GradeMax



Pearson
Edexcel

Mark Scheme

January 2020

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2020
Publications Code WEN01_01_2001_MS
All the material in this publication is copyright
© Pearson Education Ltd 2020

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

Section A

Text A develops the identity of Shalini Nair as she discusses the issues facing the homeless in Mumbai. Nair presents as a concerned and compassionate individual, determined to raise awareness of the plight of Mumbai's street dwellers and the growing pressures caused by the 'gentrification' of the city. She also offers critical and informed comment on the response of the Mumbai authorities to the developing crisis. The article references the experience of some of Mumbai's homeless, primarily Jamli Pawar, whose identity is shaped by her experiences on the streets and by the injuries she has sustained there. Also quoted directly is Abhishek Bharadwaj, an activist who works with the homeless, who presents as an informed individual, highly critical of the Mumbai municipal corporation and its policies.

Text B develops the identity of Kit Buchan, as interviewer and journalist, through his introduction to the stories, based on interviews, which comprise his article. Buchan presents as sensitive to the difficulties faced by those living on the streets of London and to the varied circumstances that brought them there. The personal account of Mark develops the identity of this long-term homeless man as he struggles with the difficulties particular to London and exacerbated by his ill health. Jane, the second interviewee, is relatively new to the streets. Her experience as a homeless woman develops a sense of her vulnerability as does her attachment to her pet. The fact that she still has hopes of a career in catering develops an identity very different to that of Mark.

	Text A	**Text B**
Mode (Method of Communication)	Online newspaper article.	Online newspaper article. Also contains personal accounts based on interviews with homeless people.
Field (Subject Matter)	• field of Indian society • field of poverty drawn from personal experiences • geographic field of the Mumbai area • field of urban construction and development • field of government provision and legislation/policy	• field of statistics relating to homelessness nationally and in London • field of London locations and landmarks • field of policing intervention and legislation • field of homeless provision/support
Function (Purpose)	• presents the background and experiences of Jamli Pawar as representative of the homeless in Mumbai	• statistical and background information on Westminster establish it as the London borough with the highest percentage of street dwellers and adds context to the interviews that follow

	• presents urban development as compounding the suffering of the homeless • places the lifestyle and accommodation of affluent citizens in opposition to the city's slum and street dwellers to comment on the inequalities in Indian society • criticises government initiatives to address the housing crisis	• the sympathetic stance of Buchan's introduction to the homeless has an underlying persuasive function • the personal accounts provide differing insights into the reality of life on London's streets and, as such, are representative of the varied circumstances that can lead to homelessness • reference to official systems and facilities highlight their inadequacy in responding to the individual needs of the homeless • Jane's account differentiates attitudes to the homeless on the basis of gender
Audience (Relationship between writer/speaker and reader/listener)	• readers of *The Indian Express* and its affiliated website • English speakers interested in news relating to India, both in India itself and globally • those interested in issues related to poverty and homelessness in India	• readers of *The Guardian* and its affiliated website • followers of Kit Buchan • those interested in, or involved with, the issue of homelessness in London or nationally/internationally
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• title signals content and authorial stance on the issue • assumes knowledge of Mumbai and its environs • generic convention shapes structure, sequence and content • evidence of American influence on language suggests international readership: 'garbage', 'cops' • details of the life of Jamli Pawar give insight into the experience of all street dwellers • contrast between the lifestyle of the rich and its placement in opposition to those in poverty affords comment on social inequality in India • the proximity of urban development to the slums accentuates this inequality and	• the construction of the title and its cultural allusion (to the *Rolling Stones* single of the same name) projects something of the identity of Buchan and some of his interviewees • statistical information and personal opinion on homelessness in the UK, specifically Westminster, possibly influences the reception of the interviews/accounts that follow • London-specific references assume knowledge in the reader • Mark's account provides context to the experiences of the long-term homeless and the deterioration – mental and physical – that can be a consequence

