GradeMax



Mark Scheme (Results)

January 2022

Pearson Edexcel International Advanced Level

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 2022
Question Paper Log Number P68978A
Publications Code WEN01_01_2201_MS
All the material in this publication is copyright
© Pearson Education Ltd 2022

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.

Unit 1: Language: Context and Identity
Section A

Text A develops the identity of António Guterres as Secretary-General of the UN and also as an 'older' man who has a personal perspective on problems faced by his generation (and that of his mother) during the Covid-19 pandemic of 2020. He presents as a well-informed individual, in keeping with his status, whose concern for the treatment of the elderly extends beyond the Covid crisis to the broader social, economic and humanitarian issues pertaining to the treatment of the elderly across the world. The extracts of Guterres' speech are shaped and sequenced by the compilers of the website, who convey the collective and institutional voice of the UN.

Text B develops the identity of Kamanda Kamara, a member of the *Plan International Sierra Leone Youth Advisory Panel*. Kamara reflects on the West Africa Ebola outbreak, and young people's participation in the campaign to contain the virus. He speaks as a member of a community stricken by Ebola and of the power of social media to communicate with, and to mobilise, young people to collective action within their communities. He presents as a dynamic individual driven to act as a voice and advocate for the vulnerable. He also reflects with pride on the achievements of the Advisory Panel in raising awareness and as a driver for change. The voices of Aminata aged 17 and an unnamed 'old woman' are directly incorporated to represent the views of local communities across generations.

	Text A	**Text B**
Mode (Method of Communication)	Online article posted to the UN News website incorporating direct extracts from a speech made by the Secretary-General of the organisation.	Blog published on *Plan International* website.
Field (Subject Matter)	• field of Covid-19 and the measures taken to contain it: 'physical distancing'; 'lockdown' • wider social, economic and medical consequences of the pandemic • the specific impacts on the elderly • issues particular to the 'developing world' • field of family across generations • field of national and global legislation.	• Ebola and its impact on communities in West Africa • field of structures and platforms within *Plan International*: 'Youth Advisory Panel'; 'community reference groups' • activities and training coordinated by *Plan International* in West Africa • the 'myths' based on misinformation about Ebola that circulate in Sierra Leone • methods of communication – digital and non-digital • the positive impacts of communication and the role of young people in coordinating this • the resultant international spread of information and communication.
Function (Purpose)	• overall informative and persuasive function • establishes and develops the identity of Guterres through his attitudes,	• overall informative and persuasive function

	experiences and his personal and professional relationships, thereby promoting his stance • the opening paragraph sets out the principles underlying the policy initiative • generates a personal perspective and familial context in order to relate • shifts to 'official' and formal perspective to address global concerns about the elderly • foregrounds the contribution and 'worth' of the older generation as a base for demands for equitable treatment during pandemic • highlights socio-economic and medical aspects of discrimination • calls for unified national and international policies during and post-Covid-19.	• to engage readers of the blog, the opening two paragraphs establish the positive perspective of young people • outlines the myths concerning Ebola prevalent in Sierra Leone to highlight the need for clarity of communication • conveys the impact of new technology on communication • promotes the role of *Plan International* in training and education • presents the contribution of the *Youth Advisory Panel t*hereby promoting youth engagement.
Audience (Relationship between writer/speaker and reader/listener)	• those concerned about the progress and impact of Covid-19 • those interested in the responsibilities of the United Nations • those interested in a global response to the pandemic • those concerned about the inequitable treatment of the elderly in a broader socio-economic context.	• those interested or involved with *Plan International* • those affected by or concerned about Ebola in Sierra Leone and globally • young people interested in volunteering.
Discourse/ Pragmatics (How context shapes extended texts and variation in meaning)	• generic convention shapes structure, sequence and content • Guterres' personal experience and family situation shapes his attitude to the elderly • the role of (unnamed) author in summarising and sequencing • authorial interventions to develop and accentuate the 'voice' of Guterres: 'underscored', 'asserted', 'stressed', 'argued' • use of biographical detail and familial context to personalise the issue • focus on medical care mid-extract to highlight the specific needs of the elderly • call for unified action in closing sections in line with scope of the UN and the role of Guterres within it. .	• generic convention shapes structure, sequence and content - the influence of *Plan International* as the host site is evident here • the blog is retrospective with its author reflecting on lessons learned and projecting to future action • the 'myths' directly cited span generations and outline the issues faced by those attempting to tackle the epidemic • assumed understanding of some key references: 'G20' • the initial response – at local level – shows respect to local (tribal) hierarchies • the range of digital communication – and the facility of young people with it – conveys the potential benefits.

