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Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Time 1 hour 45 minutes

Paper reference **WEN01/01**

English Language

International Advanced Subsidiary
UNIT 1: Language: Context and Identity

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 **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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 A

Read Texts A and B in the Source Booklet before answering Question 1.

Write your answer in the space provided.

Question 1

Text A is an edited extract of an article posted on the *United Nations News* website in May 2020. The article contains excerpts from a speech made by António Guterres (United Nations Secretary-General).

Text B is a blog posted on the website of *Plan International* in March 2016 by Kamanda Kamara, a member of *Plan International* Sierra Leone Youth Advisory Panel.

Analyse and compare how the language of **both** texts conveys personal identity. You should refer to:

- relevant language frameworks
- concepts and issues such as social, cultural and gender factors
- contextual factors such as mode, field, function and audience.

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(Total for Question 1 = 35 marks)

TOTAL FOR SECTION A = 35 MARKS

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SECTION B

Write your answer in the space provided.

Question 2

Write the text for an article in your local newspaper encouraging people to participate in an aid programme in their community during a serious health crisis.

In addition to your own ideas you **must** refer to material from at least one of the texts in the Source Booklet.

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(Total for Question 2 = 15 marks)

TOTAL FOR SECTION B = 15 MARKS
TOTAL FOR PAPER = 50 MARKS

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Pearson Edexcel International Advanced vel

Time 1 hour 45 minutes

Paper reference **WEN01/0**

English Language

International Advanced Subsidiary
UNIT 1: Language: Context and Identity

Source Booklet

Do not return this Booklet with the question paper.

Total Marks

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Text A is an edited extract of an article posted on the *United Nations News* we in May 2020. The article contains excerpts from the speech made by António Guterres (United Nations Secretary-General) at the launch of a new policy to address the challenges faced by the elderly during the Covid-19 pandemic of 2020.

'Rights and dignity' of older people must be respected during COVID-19 and beyond.

1 May 2020

Human Rights

"Our response to COVID-19 must respect the rights and dignity of older people," Secretary-General António Guterres said launching the report.

Against the backdrop of age discrimination, autonomy for older people, disparities in social protection and healthcare - as well as a lack of decision-making power - he maintained that for older persons, the crisis is "exacerbating existing human rights protection gaps and socio-economic challenges."

It's personal

"As an older person myself, with responsibility for an even older mother, I am deeply concerned about the pandemic on a personal level, and about its effects on our communities and societies," the UN chief shared.

At the same time, he pointed out that older people contribute "immeasurably" to their families and communities – commonly sacrificing their own well-being to care for others, including helping with children and grandchildren: "Our COVID-19 response must be cognizant of all of these matters" and "must respect the rights and dignity of older people."

Addressing elderly needs

"No person, young or old, is expendable," underscored Mr. Guterres.

The impact on health and long-term care services for older persons must recognize and confront the particular challenges they face, including their ability to access medical treatment and care.

"Older people have the same rights to life and health as everyone else," spelled out the UN chief. "Difficult decisions around life-saving medical care must respect the human rights and dignity of all."

And while physical distancing is crucial, he flagged the need to remember that "we are one community and we all belong to each other."

Digital technology must be improved to mitigate movement restrictions that can disrupt essential care, support and social inclusion for older persons.

"That is vital to older people who may face great suffering and isolation under lockdowns and other restrictions," maintained Mr. Guterres.

Beyond the pandemic's immediate health impact, it is putting older people at "greater risk of poverty, discrimination and isolation," he said, most likely causing "a particularly devastating impact" on those in developing countries where public health care and social protection services will likely be overwhelmed by the virus.

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Moreover, all social, economic and humanitarian responses must take into conside n the needs of older people, particularly in terms of universal health coverage, pension jobs and social protection.

"The majority of older people are women, who are more likely to enter this period of their lives in poverty and without access to healthcare," explained the Secretary-General. "Policies must be targeted at meeting their needs."

Support the elderly's response

Older people must not be treated as invisible or powerless but recognized for their diverse experiences and the multiple ways in which they are contributing to overcoming this crisis.

"Many older people depend on an income and are fully engaged in work, in family life, in teaching and learning, and in looking after others," he argued.

Their agency, participation and responses to the pandemic must be supported and their knowledge and good practices shared as part of the recovery.

"Their voices and leadership count," stressed the UN chief.

Recovering better together

"To get through this pandemic together, we need a surge in global and national solidarity and the contributions of all members of society, including older people," he asserted.

