



# Mark Scheme (Results)

Summer 2025

Pearson Edexcel Level 3 GCE  
in English Language (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 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 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: Written. Planned. Various fonts. Some sections in upper case

Text B: Spoken but may have been rehearsed. Fluent. Coherent

Text C: Written journalism. Narrates actions and thoughts in real time.

### **Field**

Text A: Words relating to marketing and industrial processes. Field of specialist clothing. Science-related terminology

Text B: Field of position and motion, directions and angles of body and poles

Text C: Specialist field of bouldering/climbing. Refers to parts of the body and positions.

### **Function**

Text A: To sell/promote a product

Text B: To instruct and advise

Text C: To recreate experience. To entertain.

### **Audience**

Text A: Purchasers and potential purchasers of product

Text B: Anyone seeking advice on using trekking poles

Text C: Fellow bouldering enthusiasts.

### **Discourse/Pragmatics**

Text A:

- first-person plural to personalise the manufacturer and create rapport
- mimicking scientific formula through use of scientific symbols
- direct address.

Text B:

- actions clearly sequenced in real time
- assumes reader is familiar with key terms
- range of discourse markers, e.g. 'now', 'as I say'
- direct address.

Text C:

- creates immediacy by putting phrases on separate lines to suggest climber's immediate dilemma
- assumes knowledge of specialist climbing/bouldering terms
- assumes experience of this kind of climbing
- self-disparaging humour at the end.

### **Graphology/Phonology**

Text A:

- short paragraphs spread out with space in between
- unconventional use of capitals
- use of symbols.

Text B:

- frequent pauses.

Text C:

- unconventional paragraphs
- ellipsis.

## **Grammar/Morphology**

### Text A:

- range of sentence types including minor, e.g. 'tested, inside and out'
- modified noun phrases suggest status and expertise
- main text predominantly statements
- imperatives at the end to encourage engagement/participation.

### Text B:

- no direct imperatives
- use of modal verbs, e.g. 'need', 'do'
- both positive and negative advice given
- first- and second-person pronoun use
- clipping and contractions lower formality, e.g. 'cos'

### Text C:

- creates a sense of immediacy
- use of questions to involve reader in thinking process
- imperatives to mimic mental process, e.g. 'try harder'
- position and action conveyed in short phrases, e.g. 'right hip to the rock'
- asyndetic listing to create suspense and drama, e.g. 'adjust, grip, adjust'
- some sentences are complex with a large amount of subordination.

## **Lexis/Semantics**

### Text A:

- several terms specific to the field of outdoor garments, e.g. 'breathability'
- terms borrowed from science, e.g. 'Exosphere'
- figurative language used, e.g. the garment is 'punished', 'Killer Wash'.

### Text B:

- some informal lexis, e.g. 'muck', 'faff'
- some technical terms, e.g. 'propulsion'
- characteristic conversational lack of precision, e.g. 'doesn't really do much'
- repetition used to reinforce instructional purpose, e.g. 'know how to use them'
- language used to comic effect, e.g. 'ornaments dangling'

### Text C:

- mostly simple, easily accessible lexis
- some field specific terms, e.g. 'crimp', 'gaston'
- possible dialect form, 'udge'.

## **A04 - explore connections across data**

Candidates should draw comparisons and contrasts between the language features presented in the texts.

### **Mode**

- Texts A and C are written and planned. However, Text C imitates some of the features of spoken language, such as exclamatory imperatives, e.g. 'Try harder!'
- Text B is spoken but does not show many of the features expected in spontaneous speech, such as hesitations and false starts
- in Text C, the narrative elements differentiate it from Text A and B.

### **Field**

- Texts A and B refer to the weather and to equipment designed for outdoor pursuits activities
- Text A uses some figurative language. Texts B and C use non-figurative language associated with the body and its connection to the physical environment.

### **Function**

- Text A has the function of promoting a particular commodity
- Text C is intended to entertain, but also offers, implicitly, advice over bouldering strategies and techniques
- Text B offers advice on how to use specific equipment
- unlike Text A, Text B has an instructive purpose as well as a persuasive one
- all three texts have informative aspects.

### **Audience**

- all three texts include some form of direct address
- Text C tries to recreate the experience for the reader
- the audience for all three texts could be anyone interested in outdoor activities
- the audience for Text B is self-selecting.

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.

		A01 = bullet point 1	A03 = bullet point 2
Level	Mark	Descriptor (A01, A03)	
	0	No rewardable material.	
<b>Level 1</b>	1-3	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Lists simple information about context.</li> </ul>	
<b>Level 2</b>	4-6	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>	
<b>Level 3</b>	7-9	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>	
<b>Level 4</b>	10-12	<b>Consistent application</b> <ul style="list-style-type: none"> <li>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.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>	
<b>Level 5</b>	13-15	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning.</li> </ul>	

<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO4)</b>
	0	No rewardable material.
<b>Level 1</b>	1–2	<b>General and descriptive</b> <ul style="list-style-type: none"> <li>• Makes no connections between the data.</li> </ul>
<b>Level 2</b>	3–4	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>• Notices obvious similarities and differences. Recalls basic theories and concepts.</li> </ul>
<b>Level 3</b>	5–6	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>• Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.</li> </ul>
<b>Level 4</b>	7–8	<b>Consistent application</b> <ul style="list-style-type: none"> <li>• Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.</li> </ul>
<b>Level 5</b>	9–10	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>• Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.</li> </ul>

## **Section B: Language and Identity – Question 2**

### **Text D**

#### **Mode**

Written to be spoken. Planned, carefully structured. Fluent.

#### **Field**

Personal anecdotes related to her family. Aspirations of young people. Terms related to Pakistani history and culture. Terms related to social and political activism.

#### **Audience**

Those present at the Nobel Prize award ceremony. Secondary audience would be the general public as the speech would be recorded and widely reported.

#### **Function**

The function here is to thank the committee for awarding her the prize but also to publicise the causes which she wishes to promote: education, equal rights, peace.

#### **Aspects of presentation**

Presents herself as someone who has a strong bond with her audience, e.g. 'Dear brothers and sisters'

Presents herself as a happy person with strong family bonds, e.g. "The happiest girl in the world"; 'We wanted to make our parents proud'.

Deflects attention from her own status by claiming the prize is not just for her but for all 'voiceless' children.

Presents herself as an ordinary girl but someone who expects to be listened to and taken seriously. The tone is relaxed but formal.

Gives different characterisations of herself, e.g. 'girl who was shot', 'girl who fought for her rights', 'Nobel Laureate'.

Uses bathos and self-deprecation to create humour, e.g. 'that annoying bossy sister'.

Use of rhetorical devices to gain the attention of her audience, e.g. triplets, anaphora, repetition, antithesis.

Presents herself as patriotic, e.g. 'my paradise home'.

Creates a word-picture of herself and her friends learning together in their school uniforms, painting their hands with henna.

Contrasts the children's innocence with the horror of the Taliban regime, e.g. 'Women were flogged', 'People were killed'.

Presents herself as courageous and willing to defy unreasonable authority.

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.	
<b>Level 1</b>	1–5	<b>Recalls information</b> <ul style="list-style-type: none"> <li>• Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>• Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>• Lists simple information about context.</li> </ul>	
<b>Level 2</b>	6–10	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>• Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>• Describes contextual factors and language features. Application is undeveloped.</li> </ul>	
<b>Level 3</b>	11–15	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>• Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>• Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>	
<b>Level 4</b>	16–20	<b>Consistent application</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>• Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>	
<b>Level 5</b>	21–25	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>• Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>• Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li> <li>• Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li> </ul>	