.com/uk

Summer 2017

Publications Code 6EN01_01_1706_MS

All the material in this publication is copyright

© Pearson Education Ltd 2017

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, ie 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.

Question Number	Answer	Mark
1(a)(i)	Term of affection Term of address Abbreviation/clipping	2
(ii)	One mark for any valid example.	1

Question Number	Answer	Mark
1(b)(i)	Verb phrase Formal Modal form	2
(ii)	One mark for any valid example.	1

Question Number	Answer	Mark
1(c)(i)	Politeness marker Adverb Mitigating function	2
(ii)	One mark for any valid example.	1

Question Number	Answer	Mark
1(d)(i)	Ellipsis Deixis	2
(ii)	One mark for any valid example.	1

Question Number	Answer	Mark
1(e)(i)	Proper Nouns Noun phrase Post-modification	2
(ii)	One mark for any valid example.	1

Question Number	Indicative content
2	<p data-bbox="405 302 651 333">AO3 – 10 marks</p> <p data-bbox="405 371 1358 512">The focus is now on context. Candidates may discuss various aspects of context explicitly and separately OR treat context holistically. Candidates do not need to quote from the data, but they should make links between context and language features.</p> <p data-bbox="405 551 1390 759">Mode: spoken with non-fluency features present. Texts are short, featuring ellipsis, abbreviations and greetings/sign offs to be able to record brief details in a short space of time. Contact details, and proper nouns are present to convey callers' identity and reason for calling. Discourse markers are present to signal topic changes in information provided.</p> <p data-bbox="405 763 1374 972">Field: varies across the texts depending on the relationship between the caller and recipient. Voicemails from family/friends contain terms of affection and details of personal life. Work voicemails reflect professional responsibilities and respect to colleagues while business voicemails are more descriptive, polite and discuss details of a specific service being provided.</p> <p data-bbox="405 976 1378 1256">Function: all inform and have a secondary function which varies between groups. Group A has a phatic informative function, providing details which do not always require the recipient to call back. Group B aims to inform and instruct the recipient on an issue which requires their input. Group C aims to inform and persuade the recipient to call back in order to receive a service which is in their best interest. Direct address, politeness features and imperatives are present.</p> <p data-bbox="405 1261 1390 1469">Tenor: audience is narrow with one intended recipient with the message most likely left on a device only they can access. Language can be informal or formal depending on the relationship between the participants. Politeness features can represent authority in work emails and an aim to please in business ones as the relationship to the recipient is impersonal.</p> <p data-bbox="405 1473 1366 1545">These are suggestions only. Accept any reasonable and relevant examples.</p> <p data-bbox="1214 1547 1401 1579" style="text-align: right;">(10 marks)</p>

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"> • Describes influence of some contextual factors, e.g. 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	Indicative content
3	<p>A02 - 5 marks</p> <p>A03 - 5 marks</p> <p>A02: Theories and concepts May comment on the functions and tenor of the voicemails leading to differences between the groups. Messages left by family/friends represent a close personal relationship with intimate details of their lives. They are more affectionate and context bound referencing people and situations known only to the caller. They are colloquial and light-hearted presenting short narratives about their current actions and do not leave names or contact details. Voicemails from work colleagues are more professional/formal as the callers have a working relationship with the recipient. They have introductions stating their name and position to clearly identify themselves and address the recipient. They identify the function of the call and use conditionals to initiate actions and use politeness features to maintain a positive footing and productive working relationship.</p> <p>A03: Language features re contextual factors Group A: informal – <i>gonna, just popped, shoot off.</i></p> <p>Use of terms of affection to show close relationships – <i>sweetie, love, hun.</i></p> <p>Lack of proper nouns and presence of deixis reflect familiarity between the participants - <i>it's only me.</i></p> <p>Use of declaratives and short simple utterances that describe the reason for calling and updates of their life – <i>I'm just waiting outside Tumble Tots.</i></p> <p>Adverbs of time are used to suggest further arrangements and ongoing communication without being specific – <i>soon, later.</i></p> <p>Group B: proper nouns to address recipients and name caller- <i>Danielle, Shakil.</i></p> <p>Post-modified noun phrases adding department details to clarify – <i>Tracey in Finance, Shakil from reception.</i></p> <p>Some formality present – <i>good afternoon, sorry about the late notice.</i></p> <p>Lexical field of work- <i>office, covering, meeting, email.</i></p> <p>Adverbials of place referring to specific workplace locations- <i>in admissions, by the reception area.</i></p>

	<p>Politeness features and mitigated imperatives – <i>thanks, if you could.</i></p> <p>Both groups feature present tense reflecting actions they are engaged in and use ellipsis to convey lots of information in a short time frame. Sign offs are present in both groups.</p> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p style="text-align: right;">(10 marks)</p>
--	---

Level	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"> • 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.