Graphology (Presentation of language)	• title signals content and stance • subheadings afford sequence and summary • discourse markers signal transitions: 'Moreover'/ 'Against the backdrop' • direct speech of Guterres is enclosed in speech marks but contextualised by authorial comment and intervention.	• subheadings afford sequence and summary • references to social media and digital communication/messaging systems adopt respective house spelling/style: 'WhatsApp' • discourse markers signal chronology of events: 'later'; 'during' • direct speech of 'interviewees' enclosed in speech marks but integrated, by editing, into the body of the text • hyperlink concedes to convention and places the blog into the broader context of the *Plan International* website.
Grammar/Syntax (The rules that govern the structure of language, the relationships between words in sentences)	• grammar conforms to Standard English • present tense predominates to accentuate the ongoing nature of the issue • final section shifts to future tense to project and persuade • declarative forms fulfil the informative function • extensive use of modal auxiliary 'must' to achieve an imperative effect • closing modal form 'need' achieves an imperative function to signal the way forward: 'will need ambition' • authorial use of verb forms to convey the 'voice' and tone of Guterres: 'stressed'; 'underscored'; 'asserted' • tripling for rhetorical effect: 'poverty, discrimination and isolation' • the elderly mainly referenced in third person to highlight separation.	• grammar conforms to Standard English • 1st person predominates (singular and plural) • past tense predominates in keeping with the reflective nature of the blog • mostly compound/complex declarative sentence forms • some (limited) use of rhetorical features: repetition/contrasting pair 'Innovation is not just about technology. Innovation is about…'; alliteration: 'deadly disease' • final section incorporates present tense and use of modal forms to highlight possibilities: 'I can train other people'; 'we want to share' • some parenthetical inclusions suggest shaping/editing by host site: 'supported by Plan International and the UK Department for International Development'.
Lexis/ Semantics (Vocabulary and its meaning)	• low frequency lexemes contribute to formal tone: 'autonomy'; 'cognizant' • medical-related lexis to convey the nature of the crisis: 'pandemic'; 'healthcare' • issue placed in a worldwide perspective in line with the status of the speaker and the organisation he represents: 'global'; 'international'	• some use of high frequency lexis develops formal tone: 'innovation'; 'pivotal' • overall lexical choice (and general expression) is straightforward and comprehensible, in line with the experience and purpose of the blogger • pronouns reflect personal and collective experience: 'I worked'; 'my community'; 'our work'; 'we shared' • lexis linked to West African tribal culture and beliefs: 'curse'; 'chiefs'

	• legal and administrative field conveys formal structures and systems: 'universal health coverage'; 'legislation'; 'convention' • positive social, familial and economic contributions of the elderly highlighted lexically: 'immeasurably'; 'agency'; 'leadership' • abstract nouns convey the potential negative impacts: 'isolation'; 'poverty'; 'discrimination' • use of preposition to separate the elderly from wider society: '…including older people' • shift to inclusive and collective pronoun to promote unity: 'as we look to recover'; 'we will need'.	• lexis related to host institution and international links placed within global context: 'G20'; 'International Development' • lexis related to digital communication/messaging links to facility of the blogger with the technology: 'WhatsApp'; 'Facebook' • laudatory choices reflect positively on the blogger and his peer volunteers: 'brave'; 'heroes'.
Social / Cultural Concepts and Issues	• the experiences of the elderly are placed in opposition to broader society to accentuate perceived social and economic discrimination • the particular problems in 'developing countries' are highlighted in terms of the potential of healthcare systems to cope with a pandemic • reflects on the global elderly demographic and the fact that women are a significant majority • the work of the UN signals the need for national and global action.	• the 'older woman' voices the fears and opinions of rural African communities. Her distrust of 'authority' and institutions is evident here • the importance of tribal hierarchies to the chain of communication and change • the importance placed on education and training of young people to initiate and implement change • the potential reach of digital communication.

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 serious health crises
- perspectives contrast according to the age and status of Guterres and Kamara
- both reference generational issues
- both reference the potential benefits of digital media
- they are clearly differentiated by form and primary audience
- there are clear contrasts in the complexity of language presented
- both offer comment on the medical and social consequences of viral epidemics/pandemics.

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 conventions of an informative/persuasive article • awareness of a local and reading audience • predominantly Standard English lexis and grammar • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • selection and adaptation of material from at least one source text to meet the specific requirements of the task.

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