Pearson

Mark Scheme (Results)

Summer 2026

Pearson Edexcel Level 3 GCE

In English Language

Advanced Subsidiary (8EN0_01)

Paper 1: Language: Context and Identity

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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.

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.

Section A: Language and Context
Question 1

Mode

Text A: Digital text. Planned.
Text B: Written print text, replicated online. Planned.
Text C: Spoken language. Possibly spontaneous/lightly planned.

Field

Text A: A fashion company and its ethos.
Text B: Fashion and styling boxing boots.
Text C: The speaker's clothing.

Function

Text A: Primarily to inform but has secondary persuasive purpose to make people who identify with the company's values to purchase from the website.
Text B: To inform about characteristics of a brand and to influence the readers' style choices.
Text C: Inform but mainly to build and maintain a connection with 'followers'/increase 'followers'.

Audience

Text A: Potential customers who share the company's values around fashion, diversity, environment and culture.
Text B: Probably female audience. Teens and young women.
Text C: Wide audience, probably female, seeking fashion knowledge.

Lexis / Semantics

Text A

- some formal/literary lexis, e.g. 'penchant', 'proliferate'
- semantic field of equality and diversity, e.g. 'identify as female', 'inclusivity'
- use of metaphor, 'we've ridden that wave…' • etymology of the brand name Disturbia explained.

Text B

- some formal lexis reflecting professional journalism, e.g. 'eponymous'
- colour terms, e.g. 'silver/solar'
- American lexis, 'sneaker' shows cultural influence
- boxing metaphors to reflect the type of footwear, e.g. 'jumped to the ring'
- compounded words, e.g. 'hi-tops', 'office-ready'.

Text C

- limited semantic field of footwear given the focus
- general semantic field of clothing, e.g. 'jeans', 'T-shirt', 'cardigan'
- proper nouns for fashion brands/retailers
- lexis associated with target audience, e.g. 'nerd cats', 'super cute'.

Discourse and pragmatics

Text A

- greeting to form personal relationship, 'Welcome to Disturbia'
- contractions for informality, e.g 'we've'
- first names for founders to maintain informal relationship
- focus mainly on community not clothes.

Text B

- contractions for informality
- personal address, e.g. 'Your dad's gym class'
- assumes shared knowledge, e.g. 'bubble dress'
- use of dash to give personal spoken effect, e.g.'…bubble dress – I figured…'
- expected structure of article with opening and closing lines.

Text C

- assumes shared knowledge for some items, e.g. 'three-strap Birks'
- pauses and fillers, e.g. 'like' indicate unscripted speech • not always focussed on topic, e.g. 'it started snowing'
- aspects of phatic language and highly informal style.

Grammar/morphology

Text A

- extensive modification, e.g 'fastest-growing independent {subculture} fashion brands'
- first-person plural pronoun, 'we'
- adverbials to give confidence in brand, 'for the past twenty years'.

Text B

- use of first-person 'I' to re-enforce personal opinion
- use of factual modification, e.g. 'leather upper', 'asymmetrical bubble dress'
- adverbials of time reflect time-limited nature of fashion, e.g. 'throughout this season and the next'
- use of present participles to show ongoing changes in fashion, e.g. 'soles are getting'.

Text C

- first-person account with indirect address to audience
- imperative 'stay tuned' to directly involve the audience
- modifiers to inform and give more precise explanation of clothing, e.g. 'oversized T-shirt'
- adverbials show the serial nature of the videos, e.g. 'for the day'
- use of relative clauses to add detail about characteristics of key nouns referring to clothing, e.g. '…socks that have cats…', '…T-shirt that I tucked…', '…cardigan that has…'.

AO4 - explore connections across data
Candidates should draw comparisons and contrasts between the language features presented in the texts.

Mode

- texts A and B are both planned written and Text C is spoken and probably not scripted
- texts A and B are more complex syntactically and lexically and would have required more planning than text C. The article in text B mixes specialist fieldspecific lexis with informal lexis associated with spoken language
- text B is written but includes some features that suggest conversational style and youthful audience.

