GradeMax



Mark Scheme (Results)

June 2025

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.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

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.

Unit 1: Language: Context and

Identity Section A

Question 1 Indicative Content

The question asks candidates to focus on issues of conveying personal identity through voice. When considering voice/identity they may make some of the following points:

Text A develops the identity of Oluwamayowa Salu (Mayowa), who founded *the* Ibà Eradication Foundation and organises malaria prevention and education efforts in Nigeria. 'Ibà' is the Yoruba (the language used in Southwestern and Central Nigeria, where Salu was born) word for 'malaria'. His childhood/familial experience of the disease shapes his reflection and affords a personal, rural
African perspective on the issue and its impact on the lives of those affected by malaria. He presents as an expert in the disease, citing his academic background and focus as evidence of this. Central to his current involvement in the battle against malaria is a drive to change the lives of families similar to his own, those trapped in poverty and deprived of education. Above all he strives to change the mindset of those in rural Africa and the acceptance that malaria is an inevitable part of their lives.
The story is one of a collection published on the website of *Malaria No More*, a charity based in the UK that works to combat malaria in Africa. This shapes the informative and persuasive function of
the story.

Text B develops the identity Dr Akpaka Kalu in his role in the World Health Organization's fight against malaria in Africa. His scientific background shapes his passion for the research that is at the centre of this fight. His excitement about the prospect of a vaccine is tangible as he views it as a 'game-changer'. He also draws upon his personal experience of the disease, which he contracted in his recent visit to Nigeria. He is aware of the obstacles posed by poverty, lack of education and the inadequacy of existing health systems to the successful deployment of the vaccine to those that need it most, and is determined to use any platform to address these. Like Mayowa, he also recognises the widespread acceptance that malaria is a fact of African life is a mindset that he, and campaigners like him, need to change. The nature of the interview and the broad reach of the host site, *News Medical*, shapes the (accessible) language of the interviewer, Emily Henderson, and the responses of Kalu to her questions.

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Question 1	Text A	Text B
Mode (Method of communication)	Personal story posted on the website of Malaria No More, a charity based in the UK, that works to combat malaria in Africa.	Written record of an interview posted on the *News Medical* website.
Field (Subject matter)	• the personal story of Oluwamayowa Salu and his experience of malaria • his subsequent founding of the Ibà Foundation and its role in rural Africa • geographical field of Africa • the causes and scale of malaria in Africa • the effects of malaria on children's education and family life • the field and phases of education • attitudes to malaria in Africa and programmes designed to change them.	• geographical field of Africa • the impact of scientific and medical innovation in the battle against malaria • the causes and scale of malaria in Africa • the socio-economic impact of the disease • the perceived failings of the health system to address the issue • methods for the prevention and treatment of malaria • the development stages of the malaria parasite and its targeting of humans and mosquitoes • the potential of the newly developed vaccine.
Function (Purpose)	• overall informative and persuasive function • highlights the scale and impact of malaria in Africa • personalises the issue to provide insight to common experiences of the disease in rural Africa • specific focus on the mother affords insight into the maternal role in poor, rural African families • highlights the significance of poverty and poor education on attitudes towards the disease • promotes programmes to change attitudes to malaria in Africa's rural poor.	• overall informative and persuasive function • uses the personal account of Kalus's infection to illustrate the indiscriminate impact of the disease and also to personalise the issue • promotes understanding of the significance of science and research to malaria control • informs on the nature of the parasite and the effect on its human and mosquito hosts • highlights the perceived failings of health systems across Africa to address the issue • promotes a unified, whole-society approach to the disease • promotes the global anti-malaria campaign, Zero Malaria Starts with Me • asserts that the target for eradication of the disease is achievable • combats the common perception that malaria is a fact of African life.

