GradeMax



Mark Scheme (Results)

January 2018

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 Feinstein in her role as Senator for the state of California. The speech presents her as a concerned politician using the scope of the U.S. Senate to promote a bill that presses for reforms designed to tackle the issue of gang violence across America. Her stance on the issue is clear as she pushes for new laws and increased sanctions against those involved in criminal gangs as well as models for social reform to address some of the root causes of the problem. This stance, together with the formal political context of the speech, informs her style and voice.

Text B develops the identity of Jason Figaro, an ex-gang member (and the professional persona of Patricia Duffaud who interviewed him). Figaro presents a very clear personal identity, which combines the influence of a difficult youth in London and the gangs with which he became involved. He makes no attempt to deflect responsibility for his crimes, instead he voices his determination to use his experience as a warning to the young men he now mentors.

	Text A	**Text B**
Mode (Method of Communication)	Formal speech, written in advance with rhetorical features associated with addressing a present audience.	Transcribed and edited interview published in a magazine.
Field (Subject Matter)	• field of relationships: vocabulary of family personalises the issue • fields of gang activity and emotional and physical consequences reflect Feinstein's main concerns as a political campaigner • field specifics linked to US law.	• field of 'corrective' educational establishments and systems to account for Figaro's early life experiences • field specifics linked to mentoring and support systems that reflect Figaro's new role • field of violence and weaponry.
Function (Purpose)	• opening individual story adds personal and emotive context • movement to national and collective gives scope and scale • informative and persuasive sections outline the focus of the campaign • conclusion consolidates the appeal for action from the Senate.	• opening provides a personal history and recounts the experiences of Figaro as a youth • reflects on the reasons behind gang membership • draws comparisons between Figaro's past experience as a gang member and the nature of contemporary British gang culture • highlights the positives of Figaro's role as mentor and promotes his plea for payment.
Audience (Relationship between	• those present at the Senate • those concerned with the effects of gang culture	• those following the issue of criminal gangs

writer/speaker and reader/listener)	• a wider national audience who will be reached by reporting and publication of the speech.	• readers of *Litro Magazine* and its affiliated website.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• opening references are specific to California – the state represented by Feinstein - adding emotional and personal weight to the argument • move to national scale reflects the role of the Senate and Feinstein's ambition for her bill • references to judicial systems signal the potential of the bill to bring about legal change and reflect the authority of the speaker • concluding sections highlight cause and appeal for support • discourse markers signal stages and sequence of proposed action and effect.	• opening paragraphs sequence Figaro's experiences as a youth • comments of Duffaud add shape and qualification • mid-section outlines Figaro's role as mentor and compares his experiences with contemporary members of criminal gangs • how the contextualising comments of Duffaud shape the content and meaning of the interview.
Graphology (Presentation of language)	• paragraphing sometimes reflects likely rhetorical use of pauses and emphasis in speech • numerous one or two sentence paragraphs act as discourse markers, signalling content • lengthier paragraphs provide information and comment.	• subheadings signal topic/content • Figaro's account largely presented in direct speech • Duffaud's reported comments and questions serve to structure, sequence and clarify the above.
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: 'How do'/'Simply put'; tripling: 'one another, on police officers and on innocent bystanders'; contrasting pairs: 'Gang violence is an attack not only on individuals, but also on our communities' • tense moves from retrospective account, to present situation and content of the bill, to future political intent.	• language of Duffaud conforms to Standard English • the (direct) speech of Figaro contains more colloquial language and non-standard grammar : 'gonna'; 'badder' – the contrast in register/tone this achieves • structures employed by Figaro indicate the direct interaction characteristic of an interview: 'You know sometimes' • tense moves from past recollection to present opportunity.
Lexis/ Semantics (Vocabulary and its meaning)	• use of repeated structures and determiners de-personalise references to the gangs: 'the gang member', 'gang violence'; vocative and familial references	• the power dynamic of Figaro's early years and how pronoun signals the shift in this: 'I walked out'; 'they put me' • the lexis with which Figaro references the gang members

	to the victims signal contrasting stance • modal forms: 'would', 'should' to imply the course of action Feinstein favours • personal pronouns separate gang members from the broader collective and thereby attribute responsibility/blame • repetition: 'balanced' characterises the impression Feinstein aims to convey about the nature of her bill • use of metaphor: 'disease' signals her underlying opinion.	he mentors/encounters: 'boys'; 'little' • lexis that reflects gang culture: 'badder' • contrast in lexis applied to the 'weapons' of the past: 'fists' and of today: 'guns, knives' and attendant aggressive verb forms: 'stab'; 'shoot' • contrast in the sophistication of literary devices applied by Figaro: 'I don't talk to them with kid gloves' and Duffaud: 'self-fulfilling, sinister spiral'.
Social/Cultural Concepts and Issues	• reference to the Avila family conveys the Californian perspective personal to the Senator • subsequent references place the speech, and the bill it promotes, into the national context • reference to federal law/crime places the speech (and the bill) into the American legislative and political context • personalisation of accounts and familial references establishes families as victims • race is implied but never directly referenced • focus on punishment betrays Feinstein's overriding stance on the issue.	• opening paragraphs sequence UK correctional educational systems • references to race and the attitude of the police to black youth • reference to black stereotypes • Christianity and its reference as a catalyst for the change in Figaro • changes Figaro observes between his generation of gangs and the current one, such as the current, often fatal, consequences of the use of knives and guns.

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:

- the different contexts in which the texts were produced and received:
    - Text A is a political speech delivered by a Senator to the American Senate. The speech adopts an establishment stance on gang crime and promotes legislation to deal with it
    - Text B is an interview that contains a personal account delivered by a former gang member whose early life placed him very much in opposition to the authorities. It is shaped by the interventions and editing of the interviewer
- both texts are clearly linked by the issue of gang crime
- both reference personal experiences
- attitudes towards gang members are very different
- there is a focus on the victims of gang crime in the speech – gang members themselves are often presented as victims in the interview
- attitudes towards the law, its institutions and representatives are very different
- the purposes of the texts are linked by information and promotion
- differences in scale and tone afforded both by the writers/speakers that produce them and the function of the texts themselves.

Please refer to the specific marking guidance when applying this marking grid.					
Level	Mark	AO1 = bullet points 1,2	AO2 = bullet points 3,4	AO3 = bullet point 5	AO4 = bullet points 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. Features of candidates' writing on this task may include, but are not limited to: • application of conventions of a magazine article • awareness of an audience of school/college students • development of roles and voices • predominantly Standard English lexis and grammar • standard use of punctuation • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • adaptation of material from one or both of the source texts 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 points 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.