

## PEARSON EDEXCEL INTERNATIONAL ADVANCED LEVEL

English Language — International Advanced Subsidiary

### WEN01/01 — UNIT 1: Language: Context and Identity

**INDICATIVE MARK SCHEME — Tuesday 13 January 2026**

Component	Detail
Total Marks	50
Section A — Q1	35 marks
Section B — Q2	15 marks
Time Allowed	1 hour 45 minutes

**NOTE:** This document provides indicative content and band descriptors. Examiners should reward any valid linguistic analysis not listed here. Apply the principle of best fit when allocating band descriptors.

## SECTION A — Question 1 (35 marks)

Task: Analyse and compare how the language of both texts conveys personal identity, referring to relevant language frameworks and levels, social/cultural/gender concepts, and contextual factors (mode, field, function, audience).

### Assessment Objectives

Assessment Objective	Description
<b>AO1 (approx. 15 marks)</b>	Apply linguistic methods and terminology — phonetics, phonology, morphology, lexis, syntax, discourse — to analyse and compare written and spoken language.
<b>AO2 (approx. 20 marks)</b>	Demonstrate knowledge and understanding of contextual factors and issues relating to personal and social identity, linking these to language use in the texts.

### Text Contexts

Feature	Detail
<b>Text A — Mode</b>	Written record of a spoken speech. Characteristics of spoken discourse preserved: colloquial lexis, contractions, first-person narration.
<b>Text A — Field</b>	Social entrepreneurship, street children's education, charitable work.
<b>Text A — Function</b>	Persuasive/motivational speech at the Ashoka Global Summit, Paris, June 2014. Audience: social entrepreneurs and investors.
<b>Text A — Speaker Identity</b>	Arnoud Raskin — Belgian industrial designer → purposeful activist → social entrepreneur. Identity arc constructed through first-person narrative.
<b>Text B — Mode</b>	Written digital journalism (online newspaper article). Formal-to-neutral register with embedded direct speech quotations.
<b>Text B — Field</b>	Street children, journalism, Indian charitable sector, poverty and empowerment.
<b>Text B — Function</b>	Celebratory profile article in The Guardian (May 2023). Audience: general/liberal

	educated UK/international readership.
<b>Text B — Subject Identities</b>	Kishan Rathore (18), Jyoti (22), Shambhu Kumar (24). Identities constructed through direct speech and third-person narrative, shifting from marginalised to empowered.

