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Mark Scheme

Summer 2016

Pearson Edexcel International Advanced Subsidiary in English Language (WEN 01) Paper 01 Language – Context and Identity

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Pearson Edexcel IAS
International Advanced Subsidiary Level in English Language

Unit 1: Language: Context and Identity
Section A

Text A develops the identity of Jolie in her role as Special Envoy to the UN. The speech presents her as a personally concerned individual using the scope of the UN Council and her role within it to develop a collective responsibility towards Syrian refugees and what she believes is the failure of the Council in this responsibility. The personal involvement of Jolie with refugees informs style, voice and identity. The experiences of individual refugees develop the personal identity of those cited and the impact of the suffering they experience.

Text B is part of an online collection of the personal experiences of refugees who have settled in Australia. Bah presents a very clear personal identity which combines her sense of personal history and displacement with her determination to build a new life in Australia. The suffering she has witnessed and experienced informs her style and voice.

	Text A	**Text B**
Mode (Method of Communication)	Formal speech, written in advance but with rhetorical features associated with addressing a present (and extensive) audience.	Personal account, possibly edited, for inclusion in a collection of refugee accounts on Australia's ABC News website.
Field (Subject Matter)	• field of relationships: honorific terms reflect the formal context of the UN address; vocabulary of family personalises the issue • fields of conflict and its emotional and physical consequences reflect Jolie's main concerns as a campaigner • Jolie's frequent references to her personal experiences.	• field of conflict and its emotional consequences • geographical field traces Bah's 'journey' as a refugee • positive field 'peaceful', 'safe' reflects on refuge afforded in Australia • field specifics linked to role in MAWA.
Function (Purpose)	• formal opening gives thanks to the assembled audience • informative and persuasive sections outlines campaigning cause • conclusion consolidates her appeal for action from the UN.	• to provide a personal history and recount the experiences of Bah as a refugee • to reflect positively on Australia and its treatment of refugees – a subtle persuasive function here also • to offer hope to refugees.
Audience (Relationship	• dual audience of those present at the conference	• those following the refugee issue

between writer/speaker and reader/listener)	with recognition of the hierarchy within that audience • awareness of the wider global audience who will be reached by reporting and publication of the speech.	• viewers of ABC News and its affiliated website.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• moves to outline Jolie's experience with a number of individuals and thus enhances her `credentials' as Special Envoy • middle paragraphs of this section blend personal elements with broader polemic, lending emotional weight to the argument • concluding sections highlight cause, appeal and criticism • the methods through which she sequences the changing attitudes of the refugees from hope to anger to resignation • discourse markers to signal movement towards the concluding appeals: 'so' and to separate and sequence these appeals: 'firstly', 'secondly'.	• opening paragraphs sequence Bah's `journey` from Liberia to Sierra Leone to Australia. Dates afford chronology here • middle paragraphs recount initial experiences in Australia • penultimate paragraph outlines Bah's personal and professional development in Australia • account concludes with reflection and a statement of 'gratitude' to Australia • use of dates and discourse markers to structure and sequence the account.
Graphology (Presentation of language)	• paragraphing sometimes reflects likely rhetorical use of pauses and emphasis in speech • numerous one or two sentence paragraphs which each give a vignette of a refugee's experience. Lengthier paragraphs when she speaks generically about Syrians.	• paragraphing reflects chronological sequence of events • longer paragraphs towards the end of the text are reflective of Bah's experience in contrast to the shorter initial descriptive paragraphs.
Grammar/Syntax (The rules that govern the structure of language/sentence the relationships between words in sentences)	• grammar conforms to formal Standard English • syntax often has a clear rhetorical function, employing features such as repetition: 'I think'; tripling: 'stigmatized, unwanted, and regarded as a burden'; contrasting pairs: 'from the smallest and most broken	• mostly conforms to Standard English with some relatively straightforward constructions • some evidence that English is not Bah's first language such as lexical repetition: 'horrible', omission of copular verb: 'we going to get burned' and inconsistency of tenses 'I didn't want to carry…so I try to'

