GradeMax



Mark Scheme (Results)

Summer 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 Number	Indicative Content
1	Text A develops the identity of Clinton as she reflects on the Paris conference. She has clear ambitions to follow on from Obama as 'global leader' in the fight against climate change, and, indeed, to succeed him as President of the United States. This ambition permeates the article and informs her voice, style and identity throughout. She makes her stance on the issue clear from the outset – citing her historical, political involvement as evidence of her commitment to the cause. She loses no opportunity to place herself in opposition to the representatives of the Republican Party and, as such, she uses the article to present and promote herself as the Democratic candidate. Text B develops the identity of Giri as the wife of a farmer on the island of Lohachara, which was permanently flooded in the 1980s and disappeared completely in 2006. Her account offers a personal perspective on climate change and the impact it has on ordinary people. Her voice is shaped by the developing crisis on the island that culminates in its loss – along with the livelihood of Giri and her family.

	Text A	Text B
Mode (Method of Communication)	Article published in 'Time' magazine.	Personal account that is part of an online collection of accounts collated and presented by WWF.
Field (Subject Matter)	• technical field-specifics linked to climate change • field of global politics with examples drawn from across the world • field of American politics and its primary parties – these from the very specific perspective of Clinton as prospective Democratic candidate for the presidency.	• field-specifics linked to geography of the islands • agricultural field linked to the changing environment of the islands • field of family – specific to Giri but representative of other islanders • field-specifics linked to climate and change.
Function (Purpose)	• to provide information about the International Conference on Climate Change (Paris 2015) • to promote the role of Obama at the conference and the broader role of America in the fight against climate change	• to provide personal information on the background of Giri • to provide specific information on the island and its neighbouring islands • to track the effects of climate change on the island and its inhabitants

	• to document Clinton's historical role • to establish her credentials as a presidential candidate • to outline her plans for the future should she be elected • to criticise the stance of the Republican Party on the issue.	• to document the effect of the loss of the island on Giri and her family.
Audience (Relationship between writer/speaker and reader/listener)	• readers of 'Time' magazine • those interested in climate change and its effects • those following the international conference in Paris • those interested in American politics • those interested in the career of Clinton and her ambition to become the American President.	• those interested in the work of WWF • those concerned with climate change and its effects • those seeking to understand the impact of climate change at the level of the individual • those interested in the history of Lohachara island.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• opening paragraph outlines the impact of climate change in America, speaking directly to the American audience • subsequent paragraphs place Obama's contribution into a global context • mid-sections outline Clinton's involvement, dating to Copenhagen in 2009, and thereby establish her credentials • latter sections move to critical comment on the Republican party and places it into the pre-election context • final sections consider future action and Clinton's presumed role as President.	• the opening paragraph provides a résumé of Giri's current family situation (in present tense) • subsequent paragraphs document Giri's life and livelihood on Lohachara, made possible because of the island's once-fertile land and plentiful fish stocks • following paragraphs document Giri's experience of the flooding and final submergence of the island and her subsequent relocation to Gangasagar Island refugee colony • final paragraphs afford Giri's reflection on her new life and her observations on the encroaching effect of climate change on the islands of the Sundarbans Delta.
Graphology (Presentation of language)	• applies the conventions of a magazine article, including a headline	• after the first contextualisation of Giri's current position, paragraphs are sequenced

	• paragraphs are logically sequenced to Clinton's broader political agenda, which frames her consideration of the Paris conference and establishes the Republican party as a barrier to progress.	to reflect on her personal experience of climate change chronologically • the mid-section, single-sentence paragraph serves as a volta.
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 pronouns to include/exclude/unite and self-promote; repetition: 'every', 'wrong side'; tripling: 'deniers, defeatists and obstructionists' • discourse markers structure the text and signal content, chronology and transition • imperative/modal structures indicate direction and priority: 'we must seize the moment'.	• grammar conforms to formal Standard English (minor evidence of non-standard structures 'as there are no rains for the last couple of months') • tense moves from present in the summary of Giri's current family situation, to the retrospective account of her experiences on the island, to a present evaluation of her life as it is now and an evaluation of the changing climate that shapes it • the more complex structures and lexis in the concluding paragraphs suggest influence/editing by the host WWF site to consolidate their stance on climate change.
Lexis/ Semantics (Vocabulary and its meaning)	• emotive language to convey the global challenge and its victims, such as verbs: 'threatens', 'galvanise' 'combating'; adjectives: 'vulnerable'; nouns: 'catastrophe', 'burden', 'crime' – this framed within the overriding metaphor of battle/conflict • negative lexis to place the Republican Party in opposition to the aims of the global community: nouns 'deniers', 'defeatism', adjectives: 'cynical' • positive lexis to present the contribution of Obama and of Clinton herself in a	• positive lexis to convey the previous fertility of the islands: adjectives: 'productive', 'bountiful'; verb: 'stashed' • lexis associated with climate change and its effect on the environment: adjectives: 'accelerated'; nouns: 'erosion', 'extinction'; phrasal verb: 'wiped out' • emotive language to convey the transition and the speed at which the island was lost: adjective: 'fateful'; adverb: 'suddenly'; phrasal verb: 'washed away' • Giri's reflection on her current situation employs

	promotion of the Democratic approach and her quest for the presidency: adjectives: 'strong', 'skilful', 'robust'; nouns: 'progress', 'leadership' • personal pronouns and the gradual shift from the collective to the individual as Clinton shapes the article to promote her candidacy • modal verb forms for emphasis and projection: 'I will…', 'we must…'.	complex and subject - specific lexis, which might suggest that it has been edited by the host (WWF) site: 'Unpredictable weather patterns', 'fast deteriorating environmental conditions', 'natural regeneration rate', 'erratic weather patterns'.
Social / Cultural Concepts and Issues	• Honorific, establishes Obama's status and Clinton's political ambition • foregrounding of America's role reflects a broader perspective inside and outside the USA • negative representation of the Republicans highlights the polarity in American politics and plays to Clinton as Democrat • movement towards collective action and undertaking reflects the global consensus.	• the patriarchal nature of Indian society developed through Giri's marriage at 12 (and her restricted education); the fact that the husband dictated where they settled and her role as wife and mother • the loss of agricultural land minimises opportunities for Giri and her family who now work as labourers or 'on ships'.

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 climate change
- the article takes a global perspective (slanted towards the American context of the publication) while the account is very personal and restricted to a small geographic area
- the purpose of both texts is both informative but the article has an overriding purpose linked to promotion and the political ambitions of Clinton
- the different contexts in which the texts were produced and received
- there are differences in scale and tone afforded both by the writer that produces them and the function of the texts themselves.

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 the conventions of a blog • awareness of the audience and direct involvement afforded both by the link to the petition and the interactive nature of the medium • development of 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 information and link to the petition • 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.