## Indicative Content by Language Framework

Area of Analysis	Indicative Content / Examples from Texts
<b>Lexis — Text A</b>	Semantic field of purpose/direction: 'purpose', 'project', 'thesis', 'design'. Deliberate lexical shift from 'problems' to 'strengths', 'opportunities', 'possibilities' mirrors Raskin's stated identity shift. Informal/colloquial lexis ('gonna', 'guys', 'hey', 'amazing stuff') constructs accessible, non-elite identity. Semantic reclamation: 'the shoeshine boy that approaches us is not an idiot, he's an entrepreneur'.
<b>Lexis — Text B</b>	Professional/institutional lexis: 'editor', 'reporter', 'editorial meeting', 'circulation', 'campaigned'. Lexis of transformation: 'changed lives', 'transform', 'dignity', 'joy and pleasure'. Contrast between past identity labels ('rag-picker', 'sleeping rough', 'vegetable seller') and present ones ('editor', 'teaches') constructs redemptive narrative. Headline metaphor 'Streets ahead' reclaims the street as positive space.
<b>Syntax — Text A</b>	Short declarative sentences for emphasis: 'I found my thesis topic.' Repeated syntactic parallelism: 'Kids without education, kids without protection' — cumulative effect builds identity of social inadequacy. Pronoun shift (I → we) signals transition from individual to collective entrepreneurial identity.
<b>Syntax — Text B</b>	Third-person reporting with embedded first-person direct speech allows subjects to assert their own identities. Simple biographical sentences contrast with complex identity transformations. Short, punchy final direct speech quotes ('I could not have asked for more') carry strong personal identity assertion.
<b>Discourse — Text A</b>	Narrative structure: personal journey → problem identification → solution → call to action. Deixis ('those street kids', 'these kids') establishes in-group/out-group identity. Direct audience address ('you guys', 'I told you guys already') creates inclusive communal identity at Ashoka Summit.
<b>Discourse — Text B</b>	Journalistic discourse: sub-title anchors celebratory function; lead paragraph establishes scene (dingy basement office, woven mats). Each subject's story follows same arc: marginalisation → encounter with Balaknama → transformation. This discourse pattern reinforces that opportunity reshapes identity.
<b>Social &amp; Cultural Factors</b>	Text A: Raskin's European background and visit to Colombia — cultural outsider constructing identity through cross-cultural empathy ('get into the shoes of that consumer'). Text B: Indian caste/poverty contexts implied by 'rag-picker', 'vegetable seller'; identity reconstruction through education crosses class and social barriers. Both texts present identity as non-fixed and transformable through opportunity.
<b>Gender Factors</b>	Text A: Raskin's example — 'the most natural-born leader I've met in my life was a street girl in Nicaragua' — explicitly challenges gendered assumptions about leadership identity. Text B: Jyoti's narrative as former rag-picker turned editor and teacher carries particular weight — gendered identity trajectory from vulnerability to authority and economic independence.
<b>Comparative Points</b>	Both texts present identity as non-fixed and transformable through opportunity. Text A constructs transformation via entrepreneurial narrative (designer → social entrepreneur); Text B via journalism and education (rag-picker → editor/teacher). Both move from negative/deficit identity language to positive/empowered. Text A centres the adult activist's identity (first-person); Text B de-centres the outsider and foregrounds the children's voices (third-person + direct speech). Mode difference — speech vs. written journalism — affects how identity is performed vs. constructed and reported.

## Band Descriptors — Question 1 (35 marks)

Band / Marks	AO1 — Language Analysis	AO2 — Context & Identity	Indicative Content Examples
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<p>Band 5 (29–35)</p>	<p>Precise, discriminating and consistently relevant analysis. Sophisticated use of linguistic frameworks and terminology, seamlessly integrated.</p>	<p>Perceptive, well-developed comparison of both texts. Confident exploration of personal identity across mode, field, function, audience. Strong contextual insight.</p>	<p>Nuanced analysis of Raskin's shifting pronoun use (I → we) signalling collective identity Close reading of Balaknama subjects' direct speech as identity assertion Discussion of discourse structure: Raskin's narrative arc vs. Guardian's journalistic profile Analysis of social/cultural/gender factors as identity markers in both texts</p>
<p>Band 4 (22–28)</p>	<p>Clear and detailed analysis. Good range of frameworks applied with appropriate terminology.</p>	<p>Well-developed comparison. Contextual factors explored with some sophistication. Links between texts sustained.</p>	<p>Lexical field of empowerment in Text A: 'strengths', 'empower', 'entrepreneur' Text B's third-person narrative voice constructing identity for Balaknama subjects Reference to mode difference: spoken vs. written and impact on identity Gender identity — 'most natural-born leader I've met was a street girl'</p>
<p>Band 3 (15–21)</p>	<p>Some clear analysis. Language frameworks used but may lack full development or consistency.</p>	<p>Some comparison made. Contextual factors noted. Links may be implicit rather than explicit.</p>	<p>Colloquial register in Raskin's speech ('hey', 'gonna', 'you guys') constructing accessible identity Use of statistics in both texts to lend authority and scale Some discussion of cultural context: Colombian/Indian settings Basic comparison of audience and purpose</p>
<p>Band 2 (8–14)</p>	<p>Limited analysis. Features identified but frameworks underdeveloped. Terminology inconsistent.</p>	<p>Limited comparison. Contextual factors mentioned but not explored.</p>	<p>Identification of first-person narration in both texts Basic comment on rhetorical questions in Text A Reference to charitable/activist identity of speakers</p>
<p>Band 1 (1–7)</p>	<p>Basic identification of language features with little or no analysis. Minimal or incorrect terminology.</p>	<p>Minimal comparison. Little engagement with contextual factors.</p>	<p>Very basic comments — 'the text uses descriptive language' Simple identification of topic without</p>

## SECTION B — Question 2 (15 marks)

Task: Write the text for an article in a national newspaper which highlights the importance of providing educational and business opportunities for street children. Must refer to material from at least one of the texts in the Source Booklet.