This requires appropriate legislation at the national level, a push toward an international convention on the human rights of older persons at the global level, and sustainable investment in health, care and social protection systems that ensure the dignity and rights of older persons.

"As we look to recover better, we will need ambition and vision to build more inclusive, sustainable and age-friendly societies that are fit for the future," concluded the Secretary-General.

Glossary

cognizant: having knowledge or awareness of

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Text B is a blog posted on the website of *Plan International* by Kamanda Kama about his and other young people's response to the deadly Ebola virus outbreak *Plan International* is an independent development and humanitarian organisation which works in 71 countries across the world to advance children's rights.

BLOGGER

24 MARCH 2016

Two years after the West Africa Ebola outbreak, *Plan International* Sierra Leone Youth Advisory Panel member Kamanda Kamara blogs about young people's participation in the campaign to contain the virus, and how their brave work has contributed to lasting change in their communities.

During the Ebola outbreak I saw a lot of people being infected or dying in my community. I thought I should, in some way, help save my community and help get rid of this dreadful disease.

I was already a member of Plan International's youth advisory panel in my area and I joined a programme in Ebola-affected communities where we were trained to help protect ourselves from infection and raise awareness of how to stop the spread of Ebola. Later in the outbreak, I worked with other young people to give a voice to the most vulnerable children and community members, and share their views with government officials and media.

HOW WE CHALLENGED MYTHS

This work played a pivotal role in stopping the spread of the Ebola virus in my community. There was lots of fear, denial, myths and a lack of confidence, due to a lack of information. During an evaluation of our work, Aminata, 17, from Bombali District said: "We were able to change the views of people who had the denial syndrome, people who felt Ebola was not real, and that it is a curse."

One old woman told me: "I heard that Ebola is man-made and that an airplane was sent to spray the disease to kill us all in Sierra Leone." Others would tell you medical personnel sprayed too much chlorine on their relatives and as a result they lost many of them. So people preferred hiding the sick to going to hospital.

We, as young people, helped establish over 50 community reference groups, supported by Plan International and the UK Department for International Development. We held discussions with members on the response activities. We also had suggestion boxes where members of the community could post opinions confidentially. We would follow-up with local chiefs and leaders on the issues we found to find solutions to issues raised.

Using an SMS text system, we shared these views with Plan International, who collated the feedback for the heads of the response, district and national government officials. Then the officials' responses to people's questions were fed back to the reference group members via meetings and radio.

HOW WE SPREAD INFORMATION TO STOP EBOLA

We also shared the messages about Ebola on the radio and on WhatsApp, Facebook and Skype. From the information collected, we developed blogs for international websites. Also, we held WhatsApp discussions and conference calls with young people from Liberia, the UK and Norway from which we produced a video to support a petition campaign asking for greater support from G20 leaders to tackle Ebola.

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Our messages, blogs and videos attracted hundreds of thousands of views all over world. We heard that reports of our work helped Plan International Sierra Leone get m funding to respond to Ebola. The G20 campaign got over 165,000 signatures.

Innovation is not just about technology. Innovation is about how organisations and institutions work with young people. Many members of Plan International's local youth advisory panels joined the fight against Ebola. The feedback mechanism we helped set up meant children were able to raise awareness in their communities and gain respect from local leaders. Also, people started building trust and confidence in medical personnel and began attending clinics and hospitals.

WHAT I HAVE LEARNED

This programme introduced me to social media work and other knowledge. I can train other people and have more skills in how to engage community people. I learnt that volunteering with the community is the most difficult but most important work in life.

I really enjoyed the production of blogs – I wanted people and donors to support the response. Discussions with other young people via WhatsApp and Skype calls were inspiring, and we supported each other, especially those directly affected by Ebola.

We are now heroes and heroines as we eventually overcame the deadly disease and we have more skills now to deal with Ebola. All the youth advisory panels have been involved in post-Ebola strategy and planning in Sierra Leone. We want to share our experiences widely to ensure we help other communities and countries that face similar difficult situations.

Read more blogs about our emergency response in West Africa.

Glossary

G20: Group of Twenty; an international forum of governments and central bank governors relating to the promotion of international financial stability

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Sources taken/adapted from:

Text A

https://www.un.org/sustainabledevelopment/blog/2020/05/rights-and-dignity-of-older-people-must-be-respected-during-covid-19-and-beyond/

Text B

https://plan-international.org/blog/2016/03/how-youth-triumphed-ebola-disaster