



Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced Level
in English Language (WEN01/01)

Unit 1: Language: Context and Identity

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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.

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 Arnoud Raskin who founded *Mobile School*, an organisation which aims to deliver innovative educational programmes to street children. His speech, delivered at the *Ashoka Global Summit* held in Paris in June 2014, is shaped by the nature of *Ashoka*, an American-based nonprofit organisation that promotes and networks 'social entrepreneurs' such as Raskin. The speech develops the identity of Raskin's mother and her influence on his philanthropic attitude to business and his commitment to enabling street children across the world to develop their potential. His voice is also shaped by his specialism as an industrial designer, applied initially in his thesis at university, to develop the concept of a mobile school. His is a relaxed and informal voice, addressing an assumed like-minded audience at the conference. His detailed knowledge of the plight of street children is evidenced by the data he presents and is characterised by the respect he has for these children and his determination to empower, rather than simply assist, them.

The article that comprises Text B is shaped by the voice of its author, Kalpana Sunder and her understanding of the plight of street children in Delhi and of the positive impact of *Balaknama*, a newspaper produced by children who live and work on the streets of India. It is also shaped by the *The Guardian*, a UK newspaper, and its affiliated website on which the article was published in 2023. Also incorporated are the personal accounts of Kishan Rathore (18), Joyti (22) and Shambhu Kumar (24). All three reflect on the support afforded to them by the Indian charity *Childhood Enhancement through Training and Action* and their resultant movement, through education and support, away from their lives on the street into employment either, as in the case of Joyti, with the charity itself or in editorial roles with *Balaknama*. Details of their lives on the streets and beyond are related by Sunder, but their voices are incorporated directly as all reflect on the transformative effect of the support they received. All voice their gratitude, and all speak with passion and respect for the children on the streets whose lives, by way of reciprocation, they now seek to transform.

Question 1	Text A	Text B
Mode (Method of communication)	Written record of a speech delivered at an international conference.	Extract from an article published on the website of a UK newspaper.
Field (Subject matter)	<ul style="list-style-type: none"> the personal story of Arnoud Raskin and his role as a 'social entrepreneur' the influence of Raskin's mother in the philanthropic journey of her son the plight of street children across the world geographic field to convey scale and scope the history and development of the Mobile School programme the positive philosophy of the empowerment of street children that underpins the programme the transformative potential of education the role of the entrepreneur in addressing social problems. 	<ul style="list-style-type: none"> geographical field of Delhi, India the working model of the <i>Balaknama</i> newspaper the issues reported as catalyst for wider coverage and action from authorities charitable organisations that support street children in India the plight of street children in Delhi, represented by individual accounts the positive philosophy of the empowerment of street children that underpins the operation of the newspaper the innovative use of 'oral' reporters to overcome the barrier of illiteracy the phases of the educational system in India the transformative potential of education.
Function (Purpose)	<ul style="list-style-type: none"> overall informative and persuasive function highlights issues faced by children living on the streets highlights the global scale of the problem promotes the concept of the social entrepreneur promotes the Mobile School programme as a vehicle for change highlights the importance of accessible education to those living on the streets accentuates the benefits of the positive empowerment of street children, shifting the focus from problem to opportunity encourages fellow entrepreneurs to participate in the programme. 	<ul style="list-style-type: none"> overall informative and persuasive function highlights issues faced by children living on the streets of Delhi highlights the issues/stories reported as catalyst for wider coverage and action from authorities highlights the transformative potential of education uses the success stories of former street children to promote the <i>Balaknama</i> model highlights the contribution of associated charitable organisations in these successes accentuates the benefits of the positive empowerment of street children, shifting the focus from problem to opportunity.
Audience (Relationship between writer/speaker and reader/listener)	<ul style="list-style-type: none"> primary audience - those attending the <i>Ashoka Global Summit</i> in Paris, 2014 subsequently released on affiliated websites and on <i>YouTube</i>, affording global reach 	<ul style="list-style-type: none"> readers of, and contributors to, <i>The Guardian</i> website those interested in issues relating to street children