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Audience (Relationship between writer/speaker and reader/listener)	• contributors to the Malaria No More charity and associated campaigns related to the disease • those interested in issues relating to malaria • those who have suffered from malaria • those interested in the work of Salu and the work of the Ibà Foundation.	• readers of, and contributors to, the *News Medical* website • scientific, medical, and life sciences experts and non-specialists with an interest in related developments • those interested in Kalu and his role in the WHO • those interested in issues relating to malaria and its treatment.

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Discourse/ pragmatics (How context shapes extended texts and variation in meaning)	• generic convention shapes structure, sequence and • content opening interrogative: 'How many times have I had malaria?' gives sense of interview (and the influence of • the host site) the nature of Salu's background and childhood experiences shape his voice and develop the sense of • him as representative of the rural poor in Africa • the nature of the Malaria No More charity and its assumed audience influences content and • tone scientific data and jargon are adapted to be accessible to a non-specialist reader the inclusive nature of some sections develops shared consequence and responsibility.	• generic convention shapes structure, sequence and content • the questions, posed by Henderson, shape and sequence the • responses of Kalu Kalu's background and experience and his current role in the WHO • inform his voice throughout the nature of the host website and its role in communicating scientific information and data to broad • audiences influences content and its complexity statistical • information develops sense of scale the inclusive nature of some sections develops shared consequence and responsibility.
Graphology (Presentation of language)	• conventions of a narrative article are applied, e.g. title; paragraph sequence and structure • opening paragraph acts as introduction; use of ellipsis signals the start of retrospective • discourse markers in initial position of paragraphs signal content and • sequence, e.g. 'Aside from' parenthesis (via en dash) to explain/develop.	• conventions of a written record of an interview are applied, e.g. questions as subheadings to structure and sequence the text; • headline, date and attribution paragraphing affords sequence and shifts within the topic.

Grammar/syntax (The rules that govern the structure of sentences; the relationships between words in sentences)	• grammar mostly conforms to Standard English • declarative forms predominate to fulfil informative and narrative • agenda opening interrogative: 'How many times have I had malaria?' gives sense of interview which links to host site and its function in • relaying – and shaping – the story subsequent interrogatives relay the assumed voices of others • afflicted by malaria, e.g. 'Why am I a burden…?' past tense predominates in opening paragraphs to afford the • retrospective nature of Salu's reflection on his childhood present tense to reflect on the African collective, e.g. 'Africans think that malaria has come to be part of us' or to relay the ongoing mission of the Foundation, e.g. 'We advocate for behavioural change'	• grammar mostly conforms to Standard English • most interviewer interrogatives are supplemented (via declarative) by additional contextual information to lead response • and/or inform the reader the nature of these questions reflects • the scientific background of Henderson complex declarative/compound • sentence structures predominate in the responses of Kalu varied use of tense to convey current situation, reflect on • recent/past events and experience • and project to future developments and possibilities • first-person to convey the experience and personal perspective of Kalu second-person plural perspective to reflect Kalu as representative of WHO short declarative forms for emphasis/assertion, e.g. 'That's the power of science.'; 'That is real.'
	• modal forms outline the possibilities of a different life, free from malaria, e.g. 'my life would have been • different'; 'It would have given her peace…' parallel structures and repetition to develop/emphasise, e.g. 'There • are lots of people – young people – '. Use of parenthesis is characteristic here • switch from first- to second-person perspective to reflect on experiences of others use of inclusive forms to unite/persuade, e.g. 'malaria has • come to be part of us', or to reflect on the collective work of the Foundation, e.g. 'We make existing tools available…' • asyndetic list, 'age, sex, tribe, religion' to generate sense of scale that emphasises the indiscriminate nature of the disease	• imperatives to highlight required action, e.g. 'I have to do my bit… You also • have to do your bit' parallel structures/repetition for emphasis and extension, e.g. 'our failure to prevent malaria and our • failure to treat malaria' rhetorical questions incorporated to sequence and • focus, e.g. 'Why? Malaria is preventable and malaria is • treatable' statistical and numerical/temporal data incorporated to illustrate/develop some colloquial phrasing to relate • to the broad target audience, e.g. 'do my bit…'; 'it is okay that someone died of malaria'; 'no way' distribution chart (and assumed knowledge of it) used figuratively: 'drive down our curve'; 'the curve flattened'.

