



Mark Scheme – (Results)

January 2024

Pearson Edexcel International Advanced Level

In English Language (WEN01)

Unit 1: Language: Context and Identity

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January 2024

P73449A

Publications Code WEN01_01_2401_MS

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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 Indicative Content

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 develops the identity of Elizabeth Wathuti, a youth climate activist from Kenya. Her work as founder of the Green Generation Initiative, a tree-growing programme that enhances food security for young Kenyans, confirms the scale of her influence. She presents as a confident, articulate speaker, unfazed by the status of her audience at COP26. Her address, coming as it does in the opening ceremony, sets the tone for the UN climate change conference and gives powerful voice to the growing concerns of young people across the world. She challenges the gathered world leaders directly, and her repeated calls for them to act decisively for global political change on climate issues confirm her passion and her determination. Her personal reflections on the effect of extreme weather conditions in Kenya are poignant and her repeated focus on their effect on children reflects her role as a youth activist. Her comments on the impact of climate change on African nations places her primary activism geographically, but her reference to herself as an adult speaking to adults extends to global and collective responsibility of those with power and influence for the future of all children.

Text B develops the identity of British freelance journalist Sasha Abramsky, who lives and works in the USA. His article gives an account of his family trip to France in the summer of 2022, when Europe was affected by the heatwave that saw temperatures on the continent, reach record highs. His personal reflections on the trip present him as a family man whose experience would resonate with other families whose annual European holidays were marred by the heatwave of 2022. He moves quickly from the personal to the broader, and potentially devastating, effects of the extreme weather caused by climate change across the continent and this reflects the kind of social and political issues that drive his journalism. His relocation to the USA affords comparison between the infrastructure of California and Europe to highlight the shortcomings of Europe in terms of its ability to deal with the crisis now and in the future, when projections indicate greater extremes in weather conditions. As such his article is a call to political action.

Question 1	Text A	Text B
Mode (Method of communication)	Formal speech delivered at the COP26 Conference in 2022.	Article published in an online newspaper.
Field (Subject matter)	<ul style="list-style-type: none"> • COP 26 and the role of the UN • the effects of climate change in Kenya and across Africa • the 'Green Generation Initiative' • the impact of climate change on the lives of children. 	<ul style="list-style-type: none"> • the pan-European heatwave of 2022 and its consequences • field of infrastructure, particularly linked to transportation • the political action/intervention of French President, Emmanuel Macron, in SW France • the shortcomings of European infrastructure in terms of response to the challenges of extreme weather events in comparison to California.
Function (Purpose)	<ul style="list-style-type: none"> • overall informative and persuasive function • highlights the current, and projected, impact of extreme weather conditions on the people of Africa • promotes the work of the 'Green Generation Initiative' and the role of Wathuti as founder and youth climate activist • highlights the responsibility of adults towards children regarding climate change and the future of the planet • urges world leaders to take collective and immediate action on climate change. 	<ul style="list-style-type: none"> • overall informative and persuasive function • account of family's experience in France raises the profile of the issue and makes it relatable • reference to extreme weather crises across Europe develops scale • contrast of French provision with that of California highlights the need for action • calls on European leaders for action to match their rhetoric regarding climate change.
Audience (Relationship between writer/speaker and reader/listener)	<ul style="list-style-type: none"> • primary audience present at the COP26 conference • media/social media coverage affords global reach • those interested in issues relating to climate change • those interested in the effects of extreme weather in Africa • those interested in youth activism • followers of Elizabeth Wathuti • those interested in, or involved with, the 'Green Generation Programme'. 	<ul style="list-style-type: none"> • the readers of <i>Truthout</i> and the global reach afforded by its online publication • followers of Sasha Abramsky • those interested in the issues relating to climate change in Europe and globally • those affected by the European heatwave of 2022 • climate change activists.

