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Pearson Edexcel

# Mark Scheme (Provisional)

## June 2021

Pearson Edexcel International Advanced Level

In English Language (WEN01)

Unit 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 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**

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.
- 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.

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**Placing a mark within a level**

- 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 the descriptors in that 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.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

**Assessment objectives**

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| **AO1** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. |
| **AO2** Analyse the language, form and structure used by a writer to create meanings and effects. |
| **AO3** Explore links and connections between texts. |
| **AO4** Show understanding of the relationships between texts and the contexts in which they were written. |

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Unit 1: Language: Context and Identity
Section A

Text A develops the identity of Jamaica born Raheem Sterling as he reflects on his early life growing up in multicultural London and the racial abuse he later suffered as a successful footballer. He asserts that he has only ever experienced racism in the context of football. Sterling presents as a concerned individual, determined to raise awareness of racism in football and to challenge the stereotypical representation of black players in the media, which he feels fuels this racism. Sterling is a young man, aware of the power of social media to convey his message and generate support for his campaign to punish racism on and off the football field with decisive action. The role of the author (Mance) in shaping the text and integrating the directly quoted words of Sterling clearly drives the article and the presentation of Sterling within it. Mance's stance on the issue is clear.

Text B develops the identity of Ghanaian footballer, Kevin-Prince Boateng, as he delivers a speech to the United Nations on the 'International Day for the Elimination of Racial Discrimination'. Boateng presents as a man fully aware of his power and responsibility as an international sporting 'celebrity' to instigate change. As such he identifies with others in the public eye, such as musicians and artists, and calls upon them to challenge racism in any form and thereby influence the behaviours of those that follow them. He cites famous sportsmen, such as Muhammad Ali, as exerting a power for change that equals or even exceeds that of any politician.

| | **Text A** | **Text B** |
|---|---|---|
| **Mode** (Method of Communication) | Online magazine article. | Transcript of a speech, incorporated (in full) into newspaper article. |
| **Field** (Subject Matter) | • field of multicultural London society and education<br>• field of premiership football<br>• field of international football<br>• field of social media. | • field of disease and contagion as metaphor for racism and its spread<br>• field of 'popular' celebrity<br>• field of historical – and current – black politics<br>• black sporting figures as drivers of political change. |
| **Function** (Purpose) | • presents the background and experiences of Sterling as representative of migrants<br>• presents the multicultural nature of London society in a positive light<br>• contrasts his childhood experience with his later professional encounters with racism<br>• presents sport (here football) as a means of escape from poverty for black youths | • to formally address the UN on the issue of racism in sport and in broader society<br>• to reflect on and to honour black political activists<br>• to highlight the power of those with 'celebrity' status to exert influence for change<br>• a call to all to speak out against racism. |

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| | • establishes and then challenges racial stereotypes<br>• makes statements relating to the nature of representation of black people in British sporting and public life to highlight imbalance<br>• challenges football's governing bodies to take firm action against racism. | |
| **Audience** (Relationship between writer/speaker and reader/listener) | • readers of the *Financial Times Magazine: Lifestyle & Arts* and its affiliated website<br>• football fans<br>• followers of Raheem Sterling<br>• those interested in issues related racial discrimination and abuse in football. | • readers of *The Daily Mail* and its affiliated website<br>• followers of Boateng, on and off the football pitch<br>• dual audience of those present at the UN and the wider audience reached by publication of the speech<br>• those interested in the work of the UN<br>• those interested in, or involved with, the issue of racism in sport, and in wider (and international) society. |
| **Discourse/ Pragmatics** (How context shapes extended texts and variation in meaning) | • title signals content and authorial stance on the issue<br>• assumed knowledge of English and International football<br>• generic convention, and the authorial intervention of Mance, shapes structure, sequence and content<br>• details of the early life of Sterling give insight into the experiences of migrant families<br>• reflections on London give insight into the positive aspects of multiculturalism<br>• on-field experiences of Sterling relay the nature of racial abuse in football<br>• critical comments on the media reflect its perceived perpetuation of stereotypes<br>• Sterling's use of social media reflects its potential to reach and mobilise<br>• Mance's summary (and inclusion of Sterling's comments) conveys the perceived racial imbalance in British society<br>• the closing invitation to comment reflects generic form and convention. | • the construction of the opening/closure of the address conforms to both context and convention<br>• Boateng's early life in Ghana (and his experience with malaria) shapes the metaphors he applies to racism<br>• referencing of key black activists (Mandela/Luther King) highlight political movements for change<br>• coupling of Ali with the above gives equal status to sporting celebrities in terms of influence<br>• reference to Obama as evidence of the change<br>• gradual extension to broader spheres of popular culture extends responsibility of associated celebrities. |
| **Graphology** (Presentation of language) | • the title and attribution adopt the conventions of an article<br>• time references and closing invitation to contribute signal online context | • the speech is framed by conventional opening and closure<br>• sections transition according to focus and content |

