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IAL English Language WEN01 01

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Introduction

WEN01 introduces students to how language is used in data from a range of 20th and 21st century sources (written, spoken, digital and multimedia). They also explore how language reflects and constructs the identity or identities of the writer/speaker and varies depending on the contexts of production and reception.

Unit 1 is assessed by examination of 1 hour 45 minute's duration. Candidates answer two compulsory questions: one question from Section A and one question from Section B. The paper is marked out of a total of 50 marks with 35 allocated to Section A and 15 to Section B.

In Section A students apply appropriate methods of comparative language analysis to two unseen sources using the key language frameworks and levels. In Section B they demonstrate their understanding through the creation of a new text for a specified audience, purpose and context.

Question 1

The question asked candidates to analyse and compare how the language of both texts conveys personal identity. Three bullet points offered additional prompts and guidance directly linked to the Assessment Objectives (and the mark scheme) for this component and reminding candidates of the specific areas of study they should apply to the task:

- relevant language frameworks and levels
- concepts and issues such as social, cultural and gender factors
- contextual factors such as mode, field, function and audience.

Centres are advised that the format and focus of the question will be consistent across the lifetime of the specification. Actual wording may, inevitably, change depending on the nature and content of the two unseen texts presented. However, the focus of assessment is clearly stated in the question stem with its prompt to consider and compare how personal identity is constructed and presented in the source materials. The bullet points remind candidates of the areas of study they should apply to this comparative exploration and are linked directly to the Assessment Objectives applied by examiners to their responses. **The mark scheme contains indicative content and may well provide centres with a useful resource when preparing their students for subsequent examinations.**

The texts were clearly linked by the issue of water crises and there was much opportunity for candidates to explore the similarities and contrasts between them. The focus of the question was the construction and presentation of **personal identity**, and the ability of candidates to incorporate this into their analysis proved something of a discriminator, with a minority struggling with this concept. Those that framed their analysis through this central focus were rewarded. In June 2022, responses to Section A covered a full range of achievement. Most candidates offered consideration of the genre and context of both texts and were able to draw links between them based on their central focus on the issue of water related crises. They were also able to offer comparative consideration of the differing audience and context of each text and shape these – with varying success – through the differing perspectives and circumstances of the American paediatrician and activist, Hannah-Attisha, and the potential reach of the TedTalk platform and the 12 year-old Erika Makalli whose personal story of her life in Tanzania achieved global reach through its inclusion on the WaterAid website.

The source texts proved to be accessible to most candidates and the majority offered a balanced consideration of both and the theme that linked them. Most candidates could differentiate context well and many responses across the range could point to more complex aspects of each. These included the multiple functions of both texts; the nature of the Hannah-Attisha speech and its links to activism and editorial influence of the host Water Aid site in framing the interview/story with Makalli. They often developed insightful contrast between the personal and 'professional' experiences of the speaker/writers and how these influenced perspectives on the impact of the water crises that impacted upon them and their respective communities. There were also some very competent explorations of the cultural and societal attitudes towards the poor and gender within the context of these crises.

It was pleasing to see that many centres had made use of the support afforded by the Examiner Report and the indicative content in the mark scheme produced in previous series. This enabled many to meet more of the specific requirements of the Assessment Objectives. Some used these documents as a framework for their responses which ensured coverage and structure in the mid – bands of achievement, but which sometimes led to repetition at the lower levels and, in some, less frequent, cases, restricted responses at the mid to upper levels. In these instances, candidates sometimes looked for direct points of comparison across frameworks that were not evident in the texts themselves, and the subsequent analysis was somewhat strained/forced as a result. **Those that used the marks scheme framework to provide 'subheadings' sometimes generated repetitive and or/undeveloped responses.** Centres are advised that the mark scheme offers indicative content – it is **not** prescriptive, and given the nature of the specific frameworks considered, there is considerable overlap. **Candidates need to be selective and only apply framework that relate directly to the task and which can be exemplified directly from the source materials.**

Successful responses to **Text A** looked at the conventions of the speech itself and how its structure fulfilled both its informative/persuasive function and enabled the development and presentation of voice and identity of Hannah-Attisha on a personal and professional level. These successful answers explored 4 year-old Lily, a patient of Hannah-Attisha, as a device used by the paediatrician to personalise the issue and evoke emotional responses and thus support for her cause. These also offered considered comment on the TED Talk/ TED Med platform and the broad reach it afforded in terms of audience.

