



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Advanced  
Subsidiary in English Language (WEN0)

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.

## Unit 1: Language: Context and Identity

## Section A

Text A develops the identity of the paediatrician and activist Mona Hanna-Attisha, as she addresses a TEDMED conference on issues related to the quality of water in Flint, Michigan, USA. She presents as a determined and professionally involved individual, conversant with the medical and social consequences of the water crisis that first afflicted Flint in 2014. Her role in paediatrics informs her concern, and sense of responsibility, for the children of Flint and the medical, social and educational disadvantages they face. It is this she cites as a driver for her activism and her campaign for social change on a national scale. Her speech references Lily, a four-year-old patient from Flint, to represent children affected by lead toxins in water across the USA.

Text B develops the identity of Erika Makalli, a 12-year-old girl from Tanzania, whose village has benefitted directly from the work of the international charity, Water Aid. The personal account of Erika develops her identity as someone whose life has been transformed by the installation of the tapstands that supply clean water to her village and her school. Her story presents the reality of her life before the intervention of *WaterAid* and contrasts this with her current experiences and the future to which she is now able to aspire.

	Text A	Text B
<b>Mode</b> (Method of communication)	Written record of a talk delivered at an annual TEDMED conference and subsequently released on its website.	Account (in interview format) presented via link on the <i>WaterAid</i> website.
<b>Field</b> (Subject matter)	<ul style="list-style-type: none"> <li>geographical field (USA-specific)</li> <li>medical field related to impact of lead-based toxins on public health</li> <li>field of environment and infrastructure to relay the ongoing and largely unaddressed issues of provision</li> <li>educational field to relay impact on children's mental health and development</li> <li>field of public health and associated support programmes.</li> </ul>	<ul style="list-style-type: none"> <li>field of medical consequences linked to lack of access to clean water</li> <li>temporal field defines routine and affords contrast of this routine before and after the introduction of clean water</li> <li>domestic field to define family life and context</li> <li>field of education and schooling to illustrate Erika's new routines and the opportunities they present to her.</li> </ul>
<b>Function</b> (Purpose)	<ul style="list-style-type: none"> <li>overall informative and persuasive function</li> <li>uses Flint as representative of wider issues with environmental infrastructure across the USA</li> <li>uses Lily as representative of Flint's children, and of disadvantaged children across the USA, thereby personalising the issue</li> <li>highlights the shortcomings of government institutions in order to</li> </ul>	<ul style="list-style-type: none"> <li>overall informative and persuasive function</li> <li>outlines the typical life of African villagers who lack access to clean (and local) supplies of water</li> <li>presents the transformative effect of the provision of clean water, using Erika as representative of the children living in a typical village</li> <li>promotes the work of <i>WaterAid</i>.</li> </ul>

	<p>challenge inaction and encourage activism</p> <ul style="list-style-type: none"> <li>• promotes the ongoing work of Hanna-Attisha as a driver for improved public health provision.</li> </ul>	
<p><b>Audience</b> (Relationship between writer/speaker and reader/listener)</p>	<ul style="list-style-type: none"> <li>• those interested in global issues relating to the provision of clean water and sanitation</li> <li>• those interested in the Flint crisis and in the work of Mona Hanna-Attisha</li> <li>• those interested in health and medicine</li> <li>• followers of TEDMED and TED talks.</li> </ul>	<ul style="list-style-type: none"> <li>• those interested or involved with <i>WaterAid</i></li> <li>• those particularly concerned about issues related to the need for access to clean water</li> <li>• those concerned with barriers to education.</li> </ul>
<p><b>Discourse/ Pragmatics</b> (How context shapes extended texts and variation in meaning)</p>	<ul style="list-style-type: none"> <li>• generic convention shapes structure, sequence and content</li> <li>• use of personal and professional experience to convey social and medical impact and scale</li> <li>• use of Lily as representative of children disadvantaged by poverty and affected by toxins in water</li> <li>• geographical data develops sense of scale and accentuates the consequence of official inaction</li> <li>• latter stages present Hanna-Attisha as activist and moves to present and potential initiatives for change</li> <li>• final section reflects on children and the hope they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• presented in interview ‘format’ with questions clearly framed and posed by a representative of the charity</li> <li>• nature of the questions clearly used to highlight positive impact of the intervention of <i>WaterAid</i></li> <li>• descriptions of family life prior to the introduction of tapstands to the village illustrate the central and all-consuming nature of the search for clean water</li> <li>• inclusion of health consequences adds emotive impact</li> <li>• use of time markers illustrates the changes in Erika’s life now that water can be accessed quickly and easily</li> <li>• description of school day to illustrate how time saved transforms lives</li> <li>• final section reflects back, and projects forwards, to accentuate the transformation.</li> </ul>
<p><b>Graphology</b> (Presentation of language)</p>	<ul style="list-style-type: none"> <li>• sign off complies with convention</li> <li>• discourse markers signal transitions and afford chronological context/sequence: ‘When we first stood up’/‘We are working’/ ‘a few months ago’.</li> </ul>	<ul style="list-style-type: none"> <li>• interview questions are separated from Erika’s responses and highlighted in bold</li> <li>• Erika’s responses are enclosed in quote marks to attribute them directly to her</li> <li>• structure and sequence allow for contrast before and after <i>WaterAid</i> and also projection to Erika’s hopes for the future.</li> </ul>
<p><b>Grammar/Syntax</b> (The rules that govern the structure of sentences, the relationships between words in sentences)</p>	<ul style="list-style-type: none"> <li>• grammar conforms to Standard English</li> <li>• present tense to introduce Lily to the audience and to contextualise her as a patient with ongoing issues</li> <li>• use of parallel structures/listing to present her ‘milestones’ and personal</li> </ul>	<ul style="list-style-type: none"> <li>• grammar conforms to Standard English</li> <li>• 1st person predominates in Erika’s responses, in line with convention</li> <li>• ‘interviewer’ adopts interrogative structures that both elicit/guide response and react to the content of these responses</li> </ul>

