



Mark Scheme – Results

January 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.

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.
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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/identity, they may make some of the following points:

Text A develops the identity of Elizabeth Royte, a freelance American science/nature journalist based in New York. The fact that her article was published in *National Geographic* affords her credibility on issues relating to the environment. She presents as knowledgeable, yet keen to make scientific investigation on complex environmental issues accessible and relatable to a broad non-specialist audience, and her voice is carefully constructed to do this. She is passionate about the issue of marine plastic pollution and its impact not only on fish and shellfish, but on the humans that consume it. Her article offers a balanced, calm appraisal of the issue. Also presented are the scientific researchers, Debra Lee Magadini and Chelsea Rochman, whose voices are shaped and integrated by Royte as author.

Text B develops the identity of Manar Elkebir, a 17-year-old student from Tunisia. Elkebir presents as a confident young woman whose passion for the environment is evidenced by the scale of her involvement in activism. Her connection with her family and her birthplace, the Mediterranean coastal town of Gabes, informs her voice as she recounts the changes caused by marine pollution over the generations of her family. Her technical understanding of the issue on a global scale is also clear, and this connects to her international and ambassadorial roles and her determination to drive change and to unify young people across the world to make that change.

Question 1	Text A	Text B
Mode (Method of communication)	Written article published in the online version of <i>National Geographic</i> magazine.	Blog posted to the UNICEF-founded website <i>Voices of Youth</i> .
Field (Subject matter)	<ul style="list-style-type: none"> • the causes and scale of plastics pollution • the effects of plastics pollution on marine life • the potential impact on humans as consumers of fish and shellfish • the health benefits of including fish in the diet • scientific research programmes in the USA and Canada. 	<ul style="list-style-type: none"> • the impact of marine pollution on the Mediterranean coast of Tunisia • the nature and scale of Elkebir’s activism • local, national and international conservation programmes • single-use plastics and their contribution to environmental problems • the impact of <i>Ocean Heroes Bootcamp</i> on Elkebir’s perception of the issue • her subsequent founding of <i>EcoWave</i> to engage and motivate young people in Tunisia to participate in environmental programmes and activism.
Function (Purpose)	<ul style="list-style-type: none"> • overall informative and persuasive function • highlights research undertaken in the USA and Canada • uses statistical data to underline the scale of the problem • outlines the effect of the ingestion of microplastics on marine animals • informs on the source and range of plastics used in society • draws a potential link between consumption of fish and shellfish and human health • offers some reassurance by balancing health benefits of fish in our diet • outlines ways in which consumers, industry, science and governments can act to reduce plastic pollution from entering the oceans, lakes, and rivers • projects to future consequences of continued marine plastic pollution. 	<ul style="list-style-type: none"> • overall informative and persuasive function • provides biographical information on Elkebir • informs on the impact of marine pollution on Tunisia’s Mediterranean coast, and globally • tracks Elkebir’s activism chronologically • promotes environmental programmes such as <i>Ocean Heroes</i> and <i>EcoWave</i> • encourages youth environmental activism • projects to future consequences of unrestrained marine plastic pollution.
Audience (Relationship between writer/speaker and reader/listener)	<ul style="list-style-type: none"> • readers of <i>National Geographic</i> • followers of Royte • those interested in issues relating to the environment • those interested in the effects of marine plastic pollution • environmental activists. 	<ul style="list-style-type: none"> • readers of, and contributors to, the <i>Voices of Youth</i> website • followers of Manar Elkebir, in Tunisia, and globally • those interested in issues relating to the environment • those interested in the effects of marine plastic pollution • those interested in, or involved with, the various programmes referenced in the blog • environmental activists.
Discourse/pragmatics (How context shapes extended texts and	<ul style="list-style-type: none"> • generic convention shapes structure, sequence and content • the nature of Royte’s journalism shapes her voice 	<ul style="list-style-type: none"> • generic convention shapes structure, sequence and content • initial geographic focus reflects Elkebir’s background and experience