	also highlights the growing pressures on the poor • description of the shelter and its child 'inmates' develops criticism of government initiatives/policies • final section returns to the physical location of Jamli Pawar and the children that sleep nearby to present their ongoing reality and achieve circularity	• the time and geographic frames of his account provide broader context to his experience • Jane's account affords contrast with that of Mark and, in some ways, offers challenge to the 'stereotype' through gender, background and aspiration • her pet adds another contextual dimension that potentially develops sympathy for her • both accounts relay negative experiences with the authorities
Graphology (Presentation of language)	• the title and attribution adopt the conventions of an article • time references signal online context • paragraphing follows shift in topic/perspective • use of direct and reported speech to incorporate voices of those referenced	• the title and attribution adopt the conventions of an article • subtitles add context to the accounts that follow • discourse markers afford transitions in introductory section • opening paragraphs (which provide context) are separated from the accounts/interviews • words of Mark and Jane are presented in direct speech with no intervention from the interviewer
Grammar/Syntax (The rules that govern the structure of language/sentence the relationships between words in sentences)	• grammar conforms to Standard English • perspective in line with convention • use of parenthesis to clarify or qualify • present tense predominates to accentuate the ongoing nature of the issue • syntax sometimes has a rhetorical function, employing features such as tripling: ` dog park, pet crèche and salon' • incorporation of voices via direct and indirect speech • lists present the facilities in the new urban 'villas' and also (by way of contrast) the shelter	• grammar conforms to Standard English • introductory paragraphs adopt formal phrasing and structure • syntax of Buchan's introduction sometimes has a rhetorical function employing features such as tripling: 'dismissed, despised or ignored' and contrasting pairs: 'comfortable home/life on the streets' • Mark uses repeated phrasing: 'that's closed' and lists to present the ongoing crisis in terms of provision • Mark uses parallel structures to afford comparison of provision on geographic lines: 'Up north'/'Down here'

		• Jane's account employs a mixed register depending on content and context • Jane separates the actions of men and women through comparative structures and repeated conjunctions: 'but the woman did'
Lexis/ Semantics (Vocabulary and its meaning)	• lexis linked to Mumbai and its environs • urban field captures setting: 'flyover', 'pavement', 'high-rises' • use of acronym, clarified via parenthesis • frequent use of compound structures characterises Nair's style: 'garbage-strewn', 'super-luxury' • American lexis implies international readership/context: 'garbage', 'someplace', 'cops', 'duplexes' • modifiers and lexical choices present Nair's emotive stance and aid description: 'wearily', 'ramshackle', 'decrepit', 'masquerade', 'inmates' • lexis applied to the luxury developments (and the triadic structures through which they are combined): 'dog park, pet crèche and salon for their furry friends' generate irony and contrast with the street children and the stray dogs with which they sleep • low frequency lexemes emphasise the social divide: 'acupressure', 'crèche'	• lexis linked to London and its boroughs, locations and landmarks • field of provision for the homeless/disadvantaged: 'hostels', 'the Hub', 'benefits' • Buchan's lexical choices present the homeless in a positive light: 'articulately', 'deserve' • pronouns to include: 'share our cities', 'differ from us' or exclude/distance: 'they won't listen' • personal accounts include colloquial lexis: 'banging', 'bloke', 'aggro' • both interviewees collectivise the public as 'passersby' • both interviewees use negative lexis to convey their relationship with the police: 'harassment', 'grief', 'aggro'
Social / Cultural Concepts and Issues	• references to urban development emphasise the rate of Mumbai's economic growth • descriptions of slums/homeless in near proximity to new developments highlight the	• statistical information highlights the escalation of the homeless crisis in London and nationally • Buchan's introduction presents the complex nature of homelessness and the fact that 'no-one is immune'

	indifference of society to their demolition/displacement • descriptions of the rich, placed in opposition to those of the poor, emphasise the social divide in Mumbai • personal details develop Pawar and the orphans as representative of India's poor • references to Brihan Mumbai Municipal Corporation (BMC) afford comment on official initiatives	• descriptions of declining or ineffective provision highlight the failings of the authorities • personal accounts present the issues of health and personal safety faced by street dwellers • personal accounts imply that the attitude of the public is, at best, indifferent

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 taken from online articles, affiliated to newspapers, but the format and content is different
- both texts are clearly linked by the issue of homelessness in an urban setting
- both reference personal experiences, including injuries sustained on the streets
- ingrained social inequality in India is very apparent in Text A, while Text B presents the underlying fact that homelessness can affect anyone in the UK
- the gap between the rich and poor living in close proximity to each other is heavily emphasised in Text A, whereas the location of the homeless close to London's affluent and prestigious landmarks implies this in a more subtle way
- both offer comment on the deterioration of the conditions in which the homeless live
- both offer criticism of official support/provision.

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.

Section B

Question Number 2	Indicative Content
	Candidates are expected to demonstrate their own expertise and creativity in the use of English to create their speech. Given the creative nature of the task, it is not feasible to give specific indicative content, however the speech should be fit for the given audience and function. There is a specific requirement to adapt the material from at least one of the source texts to generate an original new text. Responses that make limited reference to the source material or those that simply transfer unassimilated sections will be self-penalising. Features of candidates' writing on this task may include but are not limited to: • application of conventions of an informative/persuasive speech • awareness of a listening/viewing 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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom