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Pearson Edexcel

# Mark Scheme (Provisional)

## June 2021

Pearson Edexcel International Advanced Level

In English Language (WEN03)

Unit 3: Crafting Language (Writing)

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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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**Section A**

| Question Number | Indicative Content |
|---|---|
| **1** | Candidates should write their script for a talk in a style and register suitable for their chosen audience, purpose and context, demonstrating their expertise and creativity in the use of English and their use of the stimulus texts.<br><br>Candidates' talks may be characterised by:<br><br>• predominantly Standard English lexis and grammar<br>• standard use of punctuation<br>• appropriate lexical fields<br>• use of discourse markers to signpost the reader<br>• effective grammatical transitions between paragraphs<br>• language to create a relationship with the audience<br>• adaptation of material from source texts through techniques such as direct quotation or paraphrase.<br><br>N.B. Candidates **must** use material from the source texts in their answers; they may also use information from their own experience. |

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| Please refer to the specific marking guidance on page 2 when applying this marking grid. | | |
|---|---|---|
| Level | Mark | AO5 = bu points 1, 2, 3, 4 |
| | 0 | No rewardable material. |
| Level 1 | 1-4 | **Descriptive**<br>• Writing is uneven.<br>• 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 | 5-8 | **General understanding**<br>• Writing has general sense of direction.<br>• 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 | 9-12 | **Clear relevant application**<br>• Writing is logically structured.<br>• 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 | 13-16 | **Discriminating controlled application**<br>• Writing is effectively structured.<br>• Writing is consistently accurate.<br>• Consistently applies understanding of audience and function.<br>• Presents data in an original and consistently engaging manner. |
| Level 5 | 17-20 | **Critical and evaluative**<br>• Writing is controlled and confident throughout.<br>• 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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**Section B**

| Question Number | Indicative Content |
|---|---|
| **2** | Candidates are expected to produce an analytical commentary that evaluate language choices made in the production of the creative response to Question 1 Points should be supported by evidence selected from the source texts and the candidate's original writing as appropriate. Candidates should demonstrate understanding of language concepts and issues relevant to the task, applying appropriate terminology to their analysis.<br><br>The candidates may write about the following analytical frameworks when considering the language choices they have made to create their original writing. These are suggestions only; accept any reasonable analytical approach. |
| **Mode**<br>(Method of Communication) | • script for a talk. |
| **Field**<br>(Subject Matter) | • field of Roman architecture<br>• field of Roman art and culture<br>• field of social structure and hierarchy<br>• field of secular and religious practices<br>• field of Roman food, diet and dining<br>• field of Roman infrastructure<br>• field of how life in Pompeii was affected by the eruption. |
| **Function**<br>(Purpose) | Of the candidate's choosing but may include:<br>• to inform tourists/visitors to Pompeii<br>• to educate students<br>• to promote Pompeii as a tourist attraction<br>• to provide a commentary/ guide to an exhibition about Pompeii. |
| **Audience**<br>(Relationship between writer/speaker and reader/listener) | Of the candidate's choosing but may include:<br>• students or school children<br>• people with peripheral interest in ancient history<br>• historians or archaeologists<br>• tourists or visitors to Pompeii or related exhibitions. |
| **Context**<br>(Issues of production and reception that have influenced content and form) | • how the candidate makes use of historical, social and cultural concepts to shape their text<br>• how the text concedes to the spoken context<br>• how issues of audience and purpose shape the text. |
| **Discourse/ Pragmatics**<br>(How context shapes extended texts and variation in meaning) | • how a sense of connection between the speaker and their audience is created<br>• how rhetorical techniques are used to engage the audience<br>• how the generic conventions of a talk have shaped the structure and sequence of the text<br>• how the source texts have been reshaped to meet the requirements of the stated audience, purpose and context<br>• how the experience and knowledge of the audience have been taken into account. |

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| **Graphology** (Presentation of language) | • how appropriate rhetorical devices are used to engage the spe audience<br>• how layout conveys shifts in topic<br>• how the conventions of a talk are applied<br>• how paralinguistic features link to the context of the delivery of the talk. |
| **Grammar/Syntax** (The rules that govern the structure of language/sentences and the relationships between words in sentences) | • how grammatical conventions of spoken language have been used to shape the talk<br>• how sentence structures have been used to fulfil the purpose of the talk and target the chosen audience<br>• how the language of the source materials has been adapted to meet the requirements of the task<br>• how techniques, such as direct address, have been used to engage the audience<br>• how syntax may have a rhetorical function, employing features such as tripling, listing, repetition, parallel syntax, contrasting pairs, rhetorical questions<br>• how tense has been varied to manage historical and current perspectives. |
| **Lexis/ Semantics** (Vocabulary and its meaning) | • how the lexis from the source texts has been adapted or incorporated into the talk and why<br>• how techniques such as imagery, semantic fields and alliteration have been deployed to fulfil the purpose of the text<br>• how subject specific lexis such as 'frescoes' and 'Praedia di Giulia Felice' has been integrated into the talk<br>• how an appropriate register and tone have been established and sustained. |

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| Please refer to the specific marking guidance on page 2 when applying this marking grid. | | | | | |
|---|---|---|---|---|---|
| Level | Mark | AO1 = bullet point 1 | AO2 = bullet point 2, 3, 4 | AO3 = bullet point 5 | AO4 = bullet point 6 |
| | 0 | No rewardable material. | | | |
| Level 1 | 1-6 | **Descriptive**<br>• Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses.<br>• Knowledge of concepts is limited.<br>• Knowledge of issues is limited.<br>• Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data.<br>• Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.<br>• Makes no connections between the data. | | | |
| Level 2 | 7-12 | **General understanding**<br>• Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology.<br>• Summarises basic concepts.<br>• Summarises basic issues.<br>• Applies some of this understanding when discussing data.<br>• Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.<br>• Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. | | | |
| Level 3 | 13-18 | **Clear relevant application**<br>• 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.<br>• Clear understanding of relevant concept.<br>• Clear understanding of relevant issues.<br>• Clear application of this understanding to the data.<br>• Explains construction of meaning in data by making relevant links to contextual factors and language features.<br>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. | | | |
| Level 4 | 19-24 | **Discriminating controlled application**<br>• 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.<br>• Discriminating selection of a range of relevant concepts.<br>• Discriminating selection of a range of relevant issues.<br>• Discriminating application of this understanding to the data.<br>• Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.<br>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. | | | |

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| Level 5 | 25-30 | **Critical and evaluative**<br>• Critical application of methods of language analysis with sustain examples. 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.<br>• Evaluative selection of a wide range of relevant issues.<br>• Evaluative application of this selection to the data.<br>• Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.<br>• Evaluates connections across data. Critically applies theories, concepts and methods to data. |

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