Level	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	0-1	<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>A02 – 5 marks A03 – 10 marks</p> <p>Candidates are not rewarded for the correct answer but the quality of analysis they use to support their decisions.</p> <p>A02</p> <p>Concepts and issues could include theories of politeness and power to discuss the type of relationship with recipient and identity of the caller.</p> <p>A03</p> <p>They may want to consider the contextual factors of voicemails and the field and function in particular.</p> <p>Language points could include:</p> <ul style="list-style-type: none"> • the use of terms of affection - <i>darling</i> • mixture of informality and formality – <i>hang around, unfortunate</i> • present of deixis suggesting a known caller – <i>it's me</i> • lexical field of work – <i>cancellations, receptionist, appointment</i> • politeness features to maintain relationship – <i>sorry, my big apology</i> • adverb used to demonstrate effort made to reschedule – <i>even</i> • days and times reflect arrangements at specific times – <i>Saturday, 8am</i> • use of declaratives to describe situation and reasoning – <i>I've been at work... I've already left...</i> • some ellipsis • use of the imperative – <i>give me a call</i>. No mitigation but suggests urgency to know message is received • no number left suggesting recipient already has it • few proper nouns • weekend appointments suggest a relationship outside of normal work hours. <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p style="text-align: right;">(15 marks)</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"> • 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	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"> • Uncritical/simple understanding of influence of contextual factors, such as genre of SMS, age of writer. • 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, such as purpose and audience. • 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.

Question Number	Indicative content
5	<p>AO1: 10 marks AO2: 15 marks AO3: 25 marks</p> <p>Candidates will probably analyse Text A and B in turn. Look for some explicit comparison, signalled by words such as <i>but, unlike, however</i>. Credit any reasonable interpretation. Precise/subtle expression of ideas indicates higher bands.</p> <p>AO2: Presentation of self: concepts and issues</p> <p>Text A is an email to a national travel company from a dissatisfied customer. The writer is unhappy with the mishandling of a recent booking which resulted in cancellation. The text is planned and written in the first person making it more personal and presents his opinions on the service he has received as well as suggestions for improvement.</p> <p>Text B is a diary entry documenting a young woman's thoughts and experiences as she travels in Italy. The text is personal as diaries are used to record memories for the writer's future reference. There is evidence of planning, the text is permanent and written in the first person demonstrating a single perception of the experience.</p> <p>Text A presents an angry persona who is frustrated by his recent service from a company he has used before. He approaches the complaint by highlighting weaknesses in the service, their consequences and how they can be improved suggesting he wants a positive outcome from his negative experience. Although unhappy with the events he makes efforts to mention positives about the sales person to minimise the impact the complaint will potentially have on her, demonstrating his actions are not personal. He is opinionated and knowledgeable on the procedures when making bookings suggesting he is well travelled. He conveys prior dealings with the company presenting himself as a loyal customer and someone who should be valued. He has expectations of how customers should be treated when paying for a high cost service.</p> <p>Text B's writer is immediately presented as a young romantic female, enjoying a social adventurous holiday. She is thoughtful and reflective as she relates her experiences and aspirations for the future. She appears well travelled mentioning a period of living abroad and plans for further travel. She is presented as a professional, briefly stating her occupation. Statements that her holiday is well earned along with needing more breaks suggest she works hard. She is presented as educated having attended university but feels she has not accomplished as much as she'd liked since leaving. She presents some dissatisfaction with her</p>

looks citing weight loss as a project to begin once the holiday is over. She has a positive outlook and is enjoying her time in Italy.

Points of comparison: Both present people who like to travel and writing about recent experiences from a first person perspective. Both inform the audience using a narrative structure and past tense to relay events that have happened to them. Text A is more formal to maintain professionalism while Text B is colloquial and chatty reflecting the inner voice of the writer. Text A has a specific audience; the email is addressed to the manager while Text B has no specific audience as the diary is personal and will most likely be read by a future self. Both contain details of their experience with Text A's purpose to show the evidence of the mishandling of his booking while Text B's is to record memories.