	<ul style="list-style-type: none"> those interested in issues relating to street children those interested in the work of Arnoud Raskin and his philanthropic programmes designed to educate and empower street children entrepreneurs interested in investing in programmes that afford positive social change. 	<ul style="list-style-type: none"> those interested in charities operating to support street children in India potential donors to these charities those interested in the working model of the <i>Balaknama</i> newspaper.
Discourse/pragmatics (How context shapes extended texts and variation in meaning)	<ul style="list-style-type: none"> generic convention shapes structure, sequence and content the nature of the <i>Ashoka</i> organization influences content and tone Raskin speaks to an audience of equals, with (assumed) shared values Raskin's account personalises the concept of the social entrepreneur and thus relates to the audience the details of his former preconceptions regarding the plight of street children are designed to chime with his audience and establish the basis for his challenge to these preconceptions. 	<ul style="list-style-type: none"> generic convention shapes structure, sequence and content the nature of the host website influences content and readership the nature of <i>Balaknama</i> and its links to Indian charities conveys potential mechanisms for change the Indian focus and content are made accessible to a broader readership by authorial comment/intervention the differing experiences of the three former street children afford a range of illustrative problems and solutions direct incorporation of voices personalise.
Graphology (Presentation of language)	<ul style="list-style-type: none"> conventions of a speech are applied, e.g. sign-off; direct address discourse markers signal content and sequence, e.g. 'right now'; 'from the very first day' parenthesis (via hyphen in the written record) to explain/develop, e.g. 'gamines -street kids-...' 	<ul style="list-style-type: none"> conventions of an article are applied, e.g. headline, attribution, date paragraphing affords sequence and shifts within the topic numerals used for data direct speech is demarcated parenthesis to explain/develop/translate, e.g. 'batuni (oral) reporters'.
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 declarative forms predominate to fulfil informative and narrative agenda past tense to convey narrative and retrospective elements of Raskin's spoken account present tense to relate in more general terms to his specialist audience, e.g. '...he tries to get into the shoes of that consumer' and to state the aims of his programme future tense to project, e.g. 'I'm gonna focus on their strengths'. The contracted form is characteristic here 	<ul style="list-style-type: none"> grammar mostly conforms to Standard English complex declarative forms predominate to fulfil informative and narrative agenda present tense to convey the ongoing work of <i>Balaknama</i>; to address and report issues relating to street children authorial detail, to provide background/context to the accounts incorporated in the article, e.g. past tense: 'Jyoti slept under a flyover...'; present tense: 'Now 22, she teaches for CHETNA'

	<ul style="list-style-type: none"> parallel structures and repetition to develop/emphasise, e.g. 'Kids without education, kids without protection.' First-person perspective to convey personal details use of inclusive forms to convey the collective voice and the actions of those involved in the programme, e.g. 'the kids inspire us'; 'we are present in 22 countries' contrasting structures, e.g. 'traps and problems'/ 'opportunities and possibilities' to convey his positive approach asyndetic list, 'poverty, misery, violence, gang culture' to convey the conventional perspective on life on the streets triadic structures to highlight the results of funding, e.g. 'to invest to innovate to create'. 	<ul style="list-style-type: none"> listing to convey range and scale, e.g. 'sexual abuse, malnutrition, police brutality and child labour' phrasal verb forms to convey consequence, e.g. 'The story led to the contractor not hiring the kids...' reported speech, shaped by the article's author, combined with the direct speech of the former street children triadic structure to convey funding options, e.g. 'CHETNA, private donations and advertising' prepositional structures to highlight key points in the transformation of Kumar, e.g. 'from getting beaten on the streets to living a life of dignity...' metaphor to convey significance, e.g. 'close to my heart'.
Lexis/ semantics (Vocabulary and its meaning)	<ul style="list-style-type: none"> high-frequency lexemes predominate to generate a (largely) informal and accessible/relatable voice, e.g. 'kids'; 'stuff'; 'guys' limited low-frequency lexemes. Those used are linked directly to the assumed knowledge of the audience, e.g. 'methodology'; 'entrepreneurship' lexemes placed in opposition to counter preconceptions, e.g. 'misery/strengths' compound adjectives to inform/develop, e.g. 'so-so'; 'natural-born' repetition of key lexemes to maintain focus and emphasis varied pronouns to narrate/inform or to convey collective experience/action parenthesis to explain unfamiliar lexis: 'gamines -street kids-'. 	<ul style="list-style-type: none"> the significance of the Hindi title of the newspaper, <i>Balaknama</i>, which translates as 'voice of children' high-frequency lexemes for accessibility/relatability, e.g. 'kids' some low-frequency lexemes to add formality and credibility, e.g. 'benevolent' mostly formal tone with limited use of contraction and colloquialism acronym used after full term for clarity: 'Childhood Enhancement through Training and Action (CHETNA)' parenthesis to translate Hindi lexis with the presumed English-speaking readership of the host site in mind, e.g. 'Badhte Kadam (Stepping Forward)' direct reference to social media platform 'WhatsApp' to explain mechanism for submission of reports repetition of key lexemes to maintain focus and emphasis, e.g. 'reported'; 'editor'.
Social/cultural concepts and issues	<ul style="list-style-type: none"> the positive influence of family the positive impact of education in advancing research and empowering the poor the concept of the social entrepreneur 	<ul style="list-style-type: none"> the potentially transformative power of education on the street children problems faced by the street children of India

	<ul style="list-style-type: none"> • the potential empowerment of positive perception and action in addressing social issues • the collective power of the business community to invest in and afford social change. 	<ul style="list-style-type: none"> • the role of charitable organisations in supporting and funding programmes that afford change • the power of the media (print and on-line) and the reports they publish to force change at an institutional level.
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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 topic of street children
- both share personal accounts of their involvement with, or experience of, life on the streets
- both highlight organisations that address issues related to street children
- these organisations are differentiated by scale and reach
- Text A has a broader scope/perspective
- both celebrate the transformative power of education
- both recognise the benefit of empowering street children to take positive action.

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	Descriptive <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	General understanding <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	Clear relevant application <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 transition. 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 <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.
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.

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 newspaper article• 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	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	1–3	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. 				