Field

- all texts contain reference to fashion, but texts A and C are more focused on creating community
- text A contains formal/literary words to meet target audience. Text B uses vocabulary to reflect young audience with knowledge of fashion, while text C uses a more accessible vocabulary to fit general audience.

Audience

- text A is likely aimed at an adult audience, but texts B and C could have a teenage audience as well as a young-adult audience
- only text A refers to expected and specific audience characteristics, while texts B and C have broader audiences
- only text B implies gender of audience through reference to gendered clothing
- texts B and C adopt a 'relaxed' informal style to reflect wider audience. Text A is more formal/literary and uses more long complex sentences than the other texts to engage a culturally distinct audience.

Function

- all texts have an informative function, but B includes elements of persuasion. Phatic-like aspects of text C show it may also have function of engaging and increasing online following.

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

Please refer to the Specific Marking Guidance when applying these marking grids.

		AO1 = bullet point 1	AO3 = bullet point 2
Level	**Mark**	**Descriptor (AO1, AO3)**	
	0	No rewardable material.	

Level 1	1–3	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Lists simple information about context.
Level 2	4–6	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Describes contextual factors and language features.
Level 3	7–9	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	10–12	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	13–15	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.

Level	Mark	Descriptor (AO4)
	0	No rewardable material.
Level 1	1–2	**General and descriptive** • Makes no connections between the data.
Level 2	3–4	**Broad understanding** • Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	**Clear understanding** • Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	**Consistent application** • Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.

Level 5	9–10	**Discriminating application** • Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

Text D

Mode

It's a written 'about us' taken from a website. Its first-person style and structure mimic aspects of a letter, but it also has informal conversational elements.

Field

Frequent references to farming, the environment, alpacas and places/geography.

Audience

As this was published on the company's webpage, the audience is likely to be those with an interest in purchasing alpaca goods.

Function

To inform the reader about how Barnacre Alpacas was created with a secondary function to encourage people to engage with the website and persuade visitors to make a purchase.

Aspects of presentation

- Barnacre present as a unified team working towards common goals, e.g. the use of the first-person plural 'we'
- use of first names shows desire to create a close relationship. This contrasts with use of full names in the welcome and sign-off
- present as ordinary people at the start of their alpaca journey, e.g. 'housing estates', 'office jobs'
- stress their lack of knowledge, e.g. 'townies', 'no farming background'
- show moving from a total lack of knowledge to experts, e.g. 'learning', 'researching', 'Many hours of studying'
- have suffered hardship in pursuit of their dream, e.g. 'small and draughty caravan'
- present a chronology of their journey, e.g. 'in the early 2000s', 'in 2006'
- willing to sacrifice for their dream, e.g. 'sold our house and car'
- detailed location information to support identity as a business, e.g. 'Tyne Valley', 'Plough Inn'
- use of exclamation to re-enforce drama/excitement/surprise
- present as environmentally friendly, e.g. 'solar electricity', 'ground source heating'
- show they have a personal connection with their animals, and it is not just a business, e.g. 'alpaca dream', 'friendly champion alpacas'
- focus on business, e.g. 'beautiful handmade knitwear', 'online shop'.

These are suggestions only. Accept any valid interpretation 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
Level	**Mark**	**Descriptor (AO1 ,AO2, AO3)**		
	0	No rewardable material.		
Level 1	1–5	**Recalls information** • Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. • Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. • Lists simple information about context.		
Level 2	6–10	**Broad understanding** • Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. • Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. • Describes contextual factors and language features. Application is undeveloped.		
Level 3	11–15	**Clear understanding** • Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. • Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. • Explains clear contextual factors and language features. Begins to link these to construction of meaning.		
Level 4	16–20	**Consistent application** • Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. • Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. • Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.		
Level 5	21–25	**Discriminating application** • Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. • Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. • Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.		