GradeMax



Pearson
Edexcel

# Mark Scheme (Results)

## January 2021

Pearson Edexcel International Advanced Level

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 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 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.

## Specific Marking Guidance

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.
- Indicative content is exactly that – they are 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 fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

## Placing a mark within a level

- 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 descriptors in that 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.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

### Assessment objectives

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| **AO1** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement. |
| **AO2** Analyse the language, form and structure used by a writer to create meanings and effects. |
| **AO3** Explore links and connections between texts. |
| **AO4** Show understanding of the relationships between texts and the contexts in which they were written. |

**Unit 1: Language: Context and Identity**

**Section A**

**Question 1**

Text A develops the identity of three of the speakers at the rally held outside Congress. Brenna Levitan and Matt Post were students at Montgomery County High School and, as such, represent the body of students directly affected by the mass shootings there in February 2018. Levitan played a key role in organising the rally and the student walkout that was staged as a national protest after the shootings. She presents as a passionate individual who is fully aware of the political potential of the youth she represents to change gun laws across the USA. Her identity as coordinator and motivator is clearly developed in her speech. Matt Post presents as eloquent, aggressive and determined to challenge those in power. His emphatic comments about the potential power of the youth vote make a forceful political statement. Pelosi's identity as a Democratic politician is clear, as is her stance on guns and gun control. The unity she expresses with the students, coupled with her repeated acknowledgement of their potentially transformative actions, presents her as a concerned individual and seasoned campaigner for change, but also as a politician seizing an opportunity to promote her cause.

Text B presents Rebecca Kadaga in her role as Chairperson of the CWP. Her identity as a Ugandan politician is developed through her specific references to the legislation regarding youth inclusion in politics in her home country, whereas her role in the Commonwealth organisation presents her as passionate about the issue on an international scale. She demonstrates detailed understanding of the process and data that underpin the issue and is sympathetic throughout to the young people whose cause she champions.

| Question 1 | Text A | Text B |
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| **Mode**<br>(Method of communication) | Transcribed from speeches presented to a live audience, filmed and distributed online (YouTube). | Letter that constitutes the foreword of a newsletter, published annually and available online and in hard copy. |
| **Field**<br>(Subject matter) | • field of gun violence and school shootings (mostly specific to the Parkland incident)<br>• field of American politics and attendant institutions<br>• field of education in the USA<br>• field of democratic process and legislation. | • field of politics, national and international<br>• statistical data on youth involvement in political process<br>• positive field to highlight the benefits of youth engagement in politics<br>• field of legislative and operational change. |
| **Function**<br>(Purpose) | • provides information on the Parkland incident and the experiences of the students involved<br>• calls for unity of student action<br>• criticises current government policy on gun ownership and control and calls for legislative change<br>• Pelosi praises the student body on their action, thereby allying herself – and her party – with their cause<br>• all promote increased youth participation in politics. | • promotes the inclusion of youth in the political process<br>• provides statistical and background information on youth involvement in politics globally to provide context<br>• references to the Ugandan process contextualises the personal political involvement of Kadaga<br>• unifies international readership in the cause<br>• highlights potential methods to increase youth participation in politics. |
| **Audience**<br>(Relationship between writer/speaker and reader/listener) | • viewers of YouTube<br>• those involved with, or interested in, the Parkland shootings and other incidents of gun violence<br>• students in the USA involved in, or interested in, the protests that followed the Parkland shooting<br>• the political establishment in the USA<br>• those seeking/opposing change in gun laws. | • readers of *The Parliamentarian*<br>• members of the CWP and other political organisations linked to the Commonwealth<br>• followers of Rebecca Kadaga<br>• those interested in, or involved with, the engagement of young people in politics<br>• the political establishment across the Commonwealth and, via references to the UN, globally. |
| **Discourse/ pragmatics**<br>(How context shapes extended texts and variation in meaning) | • all three speakers directly address their audience using the polite form of 'Good Morning'<br>• Levitan opens with a direct address of students, specifically those from the Washington Metropolitan District (DMV)<br>• the proximity of the rally to Congress frames content and perspective<br>• content of all speeches moves from the personal and local perspective to a national scale<br>• personal experience of Levitan and Post unifies them with the audience and the cause they are promoting | • content and its structure/sequence are shaped by generic convention<br>• there is an assumption of ongoing readership/membership, which is addressed directly by Kadaga<br>• second paragraph outlines intention<br>• political background of Kadaga frames content and tone<br>• statistical data provides global context<br>• reference to women's rights relates directly to the CWP as an organisation<br>• details of Ugandan initiatives provide additional context to Kadaga and her authority on the issue. |