	<p>qualities</p> <ul style="list-style-type: none"> <li>• past tense to recount ‘historical’ facts relating to Flint</li> <li>• present tense to accentuate the ongoing nature of the issue</li> <li>• declarative forms fulfil the informative function</li> <li>• rhetorical devices: tripling: ‘with science, with hard facts and with evidence’; listing: ‘She’s gorgeous, strong, smart and brave’; anaphora: ‘The heroic people of Flint raised their voices and our heroic kids raised their voices and they raised their jugs of brown water’</li> <li>• use of parenthesis to clarify: ‘impacts cognition and behaviour, how we think and how we act,’</li> <li>• short sentences for emphasis and effect: ‘Meet Lily’; ‘Not this one’; ‘Not on my watch’</li> <li>• shift in tense (and tone) in final section to unify action and address ongoing issues, and project to future success.</li> </ul>	<ul style="list-style-type: none"> <li>• tense of these questions changes according to the responses they aim to elicit, for example: past – to enable reflection on life before tapstands were introduced; present – to reflect on the current routine to emphasise change</li> <li>• the use of auxiliary forms by Erika: ‘wouldn’t’; ‘would’ to reflect on what life may have been like if the tapstands had not been installed</li> <li>• final projection via future tense: ‘Perhaps I will be a health and hygiene teacher...’.</li> </ul>
<p><b>Lexis/ Semantics</b> (Vocabulary and its meaning)</p>	<ul style="list-style-type: none"> <li>• low frequency lexemes: ‘corrosive’, ‘cognition’ evidence the credentials of the speaker</li> <li>• these balanced with more informal terms to access a general audience</li> <li>• assumed knowledge in American-centred geographic references</li> <li>• use of pronoun to place authority in opposition to community</li> <li>• use of pronoun to unite and collectivise: ‘our kids’; ‘we first stood’</li> <li>• progressive use of first person to focus on Hanna-Attisha: ‘my watch’; ‘my clinic’</li> <li>• emotive/negative nouns label the nature of the issue and the speaker’s stance on it: ‘tragedy’; ‘injustice’</li> <li>• positive (and repeated) adjectives to present the victims and their campaign: ‘heroic’</li> <li>• verb forms convey power and its negative institutional use: ‘severed’, ‘ignored’</li> <li>• metaphors develop emotive slant:</li> </ul>	<ul style="list-style-type: none"> <li>• high frequency lexis predominates in line with the age and experience of Erika</li> <li>• lexis linked to the health and the consequences of drinking ‘dirty’ water: ‘itchy skin’; ‘stomach cramps’</li> <li>• lexis of family routine and home: ‘mum’; ‘breakfast’</li> <li>• field of education, again tailored to Erika’s personal experience: ‘Prefect’; ‘lessons’; ‘education’</li> <li>• field of (rudimentary) hygiene: ‘wash [hands]’; ‘toilet blocks’; ‘tapstand’.</li> </ul>

	'perfect storm'; 'magic pill'.	
<b>Social / Cultural concepts and issues</b>	<ul style="list-style-type: none"> <li>• crucial decisions based on cost and profit highlight the perceived priorities in American society</li> <li>• statistical data places/ranks the scale of the problem and offers critical comment on the response of local and national government</li> <li>• details on public and mental health/educational development highlight long-term social consequences</li> <li>• issue of activism highlights the potential of the collective to force change.</li> </ul>	<ul style="list-style-type: none"> <li>• Erika's account of daily life (before the tapstand was installed) reveals much about African village life and the role of women and girls within it</li> <li>• the importance placed on education (especially for girls) within this routine</li> <li>• the transformative effect of the installation of a clean water supply</li> <li>• the prospects that access to education affords children such as Erika.</li> </ul>

#### 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 water and its importance to health and wellbeing
- perspectives contrast but the message is essentially the same
- both encourage audience to act; but the nature of this action is very different (one essentially political, the other charitable)
- 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 poor sanitation and drinking water.

