EDEXCEL | A-LEVEL ENGLISH LANGUAGE | 9EN0/01

A Level Paper 1 - June 2025

June 2025 exam series

MARK SCHEME

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Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In English Language (9EN0)

Paper 1: Language Variation

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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 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 fulfils 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.

Indicative content
Question 1

Text A
A mental health writer provides a very honest account of the challenges that men face in dealing with mental health issues like depression and anxiety. The male writer consistently and effectively targets a male audience, more specifically fathers in employment as suggested by the website title. A very personal and complex style of writing is employed to create a unifying, empathic tone and interactional identity between producer and receiver.

Lexis/Semantics
- semantic field of mental illness confidently conveys the theme and issue from the beginning, e.g. 'depression', 'anxiety', 'breakdown'
- abstract nouns and stative verbs cohesively develop the theme, e.g. 'emotions', 'feelings', 'isolation', 'cope', 'struggling'
- concrete singular and plural nouns connote gender-specific issues, e.g. 'man/men'
- collocation of adverbs of manner both unifies the writer with the male readership and highlights personal challenges, 'collectively and individually'.

Syntax
- lengthy complex syntactical structures reflect the occupational identity of the writer
- fronted non-finite clauses foreground the confidence of the writer to acknowledge the mental health issues, e.g. 'Having a breakdown'
- subordinate relative clauses convey both fact and opinion, e.g. 'which is the biggest cause of death for men under 49'
- declarative mood used throughout supports the narrative style with rare use of imperative mood, e.g. 'ask for help'
- similar modifiers in noun phrases, e.g. 'a big problem', 'the biggest cause of death'.

Discourse/Pragmatics
- first-person narrative reflects the personal identity of the male interviewee
- first-person plural noun 'we' creates a collective sense of identity
- second-person pronoun 'you' and possessive determiner/pronoun 'your' creates direct address and synthetic personalisation
- exophoric reference evidenced through the use of proper nouns, e.g. '*The Face', 'GQ',* '*The Guardian'* reflects the social identity of an accomplished, published writer.

Text B
An accomplished female athlete speaks in an honest, factual way informing the online audience about the successes and physical setbacks she has personally encountered. She highlights the resilience required to cope. The fluency and confidence in the delivery suggests scripting, but the regional accent features, contractions and emphatic stress help create relatability and authenticity. The spoken mode reflects a variety of syntactical structures to relate to the online viewing audience.

Phonology
- final dental nasal /n/ patterning as opposed to velar nasal /ŋ/ reflecting possible cultural and social identity, e.g. /skriːmɪn/ suggestive of MLE
- use of glottal stops reflects cultural and social variation, e.g. /æʔ/ /ɪʔ/
- final plosive consonant /k/ in the indefinite pronoun /sʌmɪŋk/
- frequent patterning of emphatic stress to highlight key semantic focuses, e.g. '**crunch**', '**resilient**', '**strengthening**', '**focus**', '**thrive**'.

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Lexis/Semantics

- semantic field of athletics creates the topic which reflects the social identity of the speaker
- semantic field of mental health supports the topic linking to personal identity and typical of motivational speech
- dynamic verbs effectively reflect the role and challenges of an athlete, e.g. 'jog', 'run', 'walk'
- abstract nouns cohesively support the topic of approaches taken to managing mental health, e.g. 'success', 'failure', 'balance', 'sacrifices', 'fun'.

Syntax

- variety of simple, compound and complex utterances reflect the anecdotal nature of the data
- simple present tense conveying personal opinion as fact, e.g. 'that's not just athletics'; 'that's life'
- imperative mood is motivational in tenor, e.g. 'go after your goals'; 'balance it out the right way'
- use of intensifier in split infinitive to foreground the impact of change, 'to really turn your life around'.

Discourse/Pragmatics

- first-person narrative conveys the personal experiences of the female speaker
- second-person pronoun 'you' creates direct address and synthetic personalisation to directly engage potential athletes and children/young adults
- presupposition of the clipped noun 'rehab' assuming contextual understanding
- deictic references representative of spoken mode support speakers' role as an inspirational and motivational speaker, e.g. 'that', 'me', 'my'.

AO4 – explore connections across data

- both texts convey personal experiences and views on mental health, giving advice via empathetic experience to different target audiences
- Text A has a semantic focus on mental ill-health recovery in contrast to Text B's focus on overcoming physical challenges
- gender issues are explored more explicitly within Text A with an attempt to create a unified identity, whereas Text B is more implicit in making passing references to other female competitors
- both texts use a variety of pronouns to create both interactional and relational identities with the respective target audiences
- both writer and speaker create apparently authentic personal identities.

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 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.			
Level 4	19–24	**Discriminating controlled application** • 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	**Critical and evaluative** • 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.			

Indicative content
Question 2

Text C
Text C is a late 19th-century American-produced text explaining the scientific wonders of human birth as well as advising women on the need for care during pregnancy.

Orthography/Graphology
- American English variant spelling <s> as opposed to <c>: 'defense'
- chapter heading minor sentence: 'The Infant.'
- subheading compound sentence: 'What It Is and What it May Become.' with initial capitalisation
- capitalised first word/definite article: 'THE'.