Responses that were placed in the highest bands of achievement supported comment and assertion with evidence directly drawn from the text which was used to explore the specific language choices made, applying terminology in good range and across frameworks. These linked comment to the concept of 'voice'/persona as constructed by Hannah-Attisha as speaker through consideration of her shaping of content through a blend of personal/familial experience and professional/international stance. It is this link between form and function/effect that signals a successful response.

Less successful were those responses that offered generalised comment on the context of the speech and the issues upon which it was based. These often adopted a very descriptive approach to content and offered limited levels of specific analysis. A significant, but small, minority misread the prompts in the question and produced a discursive essay on the construction/presentation of identity or broader issues linked to poor sanitation or lack of access to clean water. Those that offered limited exemplification and limited specific analysis of technique were anchored in the mid/lower levels of achievement.

Successful investigations of **Text B** took cues from the interview format and the role of the questions in eliciting and developing the responses from Makalli and thus shaping her story. These were able to link to the host site and its global charitable function. These offered insightful comment on the perspective of this 12 year-old girl in a community deeply affected by the poor provision of clean water. They were able to explore the structure of the text and its presentation of Makalli's life before and after the provision of tap stands in her village and link this to the role of WaterAid and thus to the informative and persuasive functions of the website. Most handled the multiple functions of the text effectively.

Less successful responses offered generalised comment on the context of the story and adopted a very descriptive approach to its content. Those that offered limited exemplification and limited specific analysis of the language used were anchored in the mid/ lower bands of achievement. Limited consideration of the construction and presentation of the personal identity of Makalli negatively impacted on the success of the response.

Centres are reminded that responses to Question 1 should centre on a **comparative analysis of the data presented (Text A and Text B) in the Source Booklet.** There was a small, but nonetheless significant, number of answers that cited theoretical studies at great length with limited link to the source materials. This approach is **not recommended** for WEN01 and negatively impacted on the potential for reward.

Overall, most candidates were able to describe method and effect but many at the mid-lower levels of achievement struggled to apply specific language terms to their consideration of how – and why – these effects were produced. A more **systematic approach**, whereby comments are supported by evidence drawn directly from the source materials would have provided candidates with the opportunity to explore the language from which this evidence was comprised (applying concepts, terms and frameworks) and would have enabled them to reach the requirement for higher levels of achievement provided in the mark scheme. Some responses used a range of impressive language terms to describe language features but did not go beyond a descriptive/feature spotting approach and marks had to be restricted because of failure to link to context/purposes. **A list-like approach/feature spotting is not a successful way to tackle this question.**

Responses that were placed in the highest bands of achievement supported comment and assertion with evidence **directly drawn from the texts** which was used to explore the specific language choices made, applying terminology in good range at word, sentence and whole – text level. These linked comment to the concept of 'voice'/persona as constructed/presented thereby developing the meaningful links between form and function/effect that signals a successful response.

Less successful were those that offered generalised comment on context whilst those that developed comment not only on the background context of the texts but also on key aspects of production and reception of each (including key generic conventions) were rewarded accordingly.

A significant minority did not address AO4 and the requirement to comment on the links between the two texts and this made an upward movement through the levels difficult. AO4 requires candidates to explore **connections and contrasts** between the source texts. Comparative work was usually helpful in lifting responses into Level 4 (at least) enabling candidates to demonstrate a more discriminating approach to the data. There was a pleasing increase in responses that approached this comparison in an integrated manner this series. Others, however, lacked confidence to deal with the texts in an integrated comparative approach and dealt with them in separate sections and this negatively impacted on the potential for reward. The most successful responses seized the many opportunities for comparison and contrast. Many explored the purpose of the texts and developed links through the persuasive function of each. Most picked up on the fact that both texts were clearly linked by the issue of water crises but were differentiated by the age and status of the speaker and writer and the socio-geographical focus and reach of each text.

The following excerpts are taken from a successful response that was awarded a mark of 29 for Question 1. The mark places the script just over the border between Level 4 and Level 5 into the highest band of achievement.