### Assessment Objectives

Assessment Objective	Description
<b>AO3 (approx. 8 marks)</b>	Use language creatively and appropriately for purpose, audience, and form. Demonstrate control of national newspaper article conventions.
<b>AO4 (approx. 7 marks)</b>	Analyse and evaluate how source texts are used as stimulus material. Adapt and integrate source material effectively into own writing.

### Indicative Content — Article Features & Source Use

Area of Analysis	Indicative Content / Examples from Texts
<b>Form &amp; Register</b>	Appropriate national newspaper article: headline, sub-heading/standfirst, body paragraphs, possible conclusion. Formal-to-neutral journalistic register. Use of statistics, anecdote, direct speech, expert citation.
<b>Purpose</b>	Persuasive/informative: highlight importance of educational and business opportunities for street children. May include call to action, policy recommendation or emotional appeal.
<b>Audience</b>	National newspaper readership: educated general public, potential donors, policymakers. Writing should be accessible but not sensationalist.
<b>Source Use — Text A</b>	May reference Mobile School model; Raskin's insight about 'strengths not problems'; 22-country scale; 50,000 children reached; 'street business toolkit'; redefinition of street children as entrepreneurs.
<b>Source Use — Text B</b>	May reference Balaknama newspaper; Kishan Rathore/Jyoti/Shambhu Kumar transformative narratives; CHETNA charity model; identity cards campaign; contractor story (child labour stopped after reporting).
<b>Own Ideas</b>	Candidates may introduce own statistics, examples, or arguments about street children globally, as long as these are plausible and support the article's argument.
<b>Language Techniques</b>	Rhetorical questions, rule of three, anaphora, figurative language, emotive but controlled language, varied sentence structures for effect. Avoid excessive sentimentality.

### Band Descriptors — Question 2 (15 marks)

Band / Marks	AO3 — Writing Skills	AO4 — Source Use	Indicative Content
Band 5 (13–15)	Sophisticated, appropriate and convincing article writing. Excellent control of form, audience and purpose. Sustained, engaging voice.	Highly effective use of source material, seamlessly integrated. Confident adaptation for new purpose and audience.	Appropriate headline and standfirst; fluent journalistic prose Sophisticated

			integration of at least one source text Compelling argument; own ideas clearly developed alongside textual material
Band 4 (10–12)	Clear control of form and purpose. Mostly effective article with consistent voice and appropriate register.	Good use of source material. Reference relevant and mostly well-integrated.	Recognisable article format; mostly sustained journalistic register Clear reference to at least one source text with some development
Band 3 (7–9)	Some control of form. Attempt at appropriate register though inconsistencies present.	Some use of source material, though may be undeveloped or unintegrated.	Some article format features; attempt at persuasive language Reference to source text but may be summary rather than selective use
Band 2 (4–6)	Limited control of form and register. Some attempt at purpose.	Limited or superficial use of source material.	Basic attempt at article structure; simple language
Band 1 (1–3)	Minimal control of form. Little sense of purpose or audience.	Minimal or no use of source material.	Very basic writing; little or no source reference

## Mark Allocation Summary

Question	Task	Marks
<b>Q1 — Section A</b>	Analyse & compare language of Texts A & B — personal identity	35
<b>Q2 — Section B</b>	Write national newspaper article on street children opportunities	15
<b>TOTAL</b>		50

All indicative content is illustrative, not exhaustive. Reward any valid analysis not listed above.