GradeMax



Mark Scheme
Results

June 2019

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 Tim Wigmore, the author of the article, who provides information and statistics to support his premise. His is a formal and professional identity but the slant he places on this article develops his stance on the educational issue he is investigating. Carl Roberts is cited directly by Wigmore, and the views and experiences voiced by this head teacher shape the article as a whole. Roberts is presented as a concerned professional whose background, in some ways, mirrors that of the boys he seeks to help. His reflection on the social, domestic and economic deprivation of his students, and on the shortcomings of the education system in closing the resultant gap in achievement, inform his voice throughout.

Text B develops the identity of Michelle Obama as she addresses a young female audience in Madrid as part of an international tour to promote her 'Let Girls Learn' initiative. Obama presents herself as a passionate and humorous individual, committed to improving access to education for girls in countries that impose barriers to their potential. She also places herself with her Western (European) audience in terms of privilege and 'voice' and urges her young audience to join with her to advocate change. She also develops her identity as a mother of two young girls and thus creates a link with her young female audience. Her reference to her husband places her in a position of power, and potentially global influence, and further informs her identity.

	Text A	**Text B**
Mode (Method of Communication)	A written article published in a British political and cultural magazine.	Speech, broadcast later on TV and on social media sites, with rhetorical features associated with addressing an audience.
Field (Subject Matter)	• field of British working-class society and the specific characteristics of attitudes to, and expectations of, education across gender and ethnic groups • field of education and its chronological stages and attendant testing and examination systems • negative field conveys the reality of life for the majority of white working-class pupils • positive fields afford contrast with differing social and ethnic groups.	• contrasting fields of Western, Moroccan and Liberian society and attitudes to gender and education • negative field conveying the reality of girls' experiences in Africa • field of social media and communication • field of social, medical and domestic consequences of lack of education for girls • positive field presents Obama's assessment of the potential and achievement of young women and how Western girls can make a difference.

Function (Purpose)	• opening sections establish the Malling School as representative of schools with a high proportion of white, underprivileged students • establishes and develops the identity of Roberts through his attitudes, experiences and his personal and professional relationships, thereby promoting his stance • describes the social and domestic background shared by many underprivileged white boys • develops contrasts along gender, socio-economic and ethnic lines • offers opinions on parenting as a key factor • projects current trends to anticipated statistics to highlight the incremental path of the issue.	• opening section highlights the positive attitudes towards, and opportunities for, young women in Spain thus engaging directly and specifically with the audience • describes and differentiates the challenges faced by young girls in Morocco and Liberia and places these negative experiences in contrast to the positive experiences of young women in Spain • moves to promote Obama's 'Let Girls Learn' initiative and the 62MillionGirls.com website • closing sections are increasingly persuasive in function as Obama outlines her ambition for the initiative she leads.
Audience (Relationship between writer/speaker and reader/listener)	• those interested in education • readers of *The New Statesman* • those concerned about the educational underachievement of white working-class boys and its possible consequences.	• live audience of young women in Madrid • extended (global) audience via broadcast • those interested in the Obamas and the presidency of the US • those interested in attitudes towards girls and education • followers of the 'Let Girls Learn' initiative.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• Wigmore's professional stance shapes his observations and their presentation as objective and well researched • Roberts' background shapes his attitudes towards his students and the educational and social systems that compound their disadvantages • generic convention shapes structure, sequence and content	• opening section directly addresses the audience in Madrid and reflects on the freedoms afforded by a life in Spain • Obama's experiences with young women in Morocco and Liberia used to generate contrast and comparison • the nature of the challenges faced by young women in Morocco and Liberia are differentiated by the specific context of each society