It is framed through the concept of personal identity and how this is constructed and presented in both texts. It offers mostly integrated points of comparison and achieves a balance in terms of coverage of both texts. There are developed links between form and function and exemplification is judiciously chosen to support the comments made. The response moves with system across frameworks, and this ensures coverage of key AOs. There is clear use of the headings in the mark scheme here, but the integrated nature of the comparison moves the response away from a limited 'listing' approach. Analysis is in good range, and at sentence, word and whole-text level.

Text A conveys the personal identity of Mona-Hanna-Attisha who is a paediatri-ecian & a university professor. The text outlines a water crisis that took place in Flint, Michigan, USA after they began to source their drinking water from ~~another~~ a different Supplier. Moreover the talk ~~is specific~~ presents the personal identity of Lily who is one of the experiences of the water crisis which Mona-Hanna ~~det~~ describes. The identity of Hanna is highlighted throughout the text as she exhibits the jobs of Paediatricians & further conveying the health issu-es that will be caused due to the

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Examiner Comments

It opens with a focused consideration of the construction and presentation of both of Hannah-Attisha, and Lily the girl referenced in her talk.

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Examiner Tip

Personal identity is a key aspect of the question. Try to reference it as often as you can.

Water crisis.

Whereas, Text B ~~is~~ ~~a~~ conveys the personal identity of Erika Makalli where she presents her own personal story regarding how their lives have been improved due to the fact that they have access to clean water. Moreover the text exhibits the identity of the ~~unknown~~ unintroduced person who asks questions from Erika Makalli. Erika Makalli's identity is further portrayed as she emphasizes on how her life was before they received a tapstand and after receiving it.

~~When considering ob~~ As of the mode of text A ~~is~~ it is an edited written record of a talk which was delivered at the annual TEDMED conference. Whereas the mode ~~or~~ or the method of communication that was implemented in text B is an edited extract of a personal story which was published in the Wateraid Website in 2014.

The field or the subject matter of Text A presents a field of hardships

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Examiner Comments

The response moves to a balanced investigation of the construction/presentation of the identity of Makalli. It also considers the role of the interviewer in prompting and shaping the account of the young girl.

There is clearly a system at play here as the response begins to move through the framework of analysis. There is evidence of the use of the indicative content in the mark scheme in this respect.

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Examiner Tip

If there is more than one participant in a text be sure to consider all of them in your answer.

faced as a result of the insufficient water and the water crisis. The field of text B is mainly based on the personal experiences of Erika, as a victim ~~of the un~~ who didn't have access to a tap stand. Text A presents a girl ~~nambe~~ named Lily who was appa-rently suffering ~~bcz~~ as ~~they di~~ she didn't have access to clear drinking water. Text B exhibits the distinction that Children had faced ~~as they~~ When they received access to water moreover providing the & possible impa-ct of it on their school life.

The function of text A is to inform the responsible authorities regarding the health crisis that can be caused as a result of Corrosive water. The function of text B is to inform people regarding the ~~suff~~ amou-nt of Suffering that Erika Makalli had to go through as a result of the water crisis. Moreover, text A's function is to ~~persuade~~ pursu-ade people and the authorities to understand and pay their deep

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Examiner Comments

As the response progresses it offers balanced points of comparison between the 2 texts. The use of the scaffolding headings are not a straight jacket here. Rather they facilitate considered comment across frameworks and AOs.

concentration into this issue.

~~The audience~~ Text A might be directed ~~to~~ the ~~to~~ people who are concerned about their health. Text B's intended audience might be ~~for the peop~~ to ~~persuade~~ highlight the sufferings undergone by the African people while also focusing on inform-ing these to the world as a whole due to the cause that WaterAid is an International Charity focused on water, sanitation and hygeine. Text A might also be directed to people who pay their attention to TEDMED especially as it is the foundation of independent health and an edition of TED.

The discourse employed in text A shapes the issue of Flint, USA as ~~it~~ the text makes use of geogra-phical factors while providing an ~~over~~ overview of the city. This is exhibited by the declarative senten-es which also provides the readers with factual information: "They served a half-Century relationship with fresh pre-treated Great Lakes

As the answer gathers pace it grows in confidence regarding the system it adopts. When considering Audience it blends comments on function, for example. However, the sequential approach to frameworks/levels delays the specific analysis central to AO1 and AO2.