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 <b>specific marking guidance</b> 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	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Knowledge of methods of language analysis is largely unassimilated.</li> <li>• Recalls limited range of terminology and makes frequent errors and technical lapses.</li> <li>• Knowledge of concepts and issues is limited.</li> <li>• Uses a narrative approach or paraphrases with little evidence of applying understanding to the data.</li> <li>• Lists contextual factors and language features.</li> <li>• Makes limited links between these and the construction of meaning in the data.</li> <li>• Makes no connections between the data.</li> </ul>
Level 2	8–14	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Uses methods of language analysis that show general understanding.</li> <li>• Organises and expresses ideas with some clarity, though has lapses in use of terminology.</li> <li>• Summarises basic concepts and issues.</li> <li>• Applies some of this understanding when discussing data.</li> <li>• Describes construction of meaning in the data.</li> <li>• Uses examples of contextual factors or language features to support this description.</li> <li>• Gives obvious connections. Makes links between the data and applies basic theories and concepts.</li> </ul>
Level 3	15–21	<p><b>Clear relevant application</b></p> <ul style="list-style-type: none"> <li>• Applies relevant methods of language analysis to data with clear examples.</li> <li>• Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology.</li> <li>• Clear understanding of relevant concepts and issues.</li> <li>• Clear application of this understanding to the data.</li> <li>• Explains construction of meaning in data</li> <li>• Makes relevant links to contextual factors and language features to support this explanation.</li> <li>• Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods.</li> </ul>
Level 4	22–28	<p><b>Discriminating controlled application</b></p> <ul style="list-style-type: none"> <li>• Controlled application of methods of language analysis supported with use of discriminating examples.</li> <li>• Controls the structure of response with effective transitions, carefully chosen language and use of terminology.</li> <li>• Discriminating selection of a range of relevant concepts and issues.</li> <li>• Discriminating application of this understanding to the data.</li> <li>• Makes inferences about the construction of meaning in data</li> <li>• Examines relevant links to contextual factors and language features to support the analysis.</li> </ul>



		<ul style="list-style-type: none"><li>• Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.</li></ul>
Level 5	29–35	<b>Critical and evaluative</b> <ul style="list-style-type: none"><li>• Critical application of methods of language analysis with sustained examples.</li><li>• Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology.</li><li>• Evaluative selection of a wide range of relevant concepts and issues.</li><li>• Evaluative application of this selection to the data.</li><li>• Evaluates construction of meaning in data.</li><li>• Critically examines relevant links to contextual factors and language features to support this evaluation.</li><li>• Evaluates connections across data. Critically applies theories, concepts and methods to data.</li></ul>

## Unit 1: Language: Context and Identity

## Section B

Question Number 2	Indicative Content
	<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"><li>• application of conventions of an informative/persuasive online article</li><li>• awareness of a student audience</li><li>• predominantly Standard English lexis and grammar</li><li>• varying syntax for effect</li><li>• use of rhetorical and persuasive devices</li><li>• use of appropriate lexical field for audience</li><li>• 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.</li></ul>

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

Level      Mark

AO5 = bullet  
point 1, 2, 3

AO5	Demonstrate expertise and creativity in the use of English to communicate in different ways.	
	0	No rewardable material.
Level 1	1–3	<p><b>Descriptive</b></p> <ul style="list-style-type: none"> <li>• Writing is uneven. There are frequent errors and technical lapses.</li> <li>• Shows limited understanding of requirements of audience and function.</li> <li>• Presentation of data is formulaic and predictable.</li> </ul>
Level 2	4–6	<p><b>General understanding</b></p> <ul style="list-style-type: none"> <li>• Writing has general sense of direction. There is inconsistent technical accuracy.</li> <li>• Shows general understanding of audience and function.</li> <li>• Some attempt to craft the presentation of data, with general elements of engagement.</li> </ul>
Level 3	7–9	<p><b>Clear, relevant application</b></p> <ul style="list-style-type: none"> <li>• Writing is logically structured. There are few lapses in clarity.</li> <li>• Shows clear understanding of audience and function.</li> <li>• Clear awareness of appropriate presentation of data, with some engaging and original elements.</li> </ul>
Level 4	10–12	<p><b>Discriminating, controlled application</b></p> <ul style="list-style-type: none"> <li>• Writing is effectively structured. Writing is consistently accurate.</li> <li>• Consistently applies understanding of audience and function.</li> <li>• Presents data in an original and consistently engaging manner.</li> </ul>
Level 5	13–15	<p><b>Critical and evaluative</b></p> <ul style="list-style-type: none"> <li>• Writing is controlled and confident throughout. Writing is consistently accurate.</li> <li>• Demonstrates discriminating understanding of audience and function.</li> <li>• Crafts data in an assured and original response.</li> </ul>