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	triadic structures to develop chronology, e.g. 'my life, my education, my development'.	
Lexis/ semantics (Vocabulary and its meaning)	• high-frequency lexemes predominate to generate a (largely) informal and • accessible/relatable voice low-frequency lexemes to generate a more informed and formal voice, e.g. • when discussing the Foundation, 'advocate' repetition of key lexemes to maintain focus and • emphasis, e.g. 'Africa', 'burden', 'mosquitoes' varied pronouns to • narrate/inform or to convey collective experience/responsibility inclusion of Yoruba term for malaria.	• low-frequency lexemes when highlighting medical/scientific information or highlighting the scale of the issue, e.g. 'organism', 'deploy', • 'socio-economic' high-frequency lexemes for • accessibility/relatability, e.g. 'bit', 'okay' etymology of term explained to evidence early misconceptions, • e.g. 'malaria', 'bad air' repetition of key lexemes to maintain focus and emphasis, • e.g. 'Africa', 'mosquitoes', 'vaccine' varied pronouns to narrate/inform or to convey collective experience or responsibility • repeated adjectival forms to convey the nature of the disease, e.g. 'preventable', 'treatable' and to drive the persuasive function • statistics and data interspersed to communicate scale and consequence.
Social/cultural concepts and issues	• the effects of poverty on attitudes to malaria in Africa • the impact of malaria on African families in terms of economic, educational, psychological and physical well-being the collective • acceptance of malaria as an inevitable fact of rural African life	• the role of science and research as central to the battle against • malaria international organisations involved in anti- • malaria programmes the socio-economic and medical impact of • the disease across Africa the perceived failure of existing systems and infrastructure to combat the disease

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	• the role of the mother in African family/society • impact of malaria on women in African society.	• the need for unified action to combat the disease • the collective acceptance of malaria as an inevitable fact of rural African life.

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 malaria in Africa and its effects on those impacted by the disease
- both share personal accounts of their infection by malaria
- both Salu and Kalu are linked to organisations that address issues related to malaria
- these organisations are differentiated by scale and reach
- Text B has a broader scope/perspective; addressing issues of science, research and politics
- both see the need to change the attitudes towards the disease across Africa
- perspectives contrast but the call to action is shared.

These are suggestions only. Accept any valid interpretation of the writers' purposes and techniques based on different linguistic approaches.

Please refer to the specific marking guidance when applying this marking grid.

Level	Mark	AO1 = bullet points 1,2	AO2 = bullet points 3,4	AO3 = bullet points 5, 6	AO4 = Point 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 andtechnical lapses. • Knowledge of concepts and issues is limited. • Uses a descriptive 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 similarities and differences. 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.			

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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.

AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.
Question number	**Indicative content**
2	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 online article • awareness of specified audience • predominantly Standard English lexis and grammar • varying syntax for effect • use of rhetorical and persuasive devices • use of appropriate lexical field for audience • adaptation of material from at least one of the texts in the Source Booklet to generate a new and engaging text that is fit for the given purpose.

Please refer to the specific marking guidance when applying this marking grid.		
Level		Mark
	0	No rewardable material.
Level 1	1–3	**Descriptive** • Writing is uneven. There are frequent errors and technical lapse • Shows limited understanding of requirements of audience and • Presentation of data is formulaic and predictable.
Level 2	4–6	**General understanding** • Writing has general sense of direction. There is inconsistent technic • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general eleme

Level 3	7–9	**Clear, relevant application** GradeMax • 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
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 consisten • Demonstrates discriminating understanding of audience and functio • Crafts data in an assured and original response.

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