	member states to the free and powerful' • tense moves from retrospective accounts (captured in both reported and direct speech) to present need, to future responsibility.	• tense moves from retrospective account (captured in both reported and direct speech) to present situation in Australia.
Lexis/ Semantics (Vocabulary and its meaning)	• emotive language used to convey the reported experiences, such as dynamic and aggressive verbs: 'ripped', 'taken'; adjectives: 'desperate', 'stigmatized'; nouns: 'victims', 'burden', 'crime' • use of repeated structures and modal verbs to indirectly address the audience and generate empathy: 'she would tell you…' • larger number of first person pronouns earlier in the speech signal the personal perspective of Jolie • collective experiences of the refugees referred to in 'they' • first person plural pronouns signal collective and international responsibility • the significant combination of pronouns in 'I am here for them, because this is their United Nations' which encapsulates stance and purpose • repetition of 'responsibility' and reference to 'moral duty' when referring to the UN and its Security Council and the accusation that their powers lie unused • use of alliterative metaphor: 'drowning on the doorstep of the world's wealthiest continent'.	• matter of fact language masks the true horror of Bah's experience (usually constructed in simple declaratives) • separation of Bah from the perpetrators of violence and abuse through collective (and essentially anonymous) pronouns: 'they were raping women.' The gender dynamic is significant here • shift from plural to singular pronoun between Bah's move from Liberia and Sierra Leone 'we left in 1996' and her final move to Australia: 'I came by myself'; 'I left my parents back home'.
Social / Cultural Concepts and Issues	• opening honorific foregrounds global context • reference to 2011 conveys the length of the conflict and Jolie's commitment to the	• expresses ongoing attachment to Liberia through simple declarative and use of the possessive: 'I miss my country' • references to rape and the

	cause • personalization of accounts establishes families as victims • list of three conveys the attitude of the global community to the crisis and the refugees: 'stigmatized, unwanted, and regarded as a burden' • the methods through which she sequences the changing attitudes of the refugees from hope to anger to resignation • the declarative through which she condenses the central issue: 'the problem is lack of political will'.	gender issues raised • account of the sea journey from Sierra Leone and the risks undertaken creates a universal contemporary image of the refugee • the prejudice encountered in Australia: 'I experienced racism on public transport a lot', Bah's philosophical response to this and what this reveals about her personal identity • positive reflections on life in Australia offer contrast with earlier life and culture • positive contributions both personal and social defy the stereotype of the refugee.

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 refugees
- both convey personal experiences — although Jolie is a witness and Bah a victim
- in terms of conveying personal experience, Jolie's account is more graphic about the suffering than that given by Bah, a victim
- Jolie's speech contains personal accounts from individual refugees which offer links to the account of Bah
- the purpose of the texts are linked by persuasion (one explicit/forceful; the other subtle)
- the overriding optimism of Bah's view of her personal future in contrast to bleak evaluation of what the future holds for Syrian refugees
- the different contexts in which the texts were produced and received:
    - Text A is a public speech delivered by an international celebrity in her role as UN Special Envoy to an international audience. The speech is triggered by the ongoing crisis in Syria and the international response to this crisis
    - Text B contains a personal and retrospective account delivered by (and therefore representative of) a female refugee. It forms part of a collection of such accounts on the ABC website
- there are differences in scale and tone afforded both by the writers/speakers that produce them and the function of the texts themselves.

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.

Please refer to the general marking guidance when applying this marking grid.					
Level	Mark	AO1 = bullet point 1,2	AO2 = bullet point 3,4	AO3 = bullet point 5	AO4 = bullet point 6,7
	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 and technical lapses. • Knowledge of concepts and issues is limited. • Uses a narrative 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 connections. 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.

Unit 1: Language: Context and Identity
Section B

Question Number 2	Indicative Content
	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 a broadcast • awareness and possible involvement of a listening audience • development of roles and voices • predominantly Standard English lexis and grammar • standard use of punctuation (including apostrophes) • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • discourse markers to shape the appeal • adaptation of material from the Source Booklet through techniques such as direct quotation and factual and contextual detail.

AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.

Please refer to the general marking guidance when applying this marking grid.		
Level	**Mark**	**AO5 = bullet point 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.
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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