Avoid simply moving through the headings in the mark scheme – the frameworks overlap/blend and your analysis should reflect this.

water and started drawing water from the local flint River". The discourse employed in text B is prominent as direct questions ~~are~~ are asked by Erica, Which Shapes the text and informs the readers regard-ing all the issued faced in a chro-nological order. Both the texts makes use of discourse markers ~~Wh~~ which Shows a shift in ~~§~~ what the ~~writer~~ speaker is trying to present. ~~Int~~ In text A Mona ~~shif~~ takes the audience to the past which might be a flash-back Where she exhibits regarding a situation that took place in her Clinic: "Just a few months ago". In text B the ~~person~~ ~~Who~~ interviewer's ~~asks~~ ~~Shift~~ use of the discourse marker, implements that there is a Shift in the question he will be asking next: "So having a tap in the village now means you have to ~~go to sch~~ time to go to School?

The graphology used in text A is ~~im~~ exhibited as it is composed in ~~the~~ third person Narrative, ~~Wh~~ Which

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Examiner Comments

Analysis is more forensic/specific now. There is a clear sense of the crafting of Text A in terms of tense/time shift to meet the specific objectives of Hannah-Attisha. Analytical consideration of the questioning techniques in Text B is similarly insightful.

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Examiner Tip

Always consider technique and offer examples of this, drawn directly from the text, as often as you can. Comment on the language used in these examples using terminology and you will score well at AO1 and AO2.

implies that the text outlines aba
-t some other girl's experience
instead of Mona; ~~Text B is prese~~
~~-nted in a~~ conversational ~~tone, Whe~~
~~Text A is~~ "Meet Lily". Text B is
presented in a conversational tone
where Erika provides factual
and descriptive responses regarding
her personal experiences. Both ~~texts~~
~~are~~ includes Statistical informati
-on which makes them more deta
-iled.

The employment of field speci
-fic lexis by the Paediatricia
-on in text A implies the ~~occur~~
knowledge and literacy that she
has while providing evidence that
she is capable of addressing
this issue; "Corrosion Control",
"We fought back with Science and
evidence". ~~A lex~~ A lexical field
of Suffering is presented in
Text B as ~~the~~ Erika provides
a list of adjectives which implies
all the hardships she had to face;
"and had horrible itchy skin"

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Examiner Comments

The consideration of lexical choice begins to hit AO1 and AO2 squarely. Terms are applied in range and with accuracy.

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Examiner Tip

When talking about lexis use examples and try to label word class/sentence type. If you consider the effect of these choices you will hit AO1 and 2.

The grammar employed in text A presents the personality traits of ~~th~~ Lily; this is exhibited with the employment of a list of adjectives; "She is gorgeous, strong, smart and brave". ~~In sont cast in text B~~ Similarly in text B ~~the~~ Erika's personality traits are described using a list of adjec -tives, however ~~it presents Suf~~ Suffering and Sorrow is presented by those "had horrible itchy skin"

Text A also highlights the health crisis that will impact the Society as a Whole as Mona makes use of declarative senten -ces and factual information in order to alert the whole Society regard -ing this issue, the water crisis Text B focuses on the issues a little girl faced along with her friends which makes the water crisis a Socially impacted is as a Whole, its not only one or two and it is dangerous due to the unforseen health risks Which will

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Examiner Comments

There is worthy comment at sentence level; terms are accurate, but range could have been extended. Comments, however, are well integrated and apt and there is a balance in terms of coverage of the two texts.

be occured.

Both the texts are based on the issue of water.

While text A also provides information regarding initiatives that are going to be implemented by Mona. Whereas text B urges the distinction between having access to water and not.

Both texts ~~can be on~~ address-es ~~the~~ on an impact on Society. Both texts are composed in standard forms of English Which is presented formally and in a Chronological order.

