Mark Scheme (Results)

Summer 2023

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

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

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

Text A comprises an extract from the open letter published on *Twitter* by Marcus Rashford. Rashford presents as a highly successful, yet grounded, international footballer who attributes his success to the industry and determination of his mother, and to the programmes that supported his family in their struggles with poverty as he was growing up in Manchester, UK. He fully identifies with those he seeks to help, sharing his own experiences of poverty and hunger to converge with them and to eliminate any sense of condescension. He writes with an authority supported by statistical evidence regarding the hardships suffered by the most vulnerable in Britain; hardships exacerbated by the impact of coronavirus and the lockdown imposed in 2020. He also speaks as a black British man and links this statistically and anecdotally to the minority ethnic groups most severely impacted. He acknowledges government support through the provision of free school meal vouchers to children in need but argues passionately against the decision not to extend this programme to the summer holidays. He uses his fame and resultant social media reach to galvanise public pressure on the government.

Text B tells the personal story of Francine and her children who have benefitted directly from the *World Food Programme's* development of a school meals and nutrition programme in their village in southern Rwanda. Francine presents as a mother with fierce ambition for her children. She sees their education as the pathway out of poverty and recognises hunger as a barrier to that education. She is clear in her ambition for them to use this education for the good of their community by becoming teachers. Also incorporated in the text are the voices of Francine's two youngest sons. Donat's (9) voice is informed by his desire to please his mother through his educational progress and his ambitions to a future career that she will approve of. Lambert (13) voices his recollection of the impact of hunger on his schooling before the intervention of the WFP and offers positive comparisons with his school experience now. He also reflects on the broader food and nutritional education afforded by the WFP and how it has benefitted the broader life of his farming family. The direct voice of Amy Blauman, WFP's education adviser, offers statistical evidence to support assertions about the programme's success. The article is shaped by the authorial interventions of Emily Fredenberg, whose voice reflects her links to WFP and the website on which she is published.

Indicative Content

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.

These are suggestions only. Accept any valid alternative responses:

Question 1	Text A	Text B
Mode (Method of communication)	Open letter, published on the personal *Twitter* account of Rashford; subsequently shared across media platforms.	Article posted to the website of the *World Food Programme.*
Field (Subject matter)	• football in the UK; the trappings of an international footballer • food poverty and its impact on children especially in black and minority ethnic groups • family structures and dynamics on social, economic and ethnic grounds • programmes of support for those in food poverty • statistics to support and inform.	• food poverty and its impact on the education and health of children in Rwanda • the work of the *World Food Programme* (WFP) and its *Home-grown School Feeding* programme (HGSF) • family structures and dynamics in rural Africa • education and schooling • farming and food cultivation and nutrition.
Function (Purpose)	• to inform about the early life of Rashford and his motivations • to inform about the impact of food poverty on families and professionals • to directly address, challenge and persuade the UK Government • to encourage readers to join the campaign • to bring about a change in government policy regarding free meals provision.	• to promote the activities of the *World Food Programme* and related programmes in schools • to inform about the negative impact of hunger on the health and education of Rwandan schoolchildren • to personalise the issue via one family's story.
Audience (Relationship between writer/speaker and reader/listener)	• the UK Government as stated initial recipient of the open letter • fans of Rashford the footballer • fans of Rashford the activist • followers of Rashford on *Twitter* • those interested in food poverty in the UK and its impact on vulnerable groups • those interested in programmes of support for those in food poverty.	• those interested in the work of the WFP and affiliated programmes • those interested in food poverty and its impact in Rwanda • those interested in the education of Africa's poor.