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| | • paragraphing follows shift in topic/perspective<br>• parentheses to clarify<br>• use of direct and reported speech to incorporate and integrate the voice of Sterling. | • discourse markers structure equence the speech<br>• paragraphing, particularly the shor sentence paragraphs, reflect the rhet uses of pause and emphasis in speech. |
| **Grammar/Syntax** (The rules that govern the structure of language, sentences and the relationships between words in sentences) | • grammar conforms to Standard English<br>• occasional rhetorical device: tripling: 'each other's beliefs, each other's faiths, colours': metaphor: 'melting pot'<br>• opening declaratives summarise Sterling's early background<br>• use of parenthesis to clarify or qualify<br>• past tense predominates in opening and mid-sections to present Sterling's past experiences<br>• shift to present tense in latter stages to reflect on current issues of representation in the UK<br>• repetition/parallel syntax for emphasis: 'in a multicultural city, in a multicultural school'; 'each other's beliefs, each other's faiths'<br>• closing interrogative/imperative invites contributions. | • grammar conforms to Standard English<br>• employs rhetorical devices: tripling: 'on the streets, in your office and in football stadiums'; contrasting pairs: '… voice heard/ mute'<br>• formal structures of initial address concede to status and convention<br>• tenses are alternated to emphasise the link between historical and current racial issues<br>• use of modal forms to project possibilities: 'can be seen'/ 'could become infected'<br>• use of pronoun to unite, especially in terms of collective responsibility<br>• complex structures to relate personal/historical experiences<br>• declaratives to define the issue and the stance of the speaker: 'there are no tolerable quantities of racism'<br>• imperative tone at the close: 'we have a duty …'. |
| **Lexis/ Semantics** (Vocabulary and its meaning) | • lexis linked to English Premiership and international football<br>• the language of Sterling is often colloquial: 'kind of'; 'there were times that I felt like…'<br>• Mance often deploys low frequency lexemes with the nature of his audience in mind: 'lucrative'; 'glorified'<br>• abuse conveyed through aggressive verb forms: 'attacked', headbutted'<br>• lexis linked with social media: 'posts'; 'likes' linked to Sterling's communication method of choice<br>• issues of representation via lexis associated with 'high' office: 'minister'; 'manager'; 'shareholder'. | • formality of opening references: 'Madame Pillay'/ 'esteemed colleagues'<br>• the language of Boateng is consistently formal in concession to the UN context<br>• lexis linked to disease and contagion extend the metaphor of racism<br>• positive referencing of historical activists: 'incredible'; 'inspiration'<br>• personification, especially of racism, as device: 'face racism and fight it'<br>• juxtaposition: 'dangerous and infectious'/ 'indifference and inaction' for emphasis<br>• effect of the non-specific references to 'skin colour' and the reasons behind this. |

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| **Social / Cultural Concepts and Issues** | • the violent nature of the death of Sterling's father reflects the nature and impact of gun crime<br>• accounts of Sterling's early life in London reflect positively on multiculturalism<br>• references to the media (including social media) highlight its power to influence opinion<br>• sport is presented as a means of escape from poverty<br>• observations on representation in broader British society reflect the imbalance in racial terms. | • recollections of the battle a disease in Ghana reflect on African con<br>• reference to activists places the is o historical and political context<br>• the transformative effect of Boateng's meeting with Mandela<br>• the separation of politicians from the wider public is implied by Boateng's assertions about the greater influence of 'celebrities'. |

**Explore connections across data (AO4)**

Connections and contrasts can be made using any of the contextual, linguistic features and social / cultural concepts and issues outlined above. Connections can also be made on the broader issue of presentation of identity. Points made may include:

- both texts are taken from online articles, affiliated to newspapers, but the format and content is different
- both texts are clearly linked by the issue of racism and their campaign to combat it
- the voice of Sterling is shaped by authorial intervention; Boateng's speech is quoted directly
- there is a clear contrast in the register of the voices of Boateng and Sterling
- Text A focuses on personal experience of racism within football
- Text B extends beyond football to sport in general and wider society
- Text A mostly relates to UK context; Text B has broader international scope
- both reference personal experiences.