Lexis/Semantics
- synonyms create lexical and semantic cohesion, e.g. 'infant', 'babe', 'child'
- repeated metaphorical noun phrases, e.g. 'the machinery of life', 'the machine', 'the delicate mechanism'
- auditory imagery created by premodifiers, e.g. 'wailing'
- technical field specific lexis representative of the medical physician's occupational dialect, e.g. 'embryo', 'organism', 'organs', 'gestation'
- low frequency/archaic lexis, e.g. 'bestowed', 'solicitude'.

Syntax/Morphology
- asyndetic listing of noun phrases postmodifying 'this little wailing creature' describes the life stages of a female, e.g. 'the romping girl', 'the amiable maiden', 'the noble woman'
- fronted adverbials of time, e.g. 'beyond this', 'for days and weeks and months'
- prepositional phrases referring to human development stages, e.g. 'at maturity', 'in embryo', 'at birth'
- simple declarative sentence types and functions creating a factual register, e.g. 'the infant is, then, the embryo man or woman'
- compound declarative sentences can convey fact and opinion, e.g. 'it is more; it is its own parents'
- parallel structures of fronted subordinate adverbial clauses, e.g. 'Because the babe is possessed of the organs of the mature man or woman'
- adverbs and adjectives create comparative forms, e.g. 'more shapely', more vigilance and care', 'stronger', 'larger'
- patterning of superlative adverbs, e.g. 'most beautiful', 'most perfect', 'most helpless'.

Discourse/Pragmatics
- lexical and semantic change reflecting societal changes, e.g. 'handicapped'
- the simple present tense main clause creates an observational tenor, e.g. 'the helpless little being…is a bundle of possibilities'
- semantic field of gender/sex identification has more focus on the female as opposed to the male suggestive of the female target audience, e.g. 'girl', 'maiden', 'mother', 'woman', 'man'
- attributive adjectives connote gender stereotypical views of femininity, e.g. 'amiable', 'affectionate'
- explicit referencing that the woman is responsible or could be to blame if there are post-natal problems, e.g. 'for which the mother was responsible during gestation'
- third-person narrative perspective creates the detached and objective voice, e.g. 'the infant', 'the mother'.

Text D
Text D is a 21st-century blog by a first-time father sharing his experiences for the benefit of other fathers. There is a strong sense of a personal voice and conscious decisions to address fathers personally. The text is multi-functional by being informative, advisory and entertaining throughout.

Orthography/Graphology
- Standard English spelling throughout typical of PDE
- Heading: 'Weeks 16 to 18 of pregnancy'
- no initial capitalization: 'what to expect'
- underlined intertextual links to other website pages, e.g. 'man's guide to baby growth during pregnancy', 'read all about it here'.

Lexis/Semantics
- semantic field of pregnancy in keeping with the informative function and genre, e.g. 'trimester', 'fatigue', 'cramps'
- visual imagery providing informative and entertaining purposes, e.g. 'ever-expanding bump', 'baggy shirts'
- playful figurative language, e.g. 'size of a light bulb', 'a softball', 'iPhone', 'mini rugby ball'
- playful and humorous collocation, e.g. 'lotions and potions'
- contractions reflecting informalisation, e.g. 'she's' and 'I've'.

Syntax/Morphology
- fronted adverbials, e.g. 'now well into the second trimester of our first pregnancy', 'first and foremost'
- premodified noun phrases descriptive in nature of the pregnancy process, e.g. 'another serious growth spurt', 'my pregnant wife'
- superlative adverb and adjectives, e.g. 'most exciting', 'biggest'
- simple imperative sentence with suspension marks: 'Watch this space…'
- simple exclamative sentences, e.g. 'No wonder my wife's showing so much!'
- fronted non-finite clauses, e.g. 'starting in week 17 as a light bubbling feeling in her stomach'.

Discourse/Pragmatics
- terms of address are used in a non-personal way to refer to his wife and in a more playful manner for the baby, e.g. 'my other half', 'the bump', 'our little bean'
- present continuous aspect reflects the immediate nature of blogs and creates future time, e.g. 'I am pleased to report', 'the baby is now trying its best'
- patterning of first-person narrative/singular pronouns creates a highly cohesive male personal voice, e.g. 'I've been taken aback'
- first-person plural singular pronoun 'we' and possessive determiner/pronoun 'our' unites the parents-to-be
- second-person pronoun 'you' occasionally used to create direct address and synthetic personalisation between male producer and male receivers
- frequent use of parentheses provides personal and often humorous asides, e.g. '(review of her favourites coming soon)'.

AO4 – explore connections across data
- both texts are produced by males, although Text C is a medical expert in contrast to the first-time father of Text D

- both texts contrast in the target audiences of well-educated, literate females of the later 19th-century and online male expectant fathers. Contextually, females were stereotyped as being solely concerned with childbirth, whereas PDE texts are more

inclusive of the father's role, e.g. 'our first pregnancy' • both texts contrast by virtue of the more formal, detached, observational style of the qualified physician and the light-hearted, entertaining style of the expectant father • both texts contrast in addressing the target audience where the expectant father uses more direct address techniques unlike the more detached third-person narrative style of the physician • both texts use a degree of field specific lexis associated with pregnancy with the physician using marginally more specialist terms, being aware of the non-specialist female audience • both texts reflect differences in contextual production and receipt of the texts as seen in the formal published medical advice texts compared with the online platform of a blog • both texts convey different male attitudes towards women and pregnancy over the period represented by the texts.
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