GradeMax



Mark Scheme (Results)

January 2017

Pearson Edexcel IAL
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 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, ie 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.

Assessment Objectives: WEN01_01

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

Section A
Question 1

Text A develops the identity of Coe as he reacts to allegations of corruption and doping in the IAAF. The article presents him as a newly-elected president of the organisation and outlines his determination to eliminate corruption and the use of illegal performance-enhancing drugs from international athletics. He presents himself as a man of integrity facing a complex challenge to restore the reputation of his sport. His new role and the actions of athletes and the previous president of the IAAF inform style, voice and identity.

Text B develops the identity of Morgan (the interviewer) and his guest, disgraced American athlete, Marion Jones. Morgan presents a very clear professional identity applying the conventions of a broadcast interview to encourage Jones to reflect on her conviction and subsequent imprisonment. The roles of both participants and Jones's very public fall from grace inform style, voice and identity. It is interesting that Jones never fully accepts personal responsibility for her use of banned substances.

	Text A	**Text B**
Mode (Method of Communication)	Online article, affiliated to a national newspaper ('The Daily Telegraph').	Transcript of a televised interview broadcast on 'Piers Morgan Tonight' (CNN America).
Field (Subject Matter)	• field of international sport and its governing bodies • legal field linked to the formal investigation into doping and corruption • political field linked to Coe's campaign for the IAAF's presidency • positive lexis linked to Coe's projection to a cleaner future for the sport while promoting him as fit for his new role.	• field specifics linked to the interview/broadcast context • field of international athletics, primarily Olympic, which contextualise Jones's achievements • field specifics linked to prison and the legal system • field of celebrity.
Function (Purpose)	• to provide information about the allegations and the scale of corruption in the IAAF under the previous regime • to document Coe's personal and professional response to these allegations • to promote Coe in his new role • to persuade readers that the future of the sport will be free of corruption and that the IAAF, under Coe's leadership,	• to entertain a viewing audience • to elicit personal information/responses from Jones • for Jones to reflect upon her crime; the factors that led to it and the consequences of her actions • to offer advice to young athletes about the dangers of doping and those that promote it within sport.

	will handle drug abuse decisively.	
Audience (Relationship between writer/speaker and reader/listener)	• readers of 'The Daily Telegraph' and its affiliated website • those interested in international athletics and the allegations made about it • those interested in the career of Coe.	• viewers of 'Piers Morgan Tonight' • those interested in international athletics and the allegations made about doping in high profile athletes • fans or followers of Marion Jones • aspiring young athletes.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• opening paragraphs outline the allegations made and quantify the extent of corruption within athletics – all this under the previous regime • middle paragraphs incorporate Coe's emotional response to the allegations and his reflection on the current state of the sport. The subtle link to the London Olympics and Coe's involvement is interesting • concluding sections outline Coe's plans and hopes for the future of the sport • the use of tense and discourse marker affords transition between the sections of the article.	• the interview context shapes the language used and develops the dynamic between Morgan and Jones • opening sections introduce Jones and highlight her international successes • mid-section involves Morgan's sequencing of Jones' fall from grace and articulates the nature of her crime. It also presents Jones' responses and incorporates the consequence of fame and international success at an early age • concluding sections offer advice to aspiring young athletes based upon the experiences of Jones.
Graphology (Presentation of language)	• the presentation of the date and time of the post reflects the conventions of the online context • paragraphing is short and in mostly chronological sequence • the responses of Coe are incorporated in direct and reported speech.	• overall presentation complies with the conventions of transcribing/presenting an interview • Morgan delivers short, open questions, sometimes prefixed by longer statements designed to develop context/response • aspects of non-fluency are transcribed according to convention (for example, the representation of pauses).
Grammar/Syntax (The rules that govern the structure of language/sentence the relationships	• grammar conforms to formal Standard English • syntax often has a clear rhetorical function, employing features such as repetition: 'I am angry'; tripling:	• mostly conforms to Standard English with some colloquial features such as 'Wow', 'I guess' • discourse markers structure/sequence: 'but first'

