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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

Source Booklet

Do not return this Booklet with the question paper.

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Text A

This is an edited extract of an article posted to the website of 'Malala Fund', an international, non-profit organisation that campaigns for girls' education. It was co-founded by Malala Yousafzai, an activist for female education born in Pakistan. The article was published in December 2020.

India's mental health crisis and its effect on students

Tess Thomas | December 02, 2020

Indian students discuss stigmas around mental health — and how one organisation is working to eliminate them.

"When I was battling from depression, honestly, I was scared to talk to someone, even my parents. I felt that they may take it as a joke," shares 16-year-old Indian student Dekshina Nair.

India is in the midst of a mental health crisis. Stigmas around mental illness prevent many people like Dekshina from seeking help. "I think that this is the main problem that is preventing more mental health victims from coming out. Whenever we try to speak to someone and share our problem they do not listen, they ignore, which causes the victims to think more negatively."

19-year-old Khwahish Khan believes that fear of judgment also prevents many people experiencing mental illness from getting treatment. "'Log kya kahenge? (What will people say)?' is a Hindi dialogue one hears very often if they choose to opt for therapy," she explains. "Personally, I have seen a few of my friends suffer from panic attacks and intense anxiety but still refusing to opt for therapy." A shortage of mental health professionals in India — fewer than two for every 100,000 people — makes getting help even harder.

Students face a unique set of challenges that affect their well-being. Khwahish agrees. "We become so deeply immersed in studying that we often forget to check in with ourselves and take a break," she explains. "It's a race to get to the top, a race that does not treat mental health well."

The Live Love Laugh Foundation (TLLLF) was founded by actress Deepika Padukone after she was diagnosed with anxiety and depression; the organisation works to reduce the stigma and change the way society looks at mental health. Through awareness programmes and campaigns, it helps people in India experiencing stress, anxiety and depression.

One of the foundation's key initiatives is the "You Are Not Alone" school programme, which increases students' and teachers' awareness about mental health and reduces stigma around the subject. According to the World Health Organization, half of all mental illnesses begin by the age of 14 and often go undetected and untreated. That's why TLLLF delivers sessions in a variety of local languages free of cost to schools across the country. Since beginning the programme in 2016, TLLLF has reached almost 200,000 students and 20,000 teachers through this programme.

In addition to providing students with resources, The Live Love Laugh Foundation also targets parents and teachers so they can better support the young people in their lives. "We didn't want to just stop at our information for students because we feel that within the whole ecosystem of a student or an adolescent also lies the parent, also lies the teacher," Anisha Padukone (Chief Executive Officer of TLLLF) explains.

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These initiatives are welcome to young people like Dekshina, who hopes to see teachers be more supportive of students' mental health in the future. "Teachers should try to listen to students if they are coming and talking to them," she says. "Teachers should try to comfort the students. Try to make them feel that they are safe." She also hopes there is a shift in families' priorities around education. "They should see that getting very good grades won't make a career," Dekshina says.

In the future, Khwahish hopes to see more government support for mental illness. "The Mental Healthcare Act proposed in 2017 promised a monetary spending on mental health, however, the promise has not been lived up to," she explains. "Sources claim that less than a fraction of the proposed amount has actually been spent on the cause. I hope to see the government take responsibility and act upon implementing the Act with utmost sincerity. We need to destigmatize mental illnesses and treat the people suffering from it with warmth and understanding."

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Text B

This is the written record of a speech delivered by the Duchess of Cambridge at the launch of a new mental health programme for young children. The Duchess is a member of the British Royal Family; she is married to Prince William. The text for the speech was published on the Royal Family's website in 2018 and was delivered when the Duchess visited a school in London where she met with pupils, parents and teachers.

"When we intervene early in life, we help avoid problems that are much more challenging to address in adulthood."

The Duchess of Cambridge

Thank you so much for having me here today.

Over the last two years, William and Harry and I have been honoured to take part in a national conversation on mental health through the Heads Together campaign.

We know that mental health is an issue for us all – children and parents, young and old, men and women – of all backgrounds and all circumstances.

What we have seen first-hand is that the simple act of having a conversation about mental health – that initial breaking of the silence – can make a real difference.

But, as you here today know: starting a conversation is just that – a start.

This is particularly true of the conversations that take place in our schools, and with our children.

I see time and time again that there is so much to be gained from taking the mental health of our children as seriously as we do their physical health.

When we intervene early in life, we help avoid problems that are much more challenging to address in adulthood.

My own commitment is to the youngest and most vulnerable in their early years – babies, toddlers and school-children – and to supporting all those who care for them.

The role of teachers here is absolutely vital. You see our children as they grow, learn and play, and as they build their social skills that will make the difference to their futures. You are uniquely placed to help children speak out about their mental and emotional challenges, and direct parents and carers to the right support.

I am all too aware, however, of how much we ask our teachers to take on. Teachers want to help, but don't have time to go hunting for the best information and advice out there. You need resources you can trust. And you need to have easy access to them at all times. That is what this pilot is all about.

Led by the Royal Foundation, with close collaboration from our Heads Together partners, this new online resource will transform schools' access to high-quality information, and guide teachers and school leaders towards the best support out there.

The ambition is to roll the website out this year so it's available to every teacher in every primary school in the UK. The ultimate goal is that every teacher in the country should know where to turn for expert resources to support the emotional well-being and mental health of children in their care.

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I would ask each of you here today to work with the Foundation to develop this essential new resource. Please let us know what works, what doesn't, and what else you would like to see. This project has been a collaboration from day one. It will only succeed if we continue to work together.

And with that in mind, it's exciting to see the Department for Education, represented by the Minister here today, taking such a close interest. Thank you.

Finally, I'd like to say a huge thank you to you all. We would not be here today without the help of our Heads Together partners, including the Anna Freud Centre, Place2Be and Young Minds.

I am grateful, too, to the Centre for Mental Health, the National Association of Head Teachers and the fifty schools taking part in this pilot. I am so excited to see where this work will take us in future.

Glossary

Harry: Prince Harry, brother of Prince William.

The Royal Foundation: a charity which supports the work of the Duke and Duchess of Cambridge.

Heads Together, Anna Freud Centre, Place2Be and Young Minds: charities working with children and young people.

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Sources taken/adapted from:

Text A

Originally published on Assembly, Malala Fund's digital publication and newsletter for girls.

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https://www.royal.uk/duchess-cambridges-speech-launch-new-mental-health-project-young-children

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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 **BOTH** 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.
- Check your answers if you have time at the end.

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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.

1 Text A is an edited extract of an article posted to the website of 'Malala Fund', an organisation dedicated to the improvement of education for girls around the world. The article discusses the mental health of Indian schoolchildren. It was published in 2020.

Text B is the text of a speech delivered by the Duchess of Cambridge at a school in London to launch a programme designed to support the mental health care of children. The text was published on the British Royal Family's website in 2018.

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.

2 Write an article for your local school/college website encouraging students, parents and teachers to participate in an online forum that discusses issues relating to the mental health of students.

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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