A03: Key constituent and context analysis

Discourse and pragmatics

Text A

The writer attempts a formal format, stating the addressee, the reason for his communication and formal sign off. Because it is an email there are some features of informality and uncorrected errors. He writes in the first person narrative mixing factual information of names, locations, dates and costs with personal opinion. He presents personal thoughts in parenthesis and the occasional colloquialism, '*I could've kicked up a fuss,*' suggesting he is reasonable. He presents himself as frustrated, opinionated and as a valued customer of the company (one who has been temporarily lost). An indirect request of compensation is present in the statement '*what you offer when you make errors*'.

Text B

The text is an informal personal narrative describing scenes in Italy as well as inner thoughts and feelings of the writer. The writer mimics features of speech with colloquialisms making the text more conversational. Sentences can be short with ellipsis present recording brief notes on thoughts and feelings. The text is deictic, referencing events and people who were introduced in previous entries. It does not always go into the detail regarding personal circumstance as the writer is the audience and will know. Statements to do with lack of money, delaying ambitions and prioritising future plans suggest the writer has been busy and restricted and now wants to commit to achieving her personal goals.

Syntax and Grammar

Text A

Sentences are declarative to inform. Some informal structures are used with some sentences beginning with the conjunction *but* to create emphasis.

Modal verbs are used to convey the alternative actions of the writer to convey his current behaviour as reasonable, suggest how to make amends and imply obligation – *I could have made a fuss...*, *I would be grateful...you should be prepared...*

First and third person used to relay actions of the sales person and the customer.

He paraphrases the sales person for factual accuracy and to highlight the deception when handling the error. Parenthesis is also used to make comments on the difference in versions of the previous booking.

Text B

Sentences are declarative to inform and describe with one interrogative to convey disbelief and an exclamative for emphasis. Ellipsis creates a quick energetic pace and a mixture of sentence types to engage the reader.

Past, present and future tense are featured to convey events experienced, current feelings and future plans – *I spent, I wish, I'm going to...*

Writer uses first person while relaying her own experiences but switches to second person when presenting some opinions as if offering advice – *you should always*.

Adverbials of time/place to establish setting – *20th July, yesterday, once, in Verona*.

Lexis and Semantics

Text A

Adopts a formal style – *bring to your attention, review your policy, on this occasion*.

Adverbs used to intensify feelings of dissatisfaction – *very disappointed, seriously let down*.

Proper nouns to identify people and places involved as well as booking details– *Heather, Newcastle, Travel Co, Courtneys*.

Semantic field of travel and sales – *booking, flights, Dubai, office, price, salesperson, customer, refund*.

Text B

Language is informal with some colloquialisms– *I mean, gonna, buzzing*.

Writer presents an adventurous self with semantic field of travel – *Verona, tourists, gondola, pictures, Australia*.

Writer presents a youthful female romantic persona – *leeching and leering, a young Romeo, ogled, the more hunkier*.

Proper nouns are used to state all the locations and people encountered on the trip – *Christina, the Basilica, Venice*.

Modified noun phrases to describe people and places – *a young Korean girl, a beautiful building, single girls*.

Adverbs are used to intensify feelings – *really regret, very pretty, always planned*.

Graphology

Text A

Email format with address, date and subject outlined at the top.

Formal heading of *FAO*- for the attention of the manager. Greeting and sign off with full name reflecting formal letter format. Pronoun

`I` is frequently written in lower case which reflects the mode as typos occur when typing.

	<p>Verbs capitalised to emphasise the discrepancy in the sales person's account – <i>BOOKED, HELD</i>.</p> <p>Text B Diary format with date used as a heading.</p> <p>Theories and Research</p> <p>Credit any relevant theories and research referred to accurately. It is not necessary to name the associated theorist.</p> <p>Candidates will refer to theories and research in order to make evaluative comments and to explore the significance of what the texts reveal about the speaker/writer.</p> <p style="text-align: right;">(50 marks)</p>
--	--

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 v informal language use.
2	4-6	<ul style="list-style-type: none"> • Limited understanding of concepts and issues, such as spoken v written English distinction, male v female language differences.
3	7-9	<ul style="list-style-type: none"> • Some understanding of concepts and issues, e.g. 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, e.g. 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, e.g. pragmatics, language and gender/power.

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	0-5	<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 v 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. • 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.