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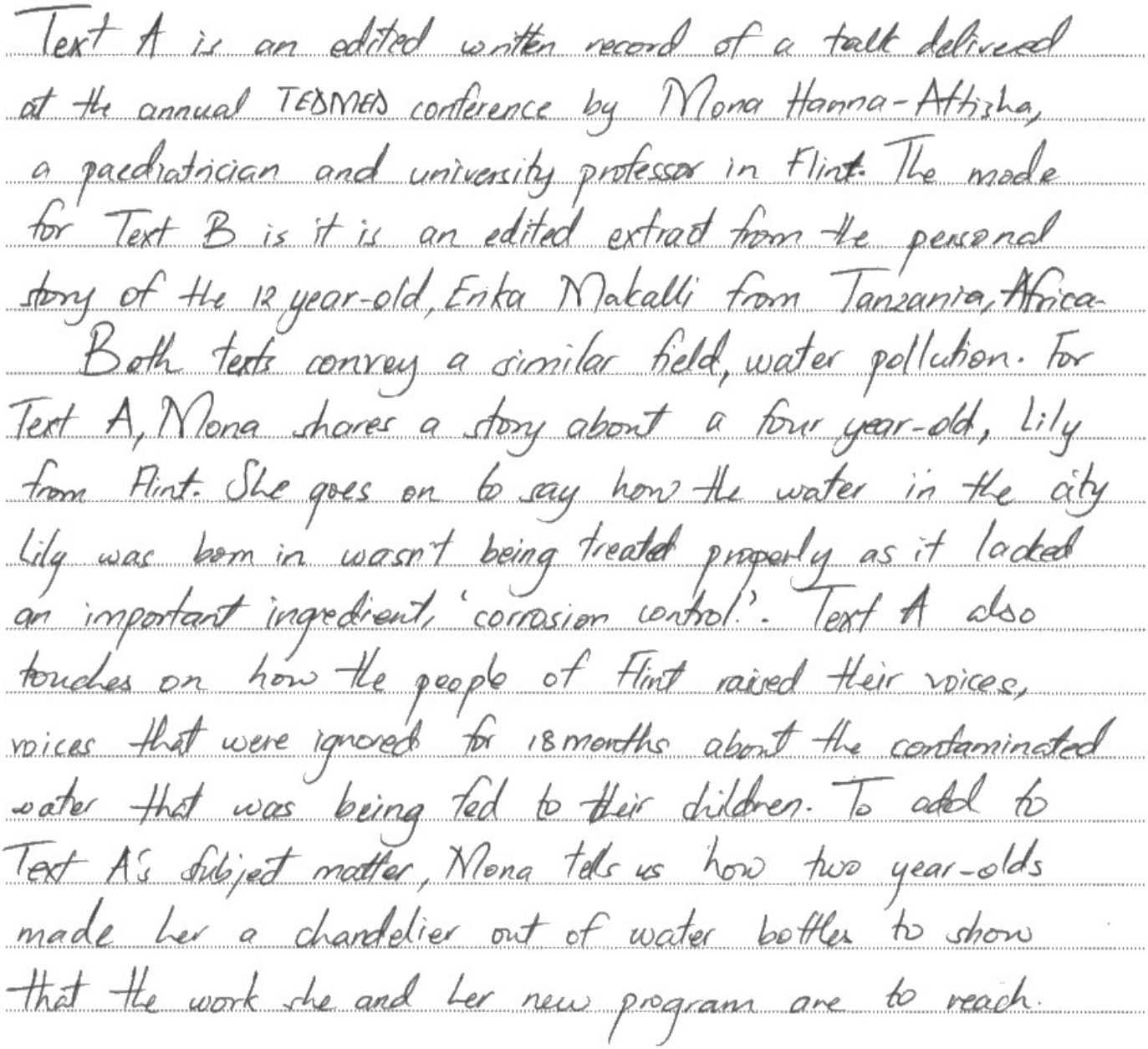
Examiner Comments

The concluding paragraphs offer a summary but are essentially unneccessary as the connections referenced are incorporated throughout the response.

The following script was awarded a mark of 18 which places it mid-Level 3.

It is expressed and structured clearly and there is clear understanding of the data. Links between form and function are straightforward and levels of specific analysis are not fully detailed/developed. There is a sustained attempt to offer points of comparison and connection between the source texts which is worthy. However, certain aspects are more successful than others. Significant sections, despite demonstrating understanding, tend to the descriptive and as such are more characteristic of a Level 2 response.

The script adopts a similar system of approach to the previous exemplar but is less developed and more mechanistic, lacking the confidence and security with frameworks to integrate comment.



Text A is an edited written record of a talk delivered at the annual TEDMED conference by Mona Hanna-Attisha, a paediatrician and university professor in Flint. The mode for Text B is it is an edited extract from the personal story of the 12 year-old, Erika Makalli from Tanzania, Africa.

