GradeMax



Mark Scheme (Results)

June 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

Text A develops the identity of Khanbhai as she documents her experiences as a disabled woman in Kenya. The diary presents her as an intelligent woman whose ambitions to study law are thwarted in her home country by attitudes to her gender and her disability. She turns these negatives into positives in her drive to raise awareness of, and bring about changes in, the insular and discriminatory attitudes in Kenya. It is this determination, plus her own creativity, that informs her voice and style.

Text B develops the identity of Alex Brooker and of the man that has inspired him, Italian Paralympian Alex Zanardi. Brooker's speech reflects on his own disability in a manner that presents him as an honest, humble and anxious individual much different to his television persona. Brooker's homage presents Zanardi as a man who has turned personal tragedy into triumph in a way that has transformed attitudes towards disability.

	Text A	**Text B**
Mode (Method of communication)	Online publication of diary entry, written with a view to publication.	Informative article containing a written record of the speech delivered by Brooker.
Field (Subject matter)	• field of Asian, Kenyan and British society and the specific characteristics of each • field of despair reflecting Khanbhai's experience of prejudice and disillusionment • field of disability and medical aids arising from her spinal injury.	• field of sport – Paralympic and motor • field of broadcast television • field of disability and injury (relating both to Brooker and Zanardi) • field of faith as expressed by Zanardi • field of family as experienced by Brooker.
Function (Purpose)	• opening sections outline the specific characteristics of the Asian community in Kenya • movement to combine the three points of disadvantage experienced by Khanbhai: 'Disabled Asian Female' and thereby structure her argument • comparison of her treatment in the UK to	• opening paragraphs provide background information on Zanardi • article moves to contextualise Brooker's media position and the nature of his disabilities • Brooker's speech pays homage to Zanardi's inspirational attitude towards his life and disability • offers self-reflection on Brooker's own disability and his fears for the future

	highlight the injustices of the Kenyan system • use of the Rotaract Club reference to expose the shortcomings of Kenyan attitudes to the support of the disabled • promotion of the play of the same name.	• reflects on the platform the Paralympic Games affords to those with disability.
Audience (Relationship between writer/speaker and reader/listener)	• readers/subscribers to the *Disabilities Quarterly* website • followers of Khanbhai • those interested in attitudes towards gender and disability in Africa.	• readers of *iNews* • viewers of *The Last Leg* • followers of the 2016 Rio Paralympic Games • fans of Alex Booker • fans of Alex Zanardi.
Discourse / Pragmatics (How context shapes extended texts and variation in meaning)	• title signals form and links to Khanbhai's play • generic convention shapes structure, sequence and content • opening sections provide context to Khanbhai's background and the nature and scale of the prejudice she has encountered, both within the 'closed' Asian community and across Kenya • mid-sections use the UK context as a point of comparison with Kenya • the Rotaract Club provides a mechanism for criticism of the current system of support/charity in Kenya • final section references the play as a means of communicating the need for change. .	• opening paragraphs contextualise the professional lives of Brooker and Zanardi. They also provide details of Zanardi's accident and resultant disability • second paragraph contextualises Brooker's speech and the disability that links him to Zanardi • the direct quotation of Zanardi's response to winning Gold voices his attitude via his faith • mid-sections afford reflection by Brooker on the nature of his disability and his attitude towards it – past, present and future draw contrasts between the media persona and the private man • conclusion presents the change in attitudes prompted by Zanardi and the Paralympic Games overall.
Graphology (Presentation of language)	• the title and attribution adopt the conventions of an article • paragraphing follows the (largely) chronological sequence typical of the genre	• opening paragraphs (which provide context) are separated from the body of the speech • words of Zanardi are presented in direct speech • one line paragraph (and colon) signals the start of the speech • the speech is in quotation marks to indicate it is presented in full.

	• frequent use of 'aside' to clarify or qualify signalled by parenthesis.	
Grammar/Syntax (The rules that govern the structure of language/sentence the relationships between words in sentences)	• written in Standard English • perspective in line with convention • syntax sometimes has a rhetorical function, employing features such as repetition: 'narrow'/'limited'; tripling: 'puzzle-pain-horror' • use of parenthesis to clarify or qualify • tense moves from retrospective account, to present situation and to future hopes and ambition.	• conforms to Standard English • contextualising paragraphs adopt a more colloquial phrasing • parenthesis to clarify or qualify • the speech contains some features of spontaneous speech such as incomplete utterances, non- standard grammar and ellipsis.
Lexis/ Semantics (Vocabulary and its meaning)	• consistent first person perspective • low frequency lexis contributes to formal tone and implies wasted academic potential • the unusual and repeated application of the noun 'persons' strains this formality at times • repetition of adjective 'Asian' to define and differentiate • extended semantic field of isolation • use of three lexemes to summarise the range of prejudice experienced: 'Disabled. Asian. Female' • use of compound structure to summarise reactions to her disability: 'puzzle-pain-horror' • the lexis (and metaphor) which constructs the condemnation of the Rotaract Club and the patronising and tokenistic attitude of its members • the irony that Khanbhai was its only disabled member	• title directly quotes Brooker • contextualising paragraphs report Brooker's words and shape via emotive lexis: 'movingly'; 'struggle'. • context to Zanardi's career conveyed factually, chronologically and with high frequency lexis • opening field of celebrity generates cultural range • medical field to document Zanardi's injuries and sequence events • positive lexis shapes Brooker's attitude to Zanardi: 'hero'; 'incredible'; 'world class' • Christian field conveys Zanardi's faith, his relationship with God and how this has influenced his attitude to his life and disability • high frequency lexis conveys Brooker's attitude to his disability and his media success and presents an honest, straightforward persona • repetition of disabled/disability/inspire articulates the influence of Zanardi

	• repetition of 'awareness' to define ultimate objective.	• repetition of 'child' conveys Brooker's future concerns as a disabled father.
Social / Cultural concepts and issues	• reference to Kenya places into African context • reference to the Asian community narrows the focus to a specific sub-set with regards to attitudes to gender and disability • details of disability and its consequences – personal and physical – provide a personal context to Khanbhai as a woman in Kenya • references to educational system accentuate loss of academic potential • experiences in UK afford contrast with attitudes in Kenya • the Rotaract Club contextualises Kenyan attitudes towards the support of the disabled • use of drama as vehicle for communication and change.	• Channel 4 as a media platform for disabled representation • perspective is essentially male • background to Zanardi contextualises his career: able-bodied and Paralympian • medical details contextualise the disabilities of both Brooker and Zanardi • religious references articulate the faith of Zanardi • the Paralympic Games as platform and inspiration.

Explore connections across texts (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 diary extract (published online) and later developed into a play
  - Text B is an article that contains a full speech (published online and broadcast live on television)
- both texts are clearly linked by the issue of disability
- both reference personal experiences
- Brooker is a 'celebrity'
- both use culture as a means of communication – television/play
- social and cultural attitudes towards disability are very different
- gender is a significant additional factor in the diary
- the purpose of the texts are linked by personal reflection

- the diary documents experience and promotes the need for social and cultural change; the speech pays homage to Zanardi and his influence
- 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 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.			
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. They are encouraged to incorporate personal and local references. Features of candidates' writing on this task may include but are not limited to: • application of conventions of a written report • awareness of a professional reading audience • awareness of the local college context • understanding and analysis of issues affecting those with a disability • development of an informative and persuasive perspective • 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 the Source Booklet.

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

Please refer to the specific 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.