GradeMax



Mark Scheme (Results)

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Pearson Edexcel IAL
In English Language (WEN01)
Unit 1: Language: Context and Identity



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Text A develops the identity of Saritha Rai, the author of the blog. The blog presents her as a concerned individual seeking to highlight the developing plight of the elderly in Bangalore (and across India) and the changing dynamic of the Indian family. The individual story of Sheela Rao, 67, presents an elderly woman desperate to escape her dependence on her children yet frustrated by lack of experience of work, skills and qualifications. Krutika Kuppuraj, 23, a volunteer at the jobs fair that is the subject of the blog, is representative of the new, affluent generation of young professionals, yet is overwhelmed by the tales of despair around her.

Text B develops the identity of Nicole Smith as she documents her thoughts on attitudes towards the elderly in the United States. The article presents her as a forty-something woman who contemplates how the younger generation will treat her as she approaches old age. She reflects on broader societal attitudes towards the elderly and how ageing will inevitably impact on us all – even the young for whom it is distant and intangible. It is this focus on the attitudes of the young, plus her own experience of ageing, that informs her voice and style.

	Text A	**Text B**
Mode (Method of Communication)	Professional blog posted to a national website.	Article published in an online archive of articles.
Field (Subject Matter)	• field of Indian society and the specific characteristics of Indian attitudes to age and family • field of work and employment extended to the new technologies and the West • negative field conveys the reality of life for the elderly: 'confined'; 'meager' in contrast to the easy-going attitude towards money shown by the young.	• field of age – young and old • field of family – personal to Smith • field of the physical and mental consequences of ageing • positive field presents the potential contribution of the elderly to society • negative field presents the disrespectful attitude of the young.
Function (Purpose)	• title signals content and perspective • opening sections outline the experiences and hopes of Sheela Rao as representative of the plight of Bangalore's elderly • describes the changing face of Indian urban society and the power and ambitions of the young • sympathy is incrementally developed for Rao with an underlying function of persuasion • Kuppuraj represents the voice of concerned youth but at the same time represents their financial and professional success and is thus placed in opposition to Rao	• the overheard conversation is used to represent the views of the young • article moves to contextualise Smith's age and family situation and thus her perspective • compares the negative attitude of US society towards the elderly with that of other cultures with an underlying persuasive function • considers the broader social reasons for the development of these attitudes • outlines the potential physical and mental consequences of old age • challenges the reader to empathise with the elderly and change their attitudes as a result.

	• points the reader to Rai's presence as a blogger, heightening her status as a social commentator.	
Audience (Relationship between writer/speaker and reader/listener)	• readers/subscribers to the *India Ink* website • followers of Rai as journalist across media platforms • those interested in attitudes towards the elderly in India and in broader urban society.	• readers/subscribers to *articlemyriad.com* • direct address implies an assumption that the audience is of a similar age to the writer • those interested in the work of Nicole Smith • those interested in attitudes towards the elderly in the US.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• Rai's profession shapes her observations and voice • generic convention shapes structure, sequence and content • the life experiences of Rao account for her poverty, dependence and desperation • the domestic skills of Rao are placed in opposition to the needs of an increasingly globalised job market • the role of Kupparaj as volunteer generates a sympathy towards the elderly that is not representative of her peers • use of parenthesis to translate rupees into dollars suggests a broader/international audience.	• opening paragraph contextualises overheard conversation that prompted Smith's reflection • Smith's age (she is in her 40s) places her between the young and the old that are the focus of her article • her role as mother gives her further access to the attitudes of the young • mid-section speculates on responsibility for prevalent attitudes across broader US society • attitudes to age – and attempts to combat them – are contextualised within affluent US society.
Graphology (Presentation of language)	• the title, attribution and date adopt the conventions of a blog • the voices of Rao and Kupparaj are presented in both direct and reported speech • paragraphs relating to Rao and Kupparaj are interspersed with comment and development by Rai.	• title adopts the conventions of an article • arresting opening sentence, using direct address to the reader, sets the tone • paragraphs transition according to focus and content rather than chronology • final paragraph offers alternative and more positive view on the young.
Grammar/Syntax (The rules that govern the structure of language/sentence the relationships	• grammar conforms to Standard British English • third-person perspective in line with convention • syntax sometimes has a rhetorical function, employing features such	• grammar conforms to Standard English • first person conveys the personal nature of the text • incorporation of colloquial language: 'well guess what'

between words in sentences)	as tripling: `time, inclination or money' • tense moves between present (to set the scene or to describe the current situation) and past (to recount events or reflect on experiences) • evidence that Standard English is not her first language as in the American usage of, 'anyone who would give her a listen' • incorporation of voices via direct and indirect speech	• repeated interrogatives speculate on the reasons for current attitudes to the elderly • listing presents physical and mental consequences of ageing • present tense predominates to document current situation/attitudes; future tense to project social/scientific developments; past to reflect • pronouns afford unity with the reader and distance from youth • discourse markers afford shape and sequence: 'well'; 'then again' • repeated modal forms to present the closing moral imperative: 'We should...'.
Lexis/ Semantics (Vocabulary and its meaning)	• low frequency lexis: 'throng'; 'exertions' contributes to formal tone of the overall article and reflects the professional status of Rai • high frequency lexis of Rao affords contrast • field of new technologies and the West reflect the experience and aspirations of young professionals: 'multinational'; 'Silicon Valley'; 'social media'; 'Wall Street' • adoption of American spelling: 'meager' • domestic and familial fields as applied to Rao afford contrast with the above • the formality of vocatives used by Rai: 'Ms Rao' develops distance and formality • negative (and metaphorical) lexis presents the plight of the elderly: 'wedged'; 'buffeted'; 'upheaval'.	• use of determiner (*the)* to collectivise and afford opposition between young and old • repetition of lexis related to youth and age provides structure and contrast • use of numerals to define age or attitudes towards it • repetition of 'no one' to generate unity against the physical and social effects of ageing • varied use of pronouns to shift perspective and relationship with topic/reader • use of figurative language: 'Age is a disease caused by a bacteria called time' to present the negative consequences of ageing • predominantly high frequency lexis affords broad accessibility • field of anatomy, in list form, to present the physical consequences of ageing • positive field: 'honored/respected/wisdom' to present the attitude of 'other' cultures. This is in opposition to the field related to the attitudes in the US: 'overlooked/shunned /alone'.
Social / Cultural Concepts and Issues	• predominantly Indian perspective • contrast in attitudes developed between the generations represented in the blog shows the rapidity of change in urban Indian society	• predominantly US/Western perspective • belief that 'other cultures' treat the elderly with greater respect • represents the growing power of Western youth culture and the attitudes of all generations to this

	• reference to new technologies and Western influence implies globalisation • focus on the plight of Rao highlights a major issue faced by Indian society.	• reference to science and cosmetic surgery is placed in the context of Western obsession with physical appearance.

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:

- Text A is a blog (published online)
- Text B is an article published to an online archive
- both texts are clearly linked by the issue of the elderly
- both reference personal experiences
- both develop contrasts between attitudes and experiences across generations
- different narrative perspectives are adopted; the blog incorporates the voices of others also
- the assumption in the US article that other cultures have a more respectful attitude to the elderly is challenged to a certain extent by the Indian blog
- negative attitudes in India are attributed to current social and technological developments, whereas the article implies that attitudes are embedded in US culture
- gender is a more significant additional factor in the blog.

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.

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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 speech • awareness of a listening youth/international audience • 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 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 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.