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| AO1 | Apply appropriate methods of language analysis, using associated terminology and coherent written expression. |
| AO2 | Demonstrate critical understanding of concepts and issues relevant to language use. |
| AO3 | Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. |
| AO4 | Explore connections across texts, informed by linguistic concepts and methods. |

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| Please refer to the specific marking guidance when applying this marking grid. | | | | | |
|---|---|---|---|---|---|
| Level | Mark | AO1 = bullet point 1,2 | AO2 = bullet point 3,4 | AO3 = bullet point 5 | AO4 = bullet point 6,7 |
| | 0 | No rewardable material. | | | |
| Level 1 | 1 - 7 | **Descriptive**<br>• Knowledge of methods of language analysis is largely unassimilated.<br>• Recalls limited range of terminology and makes frequent errors and technical lapses.<br>• Knowledge of concepts and issues is limited.<br>• Uses a narrative approach or paraphrases with little evidence of applying understanding to the data.<br>• Lists contextual factors and language features.<br>• Makes limited links between these and the construction of meaning in the data.<br>• Makes no connections between the data. | | | |
| Level 2 | 8 - 14 | **General understanding**<br>• Uses methods of language analysis that show general understanding.<br>• Organises and expresses ideas with some clarity, though has lapses in use of terminology.<br>• Summarises basic concepts and issues.<br>• Applies some of this understanding when discussing data.<br>• Describes construction of meaning in the data.<br>• Uses examples of contextual factors or language features to support this description.<br>• Gives obvious connections. Makes links between the data and applies basic theories and concepts. | | | |
| Level 3 | 15 - 21 | **Clear relevant application**<br>• Applies relevant methods of language analysis to data with clear examples.<br>• Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology.<br>• Clear understanding of relevant concepts and issues.<br>• Clear application of this understanding to the data.<br>• Explains construction of meaning in data<br>• Makes relevant links to contextual factors and language features to support this explanation.<br>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. | | | |
| Level 4 | 22 - 28 | **Discriminating controlled application**<br>• Controlled application of methods of language analysis supported with use of discriminating examples.<br>• Controls the structure of response with effective transitions, carefully chosen language and use of terminology.<br>• Discriminating selection of a range of relevant concepts and issues.<br>• Discriminating application of this understanding to the data.<br>• Makes inferences about the construction of meaning in data<br>• Examines relevant links to contextual factors and language features to support the analysis. | | | |

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| | | • Analyses connections across data. Carefully selects and embeds of theories, concepts and methods to draw conclusions about the data. |
| Level 5 | 29 - 35 | **Critical and evaluative**<br>• Critical application of methods of language analysis with sustained examples.<br>• Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.<br>• Evaluative selection of a wide range of relevant concepts and issues.<br>• Evaluative application of this selection to the data.<br>• Evaluates construction of meaning in data.<br>• Critically examines relevant links to contextual factors and language features to support this evaluation.<br>• Evaluates connections across data. Critically applies theories, concepts and methods to data. |

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Unit 1: Language: Context and Identity
Section B

| Question Number 2 | Indicative Content |
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| | Candidates are expected to demonstrate their own expertise and creativity in the use of English.<br><br>Features of candidates' writing on this task may include but are not limited to:<br><br>• application of conventions of a magazine article<br>• awareness of a reading and school/college-based audience<br>• predominantly Standard English lexis and grammar<br>• varying syntax for effect<br>• use of rhetorical and persuasive devices<br>• use of appropriate lexical field for audience<br>• adaptation of material from the Source Booklet through techniques such as reshaping of factual and contextual detail. |

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| AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways. |

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| Please refer to the specific marking guidance when applying this marking grid. | | |
|---|---|---|
| Level | Mark | AO5 = b point 1, 2, |
| | 0 | No rewardable material. |
| Level 1 | 1 - 3 | **Descriptive**<br>• Writing is uneven. There are frequent errors and technical lapses.<br>• Shows limited understanding of requirements of audience and function.<br>• Presentation of data is formulaic and predictable. |
| Level 2 | 4 - 6 | **General understanding**<br>• Writing has general sense of direction. There is inconsistent technical accuracy.<br>• Shows general understanding of audience and function.<br>• Some attempt to craft the presentation of data, with general elements of engagement. |
| Level 3 | 7 - 9 | **Clear, relevant application**<br>• Writing is logically structured. There are few lapses in clarity.<br>• Shows clear understanding of audience and function.<br>• Clear awareness of appropriate presentation of data, with some engaging and original elements. |
| Level 4 | 10 - 12 | **Discriminating, controlled application**<br>• Writing is effectively structured. Writing is consistently accurate.<br>• Consistently applies understanding of audience and function.<br>• Presents data in an original and consistently engaging manner. |
| Level 5 | 13 - 15 | **Critical and evaluative**<br>• Writing is controlled and confident throughout. Writing is consistently accurate.<br>• Demonstrates discriminating understanding of audience and function.<br>• Crafts data in an assured and original response. |

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