Both texts convey a similar field, water pollution. For Text A, Mona shares a story about a four year-old, Lily from Flint. She goes on to say how the water in the city Lily was born in wasn't being treated properly as it lacked an important ingredient, 'corrosion control'. Text A also touches on how the people of Flint raised their voices, voices that were ignored for 18 months about the contaminated water that was being fed to their children. To add to Text A's subject matter, Mona tells us how two year-olds made her a chandelier out of water bottles to show that the work she and her new program are to reach.

The opening paragraphs are straightforward but essentially on-task. There is a worthy and clear attempt to develop connections between the source texts.

Try to avoid describing what is in the source texts. Assume that your examiner has read them!

For Text B, the field also revolves around water in the community, precisely, Erika's community. Erika tells us ~~the~~ how her life was before tapstands were added and the positive impact the addition of tapstands brought. Another subject matter highlighted is the rate or amount of sickness that was affecting people in her village, how the shortage of water kept her at home, sick and dirty.

The function of Text A ~~accor~~ is to create awareness of the water crisis and how Mona plans to build a model Public Health Program to surround kids with every evidence-based intervention to promote their development. Another reason Mona wants to build the Public Health Program is to mitigate the impact of the exposure with family support, home visiting, early literacy, universal preschool school health nutrition and health care for all. Another function for Text A is to show us the impact of the "...corrosive, untreated water..." Text A also focuses on showing us ~~that~~ how Mona and other physicians are ready to "...take an oath to stand up as the healers and the protectors." Text B's purpose is to ~~also~~ show us the importance of water, how having running ~~to~~ water makes a very ~~bid~~ big difference in people's lives. ~~Erika tells us how~~

Text A was delivered at a TEDMED conference by a paediatrician and professor. This can tell us that Mona's audience was a group of health scholars or people who work under organisations set to help generate a better tomorrow in the health sector, the nutrition sector, the water

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Examiner Comments

Comments here do show clear understanding of the materials. Although there is limited specific analysis, and thus potential to reward fully at AO1 and AO2, interpretation is sound and points are apt enough. The answer is moving through the headings in the mark scheme and offering comment linked to this. The approach does afford points of connection/comparison but moves away from the analysis at word/sentence level that would enable upward movement in terms of reward. There is, however, a sense of Hannah-Attisha's crafting of her delivery to meet her multiple purposes.

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Examiner Tip

Try to provide specific evidence from the source texts to support your comments. Then look analytically at the language used in this evidence to work out, and comment on, how effects are achieved.

sector, family sector and school sector. Mona is addressing specialists, doctors and ~~people~~ probably professors like her. Unlike Text A, Text B is not as formal and does not reach an older and more professional audience. As much as it is an article from the WaterAid website, it being a personal story from a 12 year-old creates the mentality that her audience is structured for young people and the people who are interested in water, sanitation and hygiene. She also uses simple language.

Both Texts A and B are falling under social issues. Text A has highlighted the issues that water has brought in the societies in Flint, Detroit, Chicago, Baltimore and Philadelphia. In Text A, Mona says, "It is an environmental and a social injustice." This shows that the corrosive, untreated water being sourced from the different supplier and the insufficient water treatment, the lead from water pipes exposing more than 100,000 residents is both a social issue and an environmental issue. Similar to Text A, Text B also conveys social issues. The village set up and the common issues arising from the shortage of water largely falls under a social issue. It is also an environmental concern as water is life.

Having that Text A is ~~wr~~ a written record of a talk delivered to specialists or learned people, the jargon is medical, ~~and~~ with words like "physicians", and "paediatricians". The lexis also goes around environmental settings. Text B is as simple as it can be. The lexis revolves around school settings, home settings. Erika uses words like

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The comments on the respective audiences targeted by each text are valid and afford comparison at AO4. But again they interpret the materials (soundly enough) rather than analyse method and link to effect.

Subsequent comments on 'social issues' present more of a struggle for the candidate; these lack conviction and clarity and better fit descriptors for Level 2 and prevent overall movement beyond the middle of Level 3

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Examiner Tip

Don't use the headings in the mark scheme as a strict template for your answer. These headings will inevitably overlap, and some will be more relevant than others. Choose wisely!

