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Mark Scheme (Results)

January 2023

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.

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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.

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.

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Assessment objectives

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.

Unit 1: Language: Context and Identity
Section A

Question 1

The question asks candidates to focus on issues of conveying personal identity through voice. When considering voice they may make some of the following points:

Text A develops the identity of the three participants presented in the extract and, also, indirectly, the founder of an organisation that offers help and support. Dekshina Nair (16) presents as a young woman who has suffered from depression and whose negative experiences with her parents and within the education system inform her voice. She is very clear about what could have been, and what should be, done to reduce the stigma associated with mental health issues. Khwahish Khan (19) reflects on mental health issues that she has observed in fellow students and presents as a politically aware young woman, critical of current initiatives and academic pressures. She is a powerful advocate for change and improvement at government level. Anisha Padukone is CEO of 'The Live, Love, Laugh Foundation' (TLLLF) working to reduce the stigma surrounding mental health. She presents as a concerned and well-informed individual, conversant with the problems facing young people across India. Links may be made via shared family name, with Deepika Padukone, the celebrity founder of TLLLF, who presents as an altruistic and courageous woman, unafraid to share her own experiences and to use her celebrity status for the greater good.

Text B develops the identity of Catherine, Duchess of Cambridge, as she addresses an audience of parents and educators in a primary school in London. Here she participates in the launch of a pilot programme of support for schools dealing with the mental health of their pupils. The 'Heads Together' campaign is coordinated by the Royal Foundation, the primary philanthropic and charitable vehicle for The Duke and Duchess of Cambridge. She presents as an informed and
concerned woman keen to present herself as having things in common with her

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audience and keen to relate to and engage with them on a personal level despite her royal status. Her passion for mental health support for young children (like her own) is clear. Her acknowledgments demonstrate her understanding of the programme at a strategic level.

Indicative Content

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.

These are suggestions only. Accept any valid alternative responses:

Question 1	**Text A**	**Text B**
Mode (Method of communication)	Online article posted to the website set up by Malala Yousafzai: 'Malala Fund'.	Text of a formal speech, initially delivered at a school and subsequently posted to the Royal Family's website.
Field (Subject matter)	• education provision in India • academic pressures on Indian students • family and attitudes towards mental health in India • related health organisations • statistical data to support and extend.	• mental health issues in young British children • British education system and its phases • parent-child relationships • affiliated organisations linked to the 'Heads Together' initiative and the Royal Foundation • information linked to online access to resources for schools.

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Function (Purpose)	• overall informative and persuasive function • highlights the social, familial and academic pressures on Indian students • advocates a change in attitudes towards mental health at institutional and family level • promotes the work of the 'Live Love Laugh Foundation' (TLLLF) and by default its celebrity founder • uses statistical data to express the scale of India's problem.	• overall informative and persuasive function • launches a programme based on the mental health of children in the UK (initially at primary level) • raises the profile of the issue • encourages parents, teachers and schools to participate in the programme • provides information on how to do so • encourages a collaborative approach to the issue • promotes the work of 'Heads Together' and the Royal Foundation • promotes the Duchess as a driver for the programme • presents the younger royals as accessible and altruistic.
Audience (Relationship between writer/speaker and reader/listener)	• those interested in the mental health issues that affect school students in India • those interested in the work of the Malala Fund and affiliated organisations • those interested in the welfare of girls across the world; the status of Yousafzai affords this global reach	• those present at the school on the day that the speech was delivered • subsequent release on media and social media platforms affords national and international reach • teachers and parents interested in or involved with the mental health of children in the UK

	• followers of Malala Yousafzai • followers of Deepika Padukone.	• those interested in the charity work of the British Royal Family • partners of the 'Heads Together' initiative • related professional, charitable and teaching organisations.

Discourse/ pragmatics (How context shapes extended texts and variation in meaning)	• generic convention shapes structure, sequence and • content the nature of the Malala Fund accounts for the • focus on females use of the direct accounts of Nair and • Khan reflect and personalise the issue celebrity inclusion generates national interest • and illustrates the scale and scope of mental illness statistical data develops sense • of scale and accentuates the paucity of provision in India input from Padukone affords authoritative comment on the poor state of the infrastructure in India.	• generic convention shapes structure, sequence and content • reference to royals by first names reduces formality and facilitates • convergence the fact that the Duchess is a mother to young children personalises the issue • and again enables convergence references to teachers target and persuade the primary audience and demonstrate both the understanding and appreciation of the Duchess (as representative • of mothers of young children) acknowledgements of affiliated organisations demonstrate potential reach of the programme.
Graphology (Presentation of language)	• title, tagline and attribution in line with generic • convention demarked direct speech to present personal • and unedited 'voices' these are integrated, shaped and sequenced by the author of • the article Hindi phrases enclosed in • speech marks and translated in parenthesis name of the Foundation presented first in • full with acronym in parenthesis the status/age of those presented is appended as a suffix to their name.	• the speech is shaped and structured by generic convention, e.g. its inclusive • opening/greeting very short single sentence paragraphs reflect the use of pauses and • emphasis in the speech discourse markers afford sequence and signal content.

