

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 3 GCE									
Thursday 23 May 2024									
Afternoon (Time: 2 hours 15 minutes)					Paper reference		9EN0/01		
English Language Advanced PAPER 1: Language Variation									
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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SECTION B

Variation over Time

Text C

Text C is an extract from Thomas Gisborne's book 'An Enquiry into the Duties of the Female Sex' published in 1797.

There is a prejudice which it is desirable to remove without delay, because it is found to exist in female minds, and unavoidably contributes, in proportion to its strength, to extinguish the desire of improvement, and to repress useful exertion. The fact is this. Young women endowed with good understandings, but desirous of justifying the mental indolence which they have permitted themselves to indulge; or disappointed at not perceiving a way open by which they, like their brothers, may distinguish themselves and rise to eminence; are occasionally heard to declare their opinion, that the sphere in which women are destined to move is so humble and so limited, as neither to require nor to reward assiduity; and under this impression, either do not discern, or will not be persuaded to consider, the real and deeply interesting effects which the conduct of their sex will always have on the happiness of society.

Human happiness is on the whole much less affected by great unfrequent events, whether of prosperity or of adversity, of benefit or of injury, than by small but perpetually recurring incidents of good or evil. The manner in which the influence of the female character is felt belongs to the latter description. It is not like the periodical inundation of a river, which overspreads once in a year a desert with transient plenty. It is like the dew of heaven which descends at all seasons, returns after short intervals, and permanently nourishes every herb of the field.

In three particulars, each of which is of extreme and never ceasing concern to the welfare of mankind, the effect of the female character is most important.

First, In contributing daily and hourly to the comfort of husbands, of parents, of brothers and sisters, and of other relations, connections, and friends, in the intercourse of domestic life, under every vicissitude of sickness and health, of joy and affliction.

Secondly, In forming and improving the general manners, dispositions, and conduct of the other sex, by society and example.

Thirdly, In modelling the human mind during the early stages of its growth, and fixing, while it is yet ductile, its growing principles of action; children of each sex being, in general, under maternal tuition during their childhood, and girls until they become women.

Glossary

prejudice – a harmful opinion

indolence – a state of laziness

assiduity – attention to detail

vicissitude – an unwelcome change of circumstance or fortune

ductile – flexible

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.

Specific Marking Guidance

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 points are displayed 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

Paper 1 Mark scheme

Section A: Individual Variation

Indicative content

Question 1

Text A

Phonology/Graphology

- capitalisation to create the impression of significance, e.g. 'WILL BE'
- visual representation of an interjection, personal emphasis is created through orthography, e.g. 'Urggghhh'
- chapter title contains an exclamative for emphasis
- alliteration using plosives to create emphasis possibly implying his fear, e.g. 'poorly', 'petrifying', 'perplexing'.

Lexis/Semantics

- similes used to create a familiar frame of reference, e.g. 'like Harry Potter's lightning bolt scar'
- lexical field of premature birth, e.g. 'neonates', 'NICU'
- modification of the adjective, e.g. 'perfectly normal', 'incredibly new-wracking'
- indefinite pronoun creating an anaphoric reference to the baby, to show depersonalisation, e.g. 'something'
- emotive language to reflect affection for his child, e.g. 'caressed', 'smitten'.

Syntax

- parenthetical features to create an informal style, e.g. '(they don't have hearts or brains)'
- emphasis is created using minor sentences, e.g. 'Fact.'

Discourse/Pragmatics

- use of modal auxiliaries to create a strong sense of purpose, e.g. 'I will', 'I need'
- shifts in register to balance the formal and the emotional intentions of the text, e.g. 'convention dictates', 'unforgettable first cuddles'
- several allusions to popular culture, e.g. *The Lion King*
- imperatives help create an advisory purpose for the text, e.g. 'seize every opportunity'
- colloquial use of postscript
- repetition of phrases using direct address, e.g. 'you will'.

Text B

Phonology

- evidence of regional accent, e.g. 'nothing /nʊθɪn/'
- influence of Henry's accent on his comedic persona, e.g. 'I'm playing /pleɪjɪn/

Lexis/Semantics

- use of idiom to create a sentimental reflective tone, e.g. 'back in the day'

- semantic field of family and growing up
- frequent use of colloquialisms to show he is at ease when speaking, e.g. 'dope'
- features of spontaneity such as fillers, e.g. 'like'
- repetition of 'sugar' creates a fondness in his recollection.

Syntax

- pace is increased through frequent connectives, e.g. 'and'
- pauses suggest syntactical boundaries, e.g. 'do you remember that (.); 'you read American you know (.) rite of passage books'
- interrogative towards the interviewer enhancing the natural, friendly dynamic, 'have you ever had one'
- repetition showing enthusiasm for the narrative, e.g. 'run to'.

Discourse/Pragmatics

- use of direct address to create a bond with presenters but also with listeners, e.g. 'do you remember'
- a succession of topic shifts and micro pauses create a fast pace and excited tone towards the end
- repetition to create significance, e.g. 'is a thing'.

AO4 – explore connections across data

- both reflect on the impact of transitions in their lives appealing to those with similar life experiences
- both feature spontaneous asides to the main discourse adding more sense of their personality
- both texts are influenced by external voices, Text B addresses an assumed audience whereas Text A assumes a collective reaction of readers
- the lexical references in Text A assume the receiver is likely to also be a new parent, whereas Text B appears to a wider audience of listeners to the podcast.

These are suggestions only. Accept any valid interpretation of the speaker's/writer's purposes and techniques based on different linguistic approaches.

Please refer to the Specific Marking Guidance 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	Descriptive - 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	General understanding - 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	Clear relevant application - 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.		

Syntax

- triadic, rhetorical structures in order to create impact, 'who am I, who do I want to become and how does this person that I want to become behave'
- poses questions and answers them, e.g. 'the answers were...!', 'why is it important to increase confidence well...'
- conditional clauses used to emphasise the purpose of the speech, e.g. 'what could you achieve if you were ten times more confident'
- use of a modified noun phrase to place emphasis on success and gender, 'the first female general manager'
- use of parallel structures to create impact for the rhetorical appeal, e.g. 'when people can see themselves **behaving** differently they then **begin** to act differently'.

Discourse and pragmatics

- use of temporal markers to indicate a positive transformation, e.g. 'fast forward', 'my first time'
- reinforcing her argument by the constant use of numbers
- contrasting personal anecdotes to indicate character development and the shared experience of others, e.g. 'shying away from social engagement' vs 'I became the first female manager of a Triple-A baseball team in nearly twenty years'
- use of elongated pause to elicit applause from the audience
- use of implied imperatives, 'you need to not start'
- use of modality to imply the importance of creating confidence, e.g. 'they had to work on'.

A04 – explore connections across data

- both texts offer advice, however, Text D relies more heavily on personal experience
- Text C suggests a more fixed presentation of women whereas Text D reflects on her character development over a period of time
- direct address and use of inclusive pronouns is driven by the presence of an audience in Text D whereas the writer in Text C assumes his authority
- both texts imply that there are options for women to change their behaviour; however Text D offers a more positive perspective
- reflections on personal experience in Text D but lack of any personal reflections in Text C.

These are suggestions only. Accept any valid interpretation of the writers' purposes and techniques based on different linguistic approaches.