"prefed" and that is school jargon. ~~There it also alot of h~~

For the syntax, Text A has long sentences which carry a lot of information unlike Text B which has short but still informative sentences, "Lessons finish at 3:30pm."

Both Mona and Erika share personal stories or experiences they have had on the water crisis. Mona has seen her patients be vulnerable and burdened with the rates of lead exposure and every other toxic stress. Mona weds the pronoun "we" to show that she is not working alone as she and her fellow physicians are in on it. That shows a sense on unity and working together. Mona is very serious and passionate about the well being of the children and this is seen in the fifth paragraph, "But you don't mess around with kids... And you don't mess around with paediatricians. Especially this one." Her using "you" to precisely speak to the listeners who might not be doing anything to better living for the children and also to the state of Michigan who tried to discredit her. Erika talks about herself hence why he useds pronoun "I". She states her struggles and also those of her friends and family. She says, "Life would be miserable." to stress the fact that without the water or tapstands in their village things would have progressively deteriorated and that would have led to her no longer going to school and the probability of her friends dying from the diseases they would get.

Exploration of lexis and syntax achieves more at AO1 and AO2. Some aspects are very straightforward, however, such as the categorisation of 'long' and 'short' sentences (although a comparative point is made here).

Comments on pronoun use is apt enough and the link to function and presentation of self is worthy. There are some missed opportunities in this section, however. The evidence is chosen well but interrogation of this evidence misses out on the power of repetitive structures (for example) to drive home the speaker's passionate identification with the children she represents.

If you provide evidence to support a point, explore it as fully as you can with a focus on the point you are making.

Question 2

Section B of the examination is assessed against AO5:

'Demonstrate expertise and creativity in the use of English to communicate in different ways' with a total of 15 marks allocated for this component. As such the task assesses both the fluency and accuracy of written expression and the ability to generate an original and (hopefully) engaging text.

Candidates are expected to demonstrate their own expertise and creativity in the use of English. They are encouraged to incorporate personal and local references. They are also instructed to draw upon at least one of the source materials provided in Section A but reshape them to meet the requirements of the context.

In June 2022 candidates were asked to produce the text for an article for a school or college website encouraging people to participate in a campaign to address issues linked to water crises. The question stem was carefully worded to provide candidates with a clear indication of expectation of context, function and audience. Centres are advised that the format of the question will be relatively constant, but wording will, inevitably, change according to the nature of the creative task set. As this is a creative response, examiners will accept any approach that concedes to the prompts provided.

The second part of the question:

In addition to your own ideas, you must refer to material from at least one of the texts in the Source Booklet.

This highlighted text is a key requirement of the task, that is the need to incorporate some material from one (or both) of the source texts into the report. This proved problematic to a minority of candidates but is an important requirement which must be taken into account and is a key discriminator in marking this question. Less successful responses made no concession to the source at all, others simply quoted directly from the texts, struggling to integrate the material and therefore disrupting the fluency of their response. It is NOT necessary to incorporate every detail from the source; indeed, many that did produced lengthy and essentially pedestrian paraphrases that failed to gain reward.

There was some improvement at the upper bands of achievement in Section B responses this series with many achieving marks in Level 4 and Level 5. This is very pleasing as the 15 marks available for this component can make a huge difference to the final grade awarded. Unfortunately, this improvement was not fully evident in the mid and lower levels. Here responses were often very brief which severely restricted links to the source materials or failed to fully engage the reader. Others appeared to be very rushed and undeveloped, indicating that candidates did not manage their time effectively. A minority failed to even attempt Q2.

During this series some candidates included a large amount of theoretical data/research into their response to Q2. This material, if edited effectively and linked to the specifics of the task, could be of some worth in terms of fulfilling an informative/persuasive function. If unassimilated, it affords minimal opportunity for reward against A05 'Demonstrate expertise and creativity in the use of English to communicate in different ways' and indeed this series detracted from the key audience and function of the question. **Centres are advised that this is not the best approach to this question.**

Successful responses effectively applied conventions of an online article and showed awareness of the school/college-based nature of the prescribed audience. These produced clear, well – structured responses and demonstrated an understanding of writing for an audience, experimenting with register. They demonstrated clear awareness of audience and function, conceding clearly to the context and the persuasive/informative function of the article. Many drew on personal experiences linked to their own community which contributed positively to some very fluently written and convincing new texts. The best adapted the source material fluidly, for example, drawing upon the rhetorical 'voice' of Hannah-Attisha or the nature of the struggles faced by Makalli to target their audience and meet the prompts provided.