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| | • Levitan's reference to social media highlights its potential as a catalyst for political and social change that is directly accessible to her audience<br>• the closing sections of Levitan's address provide context to the speeches (and speakers) that follow<br>• Pelosi identifies herself with an adult audience (political and personal) and addresses the students from this perspective<br>• her reference to sites of other shootings gives her address national context<br>• provision of statistical data validates the call for change in legislation<br>• Post's address directly references the response of government to the Parkland incident and frames his criticism of this<br>• much of his speech is directly addressed to politicians and this intensifies the sense of student power. | |
| **Graphology** (Presentation of language) | • all three extracts apply rhetorical structures and devices in line with the conventions of public speaking. | • opening and closing sections adopt the conventions of letter writing and achieve circularity via address: 'Dear readers'<br>• transitions between paragraphs afforded by topic and discourse markers<br>• subheadings provide additional signposts. |
| **Grammar/syntax** (The rules that govern the structure of language/sentence the relationships between words in sentences) | • grammar conforms to Standard American English<br>• syntax in all speeches has a rhetorical function, employing features such as tripling: ` We remained silent, hands grasped, standing together as one; rhetorical questions: 'What more do they need to hear?'; contrasting pairs: 'their right to own an assault rifle does not outweigh our right to live'<br>• lists used by Pelosi and Post emphasise the scale of the problem: '… churches, movie theatres, on the streets and the communities of colour…'<br>• imperative structures used to unite/motivate: 'If you can speak, speak'; 'Let's get the job done'<br>• parallel structures and repetition used for consolidation/emphasis: 'When we stand up, when we speak out…'; 'Enough is enough'; 'We need a vote now'<br>• Post moves to future tense to issue his final warning to adults/politicians. | • grammar conforms to Standard English<br>• introductory and closing sections incorporate phrasing characteristic of formal letter writing<br>• parallel structures used for emphasis: 'Meaningful democracy requires the meaningful participation of youth'<br>• syntax often has a rhetorical function employing features such as tripling: 'from innovation to creativity to new thinking'; contrasting pairs: '…not only good for society, but necessary for society' and rhetorical questions: 'Why?'<br>• imperative structures, often incorporating modal auxiliaries, emphasise the need for future action: '… we should view youth as a positive force /and we must therefore aim to help enhance youth political participation'<br>• conditional structures outline cause and effect: 'If the young did not engage with politics… there would be many…'. |

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| **Lexis/ semantics** (Vocabulary and its meaning) | • lexis linked to sites of mass shootings in the USA provides context to the rally<br>• field of authorities frequently placed in opposition to the safety of the students: '… lawmakers who fail to support us'; 'we will shame our national policymakers into protecting us'<br>• field linked to education and affiliated student organisations unify Levitan and Post with their audience<br>• use of acronym, and assumed understanding of these: 'DMV'; 'NRA'<br>• pronouns unify the student body and separate it from adults and the government: 'What Parkland showed us'; 'We refuse to learn in fear'; 'we will vote them out'<br>• metaphor used by Levitan alludes to Moon landing: 'first step…giant leap'<br>• Post's lexical choices are more aggressive and highlight the severity of the situation/apportion blame and consequence: 'slaughtered', 'blood money', 'sickness', 'devastated'<br>• Post's repeated use of the adjective: 'moral' intensifies his accusation of those in power. | • political field predominates, reflecting the professional background of Kadaga and the nature of the publication for which she writes<br>• low frequency lexis reflects the status of Kadaga and the formal tone of the publication: 'activism', 'governance'<br>• terms of reference sustain this formality: 'youth', 'older citizens', 'young people'<br>• positive field constructed around the advantages youth engagement can bring to politics and to wider society: 'positive force', 'innovation', 'creativity'<br>• negative field to present the potential consequences of the exclusion of youth: 'disenfranchisement', 'scepticism', 'mistrust'<br>• metaphor used to positively present the significance of youth to society: 'bedrock'<br>• pronouns include readers: 'we need to ensure'; '…share with you'. |
| **Social/cultural concepts and issues** | • references to education structures and systems contextualise the age range of those affected by the shootings and mobilised to action as a result<br>• the setting of the rally outside Congress makes a powerful political statement<br>• the mobilisation of young people and their clear connection with politics is evident, as is their potential to force change<br>• references to social media platforms highlight their potential for communication and political comment/influence<br>• comments on the power of the vote reflect the Western democratic process<br>• the statistics provided by Pelosi contextualise the scale of the issue of gun crime/violence<br>• links made by Post between the NRA and those in government offer comment on potential compromise due to funding | • global population and demographic statistics highlight the potential power of the youth vote<br>• data evidences the gap between the legal age of majority and/or voting age<br>• references to international organisations such as the UN reflect global awareness of this power and issues related to youth engagement in the political process<br>• comparisons based on age highlight the issue in terms of different attitudes towards political issues/engagement<br>• focus on the democratic process links to the origin/ethos of the CWP<br>• reference to youth-friendly political policies in Uganda promotes change. |

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| | • comments on disadvantage due to race/colour widen the debate. | |

**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 clearly linked by the issue of young people's involvement in the political process
- in Text A this involvement is very much driven by the young people themselves, whereas in Text B the focus is on the need for engagement of youth by those currently in power
- although the primary audience of each is different, both directly address the political establishment
- the speakers in Text A are motivated to action by the single issue of gun violence and legislation
- Kadaga's points relate to a broader engagement embedded in process and policy
- there are clear differences in 'voice' and content related to the contexts in which the texts were produced and received
- both texts highlight the power of youth in transformative change
- both offer criticism of official support/provision although this is more explicit/direct in Text A.