between words in sentences)	'accountable, responsible and responsive'; contrasting pairs: 'through engagement, not isolation' • conditional structures linked to the legal context 'if the allegations are true' • incorporation of Coe's response through direct and reported speech • tense moves from retrospective reflection on the nature of the allegations, to the present responses of Coe to future projection of action • declaratives state current position 'my job is to…' and future intention 'I will be taking…'.	• some evidence of non-fluency features of spontaneous speech – this most apparent in the delivery of Jones. These include false start ' The – the'; filler 'you know' • use of chronologically structured list traces Jones's career and fall 'You've gone from champion, Olympic champion, multiple Olympic champion, to felon' • Morgan employs interrogative structures in line with his role as interviewer. He also interrupts /overlaps the utterances of Jones to move the interview on • direct speech documents the accusations of the president of the IAAF.
Lexis/ Semantics (Vocabulary and its meaning)	• the loaded language of the author of the article frames the stance on the issue, examples include adjectives: 'worst'; nouns :'scandal', 'bribes', 'crisis' • emotive adjectives convey Coe's response to the allegations: 'abhorrent', 'dismayed' • use of repeated structures: 'I am angry' confirms Coe's response • first person pronouns signal the personal perspective of Coe • first person plural pronouns signal the collective responsibility of the IAAF • use of alliterative metaphor: 'raft of reforms', 'dark days'.	• Morgan's use of noun to challenge/provoke: 'cheat', 'fraud'. Use of metaphor to mitigate this: 'Devil's Advocate' • Jones' use of cliché: 'fame and fortune'; 'patting you on the back' • Jones' use of the of the generic 'people' to deflect personal responsibility • Jones' reference to herself in the third person when recalling her celebrity persona: 'Marion Jones the superstar athlete'.
Social/Cultural Concepts and Issues	• the honorific establishes Coe's status • the tone and language of the article reflects attitudes towards doping and corruption in sport and in broader society (especially reference to the involvement of the former president of the IAAF)	• the televised context and the nature of the programme reflects a broader interest in the issue and in the personal story of Jones as celebrity • her conviction and subsequent imprisonment reflects the attitude of society to 'frauds and cheats'

	• the committees set up to investigate the allegations reflect the formal and legal response of society.	• Jones highlights the dangers of success at a young age • Jones represents the cult of celebrity (and attempts to define herself as a victim of it) • her story is presented as a warning to aspiring athletes.

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 corruption and doping in international athletics – both reference the IAAF
- both convey personal experiences/responses – although these are clearly from differing perspectives
- the degree to which Coe and Jones accept responsibility differs – Coe distances himself from previous regimes and takes full responsibility for the hearings and legislation that is to follow; Jones accepts her 'mistake' but attempts to deflect responsibility onto coaches and advisors
- the purpose of the texts are linked by the persuasion that underpins their informative function (Coe attempts to convince us of his integrity, Jones tries to persuade us that she was a victim)
- the different contexts in which the texts were produced and received.

Please refer to the Specific 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.			
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.			
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.			
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.			
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.
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.

Section B

Question Number	Indicative Content
2	Candidates are expected to demonstrate their own expertise and creativity in the use of English. The quality and technical accuracy of writing is a key component of assessment. Successful responses should rework the source material confidently to produce a new and engaging text that shows a clear understanding of audience and function. Less successful responses might reshape the material in a predictable way that makes limited concession to the prescribed audience, function and medium. They may either rely too closely on the original source or may not reference the source sufficiently. Features of candidates' writing on this task may include but are not limited to: • application of conventions of a public speech and rhetorical features given the context • awareness of the primary audience of young athletes and the secondary global audience (afforded by presumed broadcast) • 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 delivery and afford transition • adaptation of material from the Source Booklet through techniques such as direct quotation and factual and contextual detail.

Please refer to the Specific Marking Guidance when applying this marking grid.		
Level	Mark	AO5 = bullet point 1, 2, 3
	0	No rewardable material.
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.
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.
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.
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.
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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