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Mark Scheme (Results)

January 2023

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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Section A

Question Number	Indicative Content
1	Candidates should produce an original script for a presentation in a style and register suitable for their chosen audience, purpose and context, demonstrating expertise and creativity in their use of English and in their use of the stimulus texts. Candidates' presentation scripts may be characterised by: • the use of conventions of the genre • predominantly Standard English lexis and grammar • standard use of punctuation • appropriate lexical fields • use of discourse markers to signpost the listener • effective rhetorical techniques to engage the audience • language to create a relationship with the audience • reshaping of material from source texts through techniques such as judicious selection, appropriate quotation or paraphrasing to generate a new and engaging text. N.B. Candidates **must** use appropriate 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 3 when applying this marking grid.		
Level	Mark	AO5 = bullet points 1, 2, 3, 4
	0	No rewardable material.
Level 1	1–4	**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	5–8	**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.
Level 3	9–12	**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	13–16	**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	17–20	**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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Section B

Question Number	Indicative Content
2	Candidates are expected to produce an analytical commentary that evaluates the 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. 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 (Method of communication)	• script for a spoken presentation.
Field (Subject matter)	• field of fairy tales and folk stories • field of such tales spanning many cultures and traditions • field of the social, global and political impact of stories • field of storytellers and authors • field of history and anthropology • field of literature/writing for children.
Function (Purpose)	Of the candidate's choosing but may include: • to inform listeners about a range of historical and cultural issues around storytelling • to educate students • to inspire writers and readers to explore stories from other cultures • to provide an insight into how ancient tales have developed over time throughout the world.
Audience (Relationship between writer/speaker and reader/listener)	Of the candidate's choosing but may include: • academics, students or schoolchildren • readers of folk tales, fairy tales or children's stories • people with an interest in history, literature and/or anthropology • people with an interest in the social and cultural impact of stories.
Context (Issues of production and reception that have influenced content and form)	• how the candidate makes use of historical, literary, social and cultural concepts to shape their text • how the text concedes to the spoken context • how issues of audience and purpose shape the text.
Discourse/ pragmatics (How context shapes extended texts and variation in meaning)	• how a sense of connection between the speaker and their audience is created • how rhetorical techniques are used to engage the audience • how the generic conventions of a spoken presentation have shaped the structure and sequence of the text • how the source texts have been reshaped to meet the requirements of the stated audience, purpose and context

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	• how the experience and knowledge of the audience have been taken into account.
Graphology (Presentation of language)	• how appropriate rhetorical devices are used to engage the specified audience • how discourse markers convey shifts in topic • how the conventions of a spoken presentation are applied.
Grammar/syntax (The rules that govern the structure of sentences and the relationships between words in sentences)	• how grammatical conventions of spoken language have been used to shape the script for the presentation • how sentence structures have been used to fulfil the purpose of the presentation and target the chosen audience • how the language of the source materials has been adapted to meet the requirements of the task • how techniques, such as direct address or inclusive pronouns, have been used to engage the audience • how syntax may have a rhetorical function, employing features such as tripling, listing, repetition, parallel syntax, contrasting pairs, rhetorical questions • 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 presentation script and why • how techniques such as imagery, semantic fields and alliteration have been deployed to fulfil the purpose of the text • how subject specific or specialist lexis has been integrated into the presentation script • how an appropriate register and tone have been established and sustained.

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Please refer to the specific marking guidance on page 3 when applying this marking grid.					
Level	Mark	AO1 = bullet point 1	AO2 = bullet points 2, 3, 4	AO3 = bullet point 5	AO4 = bullet point 6
	0	No rewardable material.			
Level 1	1–6	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts is limited. • Knowledge of 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 reshaping of source texts. • Makes limited connections between reshaping of source texts and own writing.			
Level 2	7–12	**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. • Summarises basic issues. • Applies some of understanding to the reshaping of the source texts. • Describes contextual factors and language features. Makes some links between these and the construction of meaning in the reshaping of source texts. • Makes obvious connections between reshaping the source texts and own writing.			
Level 3	13–18	**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 concept. • Clear understanding of relevant issues. • Clear application of understanding to the reshaping of the source texts. • Explains construction of meaning in the reshaping of source texts, by making relevant links to contextual factors and language features. • Makes obvious connections between reshaping the source texts and own writing.			
Level 4	19–24	**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. • Discriminating selection of a range of relevant issues. • Discriminating application of understanding to the reshaping of the source texts.			

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		• Makes inferences about the construction of meaning in the reshaping of source texts, by examining relevant links to contextual factors and language features. • Makes discriminating connections between reshaping the source texts and own writing.
Level 5	25–30	**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. • Evaluative selection of a wide range of relevant issues. • Applies critical understanding to the reshaping of the source texts. • Critically examines relevant links to contextual factors and language features by evaluating construction of meaning in the reshaping of source texts. • Makes critical connections between reshaping the source texts and own writing.

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