<p>Discourse/ pragmatics (How context shapes extended texts and variation in meaning)</p>	<ul style="list-style-type: none"> • generic convention shapes structure, sequence and content • the nature of the COP26 conference and the status of its delegates influence register and tone • the activism of Wathuti shapes her voice and the child-centred focus of her speech • geographic focus reflects Wathuti's background and experience. 	<ul style="list-style-type: none"> • generic convention shapes structure, sequence and content • the opinions expressed in the article highlight the status of the author and the nature of this specific contribution • the personal account of a family holiday connects with others in similar and thus relatable situations • favourable comparison of Californian provision with that of
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		<p>France reaches out to the 'home' American audience</p> <ul style="list-style-type: none"> • Macron used as a representative of European political leadership and action.
<p>Graphology (Presentation of language)</p>	<ul style="list-style-type: none"> • generic convention shapes the presentation of the language of the speech discourse markers afford • sequence and signal content, e.g. 'meanwhile', 'Taken as a whole'. 	<ul style="list-style-type: none"> • conventions of an article are applied, e.g. headline, date, attribution • hyperlinks embedded within the text concede to online context use of italics for emphasis: '<i>literally begun to melt</i>' • temporal markers afford sequence, e.g. 'meanwhile', 'after days'.
<p>Grammar/syntax (The rules that govern the structure of sentences; the relationships between words in sentences)</p>	<ul style="list-style-type: none"> • grammar mostly conforms to Standard English • varied use of tense to convey current situation, reflect on recent experience and project to future crises direct address to challenge and persuade declarative forms to fulfil the informative function conditional forms to engage and persuade, e.g. '...if you have the grace to fully listen' • softened imperatives to appeal, e.g. 'Please open your hearts' • pronouns to include audience or to achieve distance parallel and/or triadic structures and repetition for rhetorical effect, e.g. 'The decisions you make here will help determine...' • metaphors to emote or emphasise, e.g. 'My truth will only land'; 'empty promises' • time stamps to structure/sequence, e.g. 'Over the past few months'; 'by 2025'. • 	<ul style="list-style-type: none"> • grammar mostly conforms to Standard English varied use of tense to convey current situation, reflect on recent experience and project to future crises complex declarative sentence structures predominate • asyndetic list of European countries to provide scale of crisis use of direct and indirect speech to convey the 'voice' of Macron • 1st person (singular and plural forms) predominates in opening sections to provide personal perspective and experience switch to 3rd person signals increased formality and a more evident political stance and tone use of parenthesis to clarify/expand. •

<p>Lexis/ semantics (Vocabulary and its meaning)</p>	<ul style="list-style-type: none"> • low frequency lexemes contribute to overall formal tone and add to the credibility of the speaker, e.g. ‘scarcity’, ‘emissions’ low frequency lexemes reflect the age and personal experience of Wathuti repetition of key lexemes, e.g. ‘act’, ‘determine’ negative connotations of lexical choices convey the severity of the issue, e.g. nouns: ‘starvation’; verbs: ‘perish’; adjectives: ‘devastating’, ‘deadly’ compound modifiers, e.g. ‘soulsearching’, ‘life-saving’ for varied effect • pronouns used to present personal/community experience, collective responsibility and afford direct address statistics and data interspersed to communicate scale and consequence. 	<ul style="list-style-type: none"> • opening paragraphs use high frequency lexemes in line with the personal information and less formal tone, e.g. ‘kids’ latter sections present low level lexemes in line with shift in formality and focus, e.g. ‘mitigate’, ‘calamitous’ • metaphorical modifiers dramatise the weather crises and their effects, e.g. ‘rampant’, ‘hammered’ dynamic verbs capture the pace and scope of the crises, e.g. ‘engulfed’, ‘triggered’ negative adjectives relay effects of extreme weather, e.g. ‘frightening’, ‘ghastly’, ‘calamitous’ compound structures, e.g. ‘firevulnerable’, ‘climate changefuelled’ for varied effect • statistics and data interspersed to communicate scale and consequence.
<p>Social/cultural concepts and issues</p>	<ul style="list-style-type: none"> • the role of the UN in facilitating debate and unified action on climate change and its effect on a global scale • influence of youth activism children as those who will pay the price for the actions of the older generation in terms of inaction/irresponsibility concerning climate change sub-Saharan Africa as a focus and projection. 	<ul style="list-style-type: none"> • the relatability of a European family road trip to a privileged western readership the elderly as particularly vulnerable to the effects of extreme weather events European infrastructure and its inability to cope with extreme weather conditions and their effects • the urgent need for Europeanwide investment in fire prevention/firefighting equipment.

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 climate change and resultant extreme weather events
- they are clearly differentiated by form
- perspectives contrast, but the message to those in power to act, rather than talk, is essentially the same • Text A cites the vulnerability of the young; Text B references the elderly
- the primary geographic focus is different
- Text A extends discussion beyond drought and the resultant wildfires to the flooding events in Nigeria and Uganda
- Both project to a future blighted by climate change and its effects.

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 on page 4 when applying this marking grid.

Level	Mark	AO1 = bullet points 1,2	AO2 = bullet points 3,4	AO3 = bullet point 5	AO4 = points 6, 7
	0	No rewardable material.			
Level 1	1–7	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • 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. 			

		<ul style="list-style-type: none"> 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	<p>Critical and evaluative</p> <ul style="list-style-type: none"> 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.
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Section B

A05	Demonstrate expertise and creativity in the use of English to communicate in different ways.
Question number	Indicative content
2	<p>Candidates are expected to demonstrate their own expertise and creativity in the use of English.</p> <p>Features of candidates' writing on this task may include, but are not limited to:</p> <ul style="list-style-type: none"> • application of conventions of an online article • 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	<p>Descriptive</p> <ul style="list-style-type: none"> • 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	<p>General understanding</p> <ul style="list-style-type: none"> • 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	<p>Clear, relevant application</p> <ul style="list-style-type: none"> • 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	<p>Discriminating, controlled application</p> <ul style="list-style-type: none"> • Writing is effectively structured. Writing is consistently accurate. • Consistently applies understanding of audience and function.

		<ul style="list-style-type: none"> • Presents data in an original and consistently engaging manner.
Level 5	13–15	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • 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.