variation in meaning)	<ul style="list-style-type: none"> • the nature of <i>National Geographic</i> and its assumed audience influences content and tone • direct incorporation of the voices of the researchers makes them relatable • 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. 	<ul style="list-style-type: none"> • movement from local/national programmes to global platforms tracks Elkebir’s developing activism and reflects the scale of the issue • the nature of the website and the use of blog format connects with youth audience.
Graphology (Presentation of language)	<ul style="list-style-type: none"> • conventions of an article are applied, e.g. headline; tagline; attribution • discourse markers in initial position of paragraphs signal content and sequence, e.g. ‘So far’; ‘That being said’ • parenthesis (via em dash) to explain/develop. 	<ul style="list-style-type: none"> • conventions of a blog are applied e.g. headline; date; attribution • hyperlinks embedded within the text concede to online context and afford extended information • temporal markers afford sequence, e.g. ‘meanwhile’; ‘after days’.
Grammar/syntax (The rules that govern the structure of sentences; the relationships between words in sentences)	<ul style="list-style-type: none"> • grammar mostly conforms to Standard English • mostly compound/complex declarative sentence structures • exclamative to capture voice of Magadini, ‘This shrimp is fiber city!’ • present tense predominates to reflect the ongoing nature of the issue • modal forms outline potential actions, e.g. ‘Nations can enact’ • future tense projects, e.g. ‘will degrade’; ‘will have flowed’ • parenthesis to explain/expand, e.g. ‘—pieces smaller than one-fifth of an inch—’ • switch from third- to second-person perspective to stress collective consequence and responsibility • asyndetic listing to emphasise scale, e.g. ‘pigments, ultraviolet stabilizers, water repellents...’ • escalating triad to incorporate range: ‘plankton, fish and even whales’ • direct and indirect speech to construct/convey the voices of the researchers. 	<ul style="list-style-type: none"> • grammar mostly conforms to Standard English • varied use of tense to convey current situation, reflect on recent/past events and experience and project to future crises • mostly first-person perspective to reflect the personal journey of Elkebir • move to third person in concluding sections to call to unified action or reflect collective consequence/action • complex declarative/compound sentence structures predominate • asyndetic lists to emphasise range/scale, e.g. ‘student, theater actress, young environmentalist, and climate activist’ • use of parenthesis to clarify/expand • modal imperative to unite/call to action: ‘Let’s stand together’.
Lexis/ semantics (Vocabulary and its meaning)	<ul style="list-style-type: none"> • low frequency lexemes contribute to the credibility of the writer and reflect the nature of <i>National Geographic</i> and its assumed audience, e.g. ‘fluoresce’; ‘omnipresence’ 	<ul style="list-style-type: none"> • opening paragraphs use high-frequency lexemes in line with the age of the blogger and their reflection of her family and school experience, e.g. ‘grandparents’; ‘teacher’

	<ul style="list-style-type: none"> • complex technical terms explained via parenthesis, e.g. ‘microplastics—pieces smaller than one-fifth of an inch’ • some higher frequency/colloquial lexemes to relate, especially when capturing the voice of Magadini, e.g. ‘fiber city’ • choices shape the voice of Magadini, e.g. verb: ‘blurts’; adjective (onomatopoeic): ‘tsk-ing’ • verbs convey the visual nature of research, e.g. ‘scrutinizing’ • prefixes to modify size, e.g. ‘nanoplastics’; ‘microplastics’ • numerics to convey scale, e.g. ‘14 million tons’; ‘100 billionths’ • varied pronouns to narrate/inform or to convey collective experience/responsibility • statistics and data interspersed to communicate scale and consequence. 	<ul style="list-style-type: none"> • adverbial forms to reflect on times past: ‘back then’ and the present: ‘nowadays’ • developing integration of lower-frequency lexemes to incorporate technical data and to reflect the maturing/growing experience of the blogger • proper nouns reference organisations/programmes and integrate into hyperlinks, e.g. <u>The Green Contributor</u> • choices reflect Elkebir’s influences and passion, e.g. ‘empowered’; ‘life-changing’ • shift to inclusive pronouns in latter sections as call to collective action • some use of metaphor, e.g. ‘dark shadow’ • aggressive verbs capture the pace and scope of the crises, e.g. ‘threatened’; ‘dumped’ • statistics and data interspersed to communicate scale and consequence.
Social/cultural concepts and issues	<ul style="list-style-type: none"> • global irresponsibility regarding the handling of plastic waste • the role of scientific research in identifying the consequences of marine plastics pollution • potential consequences of unchecked production, consumption and disposal of plastics • wider environmental issues and political, scientific and industrial moves to address them. 	<ul style="list-style-type: none"> • the effects of plastic waste pollution on the Tunisian Mediterranean coast and its marine life • effects of marine plastic pollution on a global scale • the role of education in raising awareness and promoting youth engagement in the issue • international programmes for youth environmental involvement/activism • the projected consequences of unchecked marine plastics pollution.

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 plastic pollution and its impact on marine life
- Text A extends to consideration of potential impact on human health
- age and status of target audiences differ
- perspectives contrast, but the call to action is shared
- both project to a future blighted by unchecked plastics pollution.

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 = bullet Point 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 connections. 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. • 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 <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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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	<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 a speech • 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	A05 = bullet points 1, 2, 3
	0	No rewardable material.
Level 1	1–3	Descriptive <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	General understanding <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	Clear, relevant application <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	Discriminating, controlled application <ul style="list-style-type: none"> • 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 <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.