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Grammar/syntax (The rules that govern the structure of sentences; the relationships between words in sentences)	• grammar mostly conforms to Standard English present tense • predominates to accentuate the ongoing nature of the issue declarative forms fulfil the • informative function modal forms stress required • changes/actions, e.g. 'Teachers should try to listen to students'; 'We need to destigmatize…' • metaphor to reflect academic pressures on students: 'It's a race to the top' attributions • placed at start of sentences, e.g. 'According to…'; 'Through awareness programmes…'.	• grammar conforms to Standard English present tense • predominates to reflect the current nature of the programme 1st person (singular and plural forms) predominates in opening sections to provide personal • perspective of the royals direct address of teachers targets (and flatters) primary audience inclusive pronouns unify interested adults contrasting pairs, e.g. 'parents and children' accentuate scale and inclusivity • three-part lists for rhetorical function, e.g. 'grow, learn and play' parallel structures for emphasis, e.g. 'every teacher in every primary school'; 'all backgrounds and all circumstances' parenthesis to clarify, e.g.'– babies, toddlers and school-children – '
		• politeness strategies to soften imperatives, e.g. 'Please let us know what works, what doesn't' for persuasive function.

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Lexis/ semantics (Vocabulary and its meaning)	• low frequency lexemes contribute to overall formal tone, e.g. 'destigmatize'; 'ecosystem' • incremental increase in use of low frequency words based on the age and role of the speakers • negative connotations of noun choices convey the severity of the issue and the overall slant of the article's author on it, e.g. 'crisis'; 'stigma'; 'victims' • lexemes offered by the students as preferred parental and institutional responses to mental health issues suggest their absence in past treatment/experiences, e.g. 'comfort'; 'warmth'; 'understanding' • pronouns separate and exclude students from their parents and teachers • verb choices reflect attitudes and obstacles to discussion, e.g. 'prevent'; 'ignore' • use of Hindi lexis to capture the voice and reaction of Indian families to the issue • statistics and data interspersed to communicate scale.	• predominately high frequency lexis in line with the overall informality of the speech • positive language dominates, e.g. 'make a real difference'; 'so much to be gained' • use of first names of royals to afford convergence • some lower frequency lexis in line with the nature of the target teacher audience • repetition of lexemes key to the objectives of the programme, e.g. 'conversations' • positive choices to reflect aspirations of the programme and of the Duchess, e.g. 'ambition'; 'ultimate' • adjectives to accentuate the personal stance of the Duchess, e.g. 'grateful'; 'excited'.
Social/cultural concepts and issues	• the need to 'keep face' that drives the attitude of many Indian families to the issue • the overriding drive for academic success in Indian schools and its impact on students • the need for greater support for students with mental health issues within schools • statistical data highlights the scale of the problem and offers critical comment on the response of India's government and related institutions.	• the involvement of the British Royal family in charitable programmes • the benefits of early intervention with regards to mental health • characteristic reluctance to talk about mental health issues • the role of schools and obstacles in terms of resources and time/workload • the benefits of online access to related resources.

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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 clearly linked by the issue of mental health issues in school-aged children
- the ages of the children discussed or presented varies
- perspectives contrast but the message is essentially the same
- both reference the work of charitable organisations
- they are clearly differentiated by form
- both offer comment on the psychological and social consequences of ineffective handling of the issue at institutional and familial level
- both promote discussion on the issue.

These are suggestions only. Accept any valid interpretation of the writers' purposes and techniques based on different linguistic approaches.

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Please refer to the specific marking guidance on page 3 when applying this marking grid.

Level	Mark	AO1 = bullet points 1,2	AO2 = bullet points 3,4	AO3 = bullet points 5, 6	AO4 = Point 7
	0	No rewardable material.			
Level 1	1–7	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. • Recalls limited range of terminology and makes frequent errors andtechnical lapses. • Knowledge of concepts and issues is limited. • Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. • Makes no connections between the data.			
Level 2	8–14	**General understanding** • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.			
Level 3	15–21	**Clear relevant application** • 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. • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.			

Level 4	22–28	**Discriminating controlled application** • 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. • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.

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

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Unit 1: Language: Context and

Identity Section B

AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.
Question number	**Indicative content**
2	Candidates are expected to demonstrate their own expertise and creativity in the use of English. Features of candidates' writing on this task may include but are not limited to: • application of conventions of an online article • awareness of the multiple audiences • predominantly Standard English lexis and grammar • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • adaptation of material from at least one of the texts in the Source Booklet to generate a new and engaging text that is fit for the given purpose.

Please refer to the specific marking guidance on page 3 when applying this marking grid.		
Level		Mark AO5 = bullet points 1, 2, 3
	0	No rewardable material.
Level 1	1–3	**Descriptive** • Writing is uneven. There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	4–6	**General understanding** • Writing has general sense of direction. There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.

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Level 3	7–9	**Clear, relevant application** • Writing is logically structured. There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	10–12	**Discriminating, controlled application** • Writing is effectively structured. Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	13–15	**Critical and evaluative** • Writing is controlled and confident throughout. Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.

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