Discourse/ pragmatics (How context shapes extended texts and variation in meaning)	• direct address to 'government' audience is non-specific • Rashford's account of his childhood affords convergence with those currently experiencing the effects of food poverty • his reference to the fact he is a black British man targets and converges with a social/ethnic group disproportionately affected by poverty; his reference to his single-parented childhood does the same • his status as international footballer affords reach • his understanding of the potential of social media drives his campaign • statistical data provides scale and impact.	• the personal stories of Francine and her children personalise the issue • the accounts of Francine and her older son (Lambert) afford a retrospective view that enables a sense of positive change over time • the author, Fredenberg, frames information on the work of the WFP positively in line with the nature of the website and her role within the programme • the accounts of the children give direct insight into the impact of the programmes in schools • the ambitions of the family develop a sense of long-term benefits to their community • the contribution of Blauman, the WFP's education adviser, provides statistical evidence of the positive impact of the programme.
Graphology (Presentation of language)	• adopts some generic features of a letter, e.g. the sign-off. Interestingly does not contain an opening address, this linked to the nature of the primary audience • discourse markers afford sequence and signal content • personal accounts mostly incorporated through indirect speech.	• heading signals content and stance • dates and attributions link to online context • direct speech demarcated • authorial interventions contextualise and afford integration of the above • programmes introduced in full and then referenced by acronym.
Grammar/syntax (The rules that govern the structure of sentences; the relationships between words in sentences)	• grammar mostly conforms to Standard English • range of sentence structures for varied effect on the reader • first person (singular and plural) pronouns shape childhood/family recollections • modals express alternative paths and possibilities, e.g. 'I would have been one of those children'; 'you would never have heard my voice' • parallel structures afford emphasis or contrast, e.g. 'This is not about politics; this is about humanity' • metaphor to accentuate the effects of food poverty, e.g. 'pandemic', 'knife's-edge' • metaphor to highlight desired government action 'U-turn' • tripling for rhetorical effect, e.g. 'myself, my family and my	• grammar mostly conforms to Standard English • varied tense for function and effect, e.g. to reflect on past conditions; compare with current situation; project to future improvements • subordinate clauses frequently used by Fredenberg to develop or explain; parentheses for the same purpose • pronouns separate the writer from her subjects • accounts given by the family are mostly in direct speech, with basic tags/attributions linking to authorial comment • marked difference in complexity of grammar/syntax between the younger son (Donat) and his older sibling /his mother • Francine refers to her sons in the collective form, 'my children' and shows the breadth of her ambition for all of her children

	community'; the incremental nature may draw comment • switch from exclusive, e.g. 'I urge you' to inclusive pronoun, e.g. '…are calling out for our help and we aren't listening' to achieve unity and shared responsibility • direct address to government in concluding paragraph with softened imperatives to persuade, e.g. 'Please reconsider your decision'.	• percentage data employed by Blauman to reinforce the ongoing success of the programme.
Lexis/ semantics (Vocabulary and its meaning)	• listing of programmes linked to food poverty, e.g. 'food banks', 'breakfast clubs' to converge Rashford with the social groups he seeks to support • use of 'Wembley Stadium' as a device to emphasise scale and to link to Rashford's professional role • abstract nouns for emotive or comparative effect, e.g. 'humanity', 'anxiety', 'depression' • adjectives to develop this, e.g. 'vulnerable' • lexemes to praise the efforts of parents and teachers, e.g. 'selfless', 'courage' • emotive lexis to present those in food poverty, e.g. 'vulnerable'; 'struggling'; 'anxiety' • Rashford's informal and repeated reference to his mother, 'mum' • listing of involved and concerned adults to afford scale: 'parents…teachers…mothers… fathers.	• predominantly high frequency lexis • use of parenthesis to explain low frequency lexemes, e.g. 'stunting' • positive verb choices to highlight and promote the success of WFP, e.g. 'boost', 'empowers' • positive choices to project to the improved prospects of those supported by the programme, e.g. 'hope', 'brighter' • field linked to crop cultivation to project to greater self-sufficiency, e.g. 'seedlings', 'diversify', 'flourishing' • Donat's informal reference to his mother, 'mom' • subject specifics linked to Blauman's role as education adviser, e.g. literacy.
Social/cultural concepts and issues	• Covid-19 and its exacerbation of food poverty in the UK • the struggles of low-income and single-parent families; the perceived inadequacy of the UK Government provision to support them • charitable programmes, e.g. food banks to address the shortfall of provision • the disproportionate disadvantage of minority ethnic citizens • the popularity of football in the UK; the status of premiership/international footballers.	• the impact of poor nutrition and hunger on the physical development and education of children in rural Rwanda • the role of the WFP in addressing issues relating to food poverty • the improvements in infrastructure and provision over time and generations • the movement towards self-sufficiency as rationale • education as a pathway out of poverty • the perceived prestige of the English language.

Explore connections across texts (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 food poverty
- both show the positive impact on food poverty of intervention programmes
- both texts are passionate advocates for food programmes
- Rashford's letter has a political agenda
- both have a primary focus on the needs of children
- they are clearly differentiated by form, primary audience and function
- perspectives contrast but the message is essentially the same
- both reference the work of charitable organisations
- both offer comment on the educational consequences of food poverty
- both promote discussion on the issue.

Please refer to the specific marking guidance on page 4 when applying this marking grid.					
Level	Mark	AO1 = bullet points 1,2	AO2 = bullet points 3,4	AO3 = bullet points 5, 6	AO4 = bullet 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 and technical 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 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

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 a speech • awareness of the multiple audiences • 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 on page 4 when applying this marking grid.		
Level	Mark	AO5 = bullet points 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.