	• the expectations UK society places on underprivileged students (and white boys in particular) frames the text • the experience of girls is placed in opposition to that of boys • the domestic experience of children from other ethnic backgrounds highlights additional key issues and contrasts • opening and closing sections reflect the school day and afford circularity.	• Obama's role as mother gives her credibility with the audience and their attitudes to social media and new technology and thus the means of promoting her initiative • subsequent sections develop this to promote the use of ICT to access information, enrol in related programmes and generate an online community.
Graphology (Presentation of language)	• the title and attribution adopt the conventions of an article • the voice of Roberts is presented in direct and reported speech • sections transition according to focus and content • numerals used for statistics and data.	• opening and closure concede to generic convention • sections transition according to focus and content • discourse markers structure and sequence the speech.
Grammar/Syntax (The rules that govern the structure of language/sentence; the relationships between words in sentences)	• grammar conforms to Standard English • third-person perspective (of Wigmore) in line with convention • first person (of Roberts) affords personal reflection and opinion • syntax sometimes has a rhetorical function, employing features such as parallel syntax: 'they will be worried about their parents, they will be worried about where their next meal…'; contrasting pairs: 'a social issue, not an education issue' • use of conjunction as volta: 'and suddenly' • past tense (to describe Roberts' childhood experiences); present tense predominates (to describe the current situation);	• grammar conforms to Standard English • first person conveys the personal nature of the text and reflects Obama's experiences and ambitions • direct address/inclusive pronouns involve, unite and persuade • rhetorical features consolidate the persuasive function such as tripling: 'brilliant, ambitious, accomplished'; repetition and contrasting pairs: 'not just change laws and policies, but to change hearts and minds'; rhetorical questions: 'Is that a deal?' • repetition: 'I know'; 'I want'; consolidates Obama's stance and intention • present tense predominates to document current situation/attitudes

	future to project current trends • incorporation of voices via direct and indirect speech • modal forms: 'will receive'; 'can transform' reflect expectation and possibility • comparative structures to develop contrast: 'less than'; 'wider than'; 'higher aspirations'.	• discourse markers afford shape and sequence: 'so'; 'see' and also serve as voltas: 'but unfortunately' • repeated modal forms to present the closing moral imperative: 'We should…'. • list of imperatives directly addresses the audience as the speech concludes: 'stay strong, work hard, and keep pushing forward'.
Lexis/ Semantics (Vocabulary and its meaning)	• tone of the overall account is formal and complex, utilising high frequency lexis that reflects the professional background of both Wigmore and Roberts and the assumed readership of the *New Statesman* • direct speech of the schoolgirl lowers formality and employs colloquial lexis: 'cool' • field of education frames the account; statistical data linked to achievement at key educational stages highlights the developing gaps and frequently uses acronyms: 'good GCSEs'; 'core subjects'; 'FSMs' • domestic and familial fields extend the problem to broader social issues: 'tower blocks'; 'deprived'; 'broken families' • positive fields linked to other social ethnic groups develop contrast with above: 'aspirations'; 'involvement'; 'engagement'.	• incorporation of Spanish and European lexis to concede to the specific nature of the live audience: 'Gracias'; 'Hola'; 'euro' • high frequency/colloquial lexis contributes to informal aspects of voice, which concede to the youth audience: 'stuff'; 'deal' • more formal/complex lexis to 'flatter' or to inform • incorporation of field of social media and communication link to a key objective of the initiative: 'smartphones'; 'Instagram'; 'Twitter' • fields of health: 'HIV'; 'immunise'; 'pregnancy' • fields of economy: 'prosperity'; 'salaries' • fields of domestic life: 'married'; 'household labour' outline the current situation and highlight the potential national and global consequences of the denial of education to girls • use of numerals to define age or scale.
Social / Cultural Concepts and Issues	• the expectations English society places on underprivileged students (and white boys in particular) frames the text • defines links between economic deprivation and	• predominantly US/Western perspective • focus on the plight of girls in Africa implies the gender divide with regards to education and broader societal expectations • references to Morocco and Liberia outline issues specific to

	educational underachievement • differentiates achievement by gender, class and ethnicity • differentiates 'parenting' by class and ethnicity and highlights the significance of this to development and achievement • establishes a model/stereotype of the family life of a white, working-class boy.	these countries/societies and make them representative of the wider/global problem • places the privileged position of women in Western society in opposition to the above • reference to new technologies and Western influence implies globalisation and also a positive means to communicate and bring about change.

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 published article in a national magazine
- Text B is a transcribed speech, delivered in Europe but with global reach
- both texts are clearly linked by the issue of education and a primary informative/persuasive function
- the focus is differentiated by gender and location
- there is an interesting inversion of those that achieve across gender and ethnic lines
- both reference personal experiences – but these are very different and are linked to the social, economic and geographic contexts of each
- both develop contrasts between attitudes and experiences towards the issue.

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. Features of candidates' writing on this task may include but are not limited to: • application of the conventions of a blog • awareness of a youth audience • predominantly Standard English lexis and grammar • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for the 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.