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| 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. | | | | | |
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| 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**<br>• Knowledge of methods of language analysis is largely unassimilated.<br>• Recalls limited range of terminology and makes frequent errors and technical lapses.<br>• Knowledge of concepts and issues is limited.<br>• Uses a narrative approach or paraphrases with little evidence of applying understanding to the data.<br>• Lists contextual factors and language features.<br>• Makes limited links between these and the construction of meaning in the data.<br>• Makes no connections between the data. | | | |
| Level 2 | 8–14 | **General understanding**<br>• Uses methods of language analysis that show general understanding.<br>• Organises and expresses ideas with some clarity, though has lapses in use of terminology.<br>• Summarises basic concepts and issues.<br>• Applies some of this understanding when discussing data.<br>• Describes construction of meaning in the data.<br>• Uses examples of contextual factors or language features to support this description.<br>• Gives obvious connections. Makes links between the data and applies basic theories and concepts. | | | |
| Level 3 | 15–21 | **Clear relevant application**<br>• Applies relevant methods of language analysis to data with clear examples.<br>• Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology.<br>• Clear understanding of relevant concepts and issues.<br>• Clear application of this understanding to the data.<br>• Explains construction of meaning in data<br>• Makes relevant links to contextual factors and language features to support this explanation.<br>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. | | | |
| Level 4 | 22–28 | **Discriminating controlled application**<br>• Controlled application of methods of language analysis supported with use of discriminating examples.<br>• Controls the structure of response with effective transitions, carefully chosen language and use of terminology.<br>• Discriminating selection of a range of relevant concepts and issues.<br>• Discriminating application of this understanding to the data.<br>• Makes inferences about the construction of meaning in data<br>• Examines relevant links to contextual factors and language features to support the analysis.<br>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. | | | |

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| Level 5 | 29–35 | **Critical and evaluative**<br>• Critical application of methods of language analysis with sustained examples.<br>• Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.<br>• Evaluative selection of a wide range of relevant concepts and issues.<br>• Evaluative application of this selection to the data.<br>• Evaluates construction of meaning in data.<br>• Critically examines relevant links to contextual factors and language features to support this evaluation.<br>• Evaluates connections across data. Critically applies theories, concepts and methods to data. |

**Unit 1: Language: Context and Identity**

**Section B**

| Question number | Indicative content |
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| **2** | Candidates are expected to demonstrate their own expertise and creativity in the use of English to create their article. Given the creative nature of the task, it is not feasible to give specific indicative content, however the article should be fit for the given audience and function.<br><br>There is a specific requirement to adapt 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.<br><br>Features of candidates' writing on this task may include but are not limited to:<br><br>• application of conventions of an article linked to a school/college website<br>• awareness of an online student audience and informative/persuasive function<br>• accurate written expression<br>• standard English lexis and grammar<br>• standard use of punctuation<br>• varying syntax for effect<br>• use of rhetorical and persuasive devices<br>• use of appropriate lexical field for audience<br>• adaptation of material from the Source Booklet through techniques such as direct quotation and factual and contextual detail. |

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| 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. | | |
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| **Level** | **Mark** | **AO5 = bullet point 1, 2, 3** |
| | 0 | No rewardable material. |
| Level 1 | 1–3 | **Descriptive**<br>• Writing is uneven. There are frequent errors and technical lapses.<br>• Shows limited understanding of requirements of audience and function.<br>• Presentation of data is formulaic and predictable. |
| Level 2 | 4–6 | **General understanding**<br>• Writing has general sense of direction. There is inconsistent technical accuracy.<br>• Shows general understanding of audience and function.<br>• Some attempt to craft the presentation of data, with general elements of engagement. |
| Level 3 | 7–9 | **Clear, relevant application**<br>• Writing is logically structured. There are few lapses in clarity.<br>• Shows clear understanding of audience and function.<br>• Clear awareness of appropriate presentation of data, with some engaging and original elements. |
| Level 4 | 10–12 | **Discriminating, controlled application**<br>• Writing is effectively structured. Writing is consistently accurate.<br>• Consistently applies understanding of audience and function.<br>• Presents data in an original and consistently engaging manner. |
| Level 5 | 13–15 | **Critical and evaluative**<br>• Writing is controlled and confident throughout. Writing is consistently accurate.<br>• Demonstrates discriminating understanding of audience and function.<br>• Crafts data in an assured and original response. |

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