Many, in the mid-range of achievement could adopt a tone or 'voice' which was convincing even if the technical accuracy in written English was lacking.

Less successful responses struggled with the precise purpose of the task or with maintaining the generic form and appeared to lack the vocabulary and control of syntax to fulfil the requirements of the task. Some were often restricted by flawed written expression – these proved essentially self-penalising. Some struggled to sustain a consistent tone/register given the nature of the task and the tone and content of the source materials.

Centres are advised that, although the paper is weighted across the two tasks (with 35 marks allocated for Q1), the 15 marks available for Q2 can be the difference between several final grades. Candidates are urged to set aside sufficient time to understand the specific requirements of the task in terms of genre, context, audience and purpose and to produce a meaningful and, hopefully, engaging response. They are also reminded that they MUST draw on the material from at least one of the source texts – there were some very engaging responses that failed to do this and were essentially self-penalising.

This response to Q2 was awarded a mark of 13 which places it at the border of Level 4 and 5. On balance it was considered to a sufficiently convincing and engaging article to merit its placement in the higher level.

Writing is controlled and there is clear and effective targeting of the student audience and informative/persuasive function. Tone and register are consistent and appropriate and the new text concedes fully to the generic form (and attendant convention) and context of the article. There is a confidence here that leads to a careful working of a new text that is fully fit for purpose. The collective voice of the campaign promoted and the context of 'Oxbridge Academy' hit the brief squarely.

"Join Oxbridge Academy's very first clean water campaign" - Sara Mirzoyan, May 11th, 10:00am

At this very minute, I could tell you to stand up and fetch a cup of water from the ~~water~~ dispenser next to your classroom. Or, if you did bring that cup in and spilled it all over the floor, you wouldn't think to yourself: "Aw man, now I have to walk back ~~15 minutes~~ two hours and ~~fetch~~ bring another bucket of water!"

Well, for some people, like 12-year old Erica Mawalli, it used to be a daily problem and an integral part of her life.

Though the editor team of our school newspaper, Oxbridge Chronicles, recognizes we can't exactly help ~~those~~ millions around the world struggling with the deficit of this essential basic ~~ne~~ need, we have compiled a list of things you could do (in cooperation with our school!) to ~~contribute to~~ ~~do your contribute~~ take your first steps towards combatting this issue:

1. Start researching the issue of insufficient water treatment, the scale of the problem and its detrimental consequences.

The direct address of the (privileged) student audience is confident and apt. As is the adoption of an editorial persona.

The shift to referencing Makalli is fluid and effective and meets the requirement regarding adaptation of source data.

Read the question carefully before you begin. Make sure you are clear about audience, purpose and context.

~~2. Listen to Mona Hanna-Athisha's TEDMED about the~~

~~lead exposure in Flint, Michigan and~~

2. Join grades 9, 10, 11 and 12 this Friday in room 514 to ~~watch~~ listen to Mrs. Mona-Hanna Athisha's speech on the dangers of being exposed to contaminated water sources (for additional information, ~~visit~~ we highly encourage you to listen to her TEDMED speech about one of such cases in Flint, Michigan in 2014.)

3. Sign up for a trip to the city centre's Radio FM station to participate in the creation of Oxbridge Academy's first appearance radio, where our bright students Ayla Karimova and [redacted] Maysa Mirzoyeva would co-lead ~~host~~ the 3-minute ~~ep~~ talk about ~~water~~ scarcity of clean water and it's ~~issues~~ impact on Azerbaijani citizens living in remote areas.

~~For additional information on how you can help on~~

From all of us here at Oxbridge Chronicles, we invite you to participate in this campaign to begin solving this global-scale problems from within the walls of your school. ~~For more~~

For more information, visit our website or email ~~oxbridge info@~~ info@oxbridgechronicles.net

ResultsPlus
Examiner Comments

The use of a list is effective. The components, and the imperative phrasing deployed within them, meet the requirements of the task. The movement from academy-based context to broader active involvement reflects the development and scope of the campaign well.

The concluding sections and the links contained within them concede fully to the online nature of the article.

ResultsPlus
Examiner Tip

You are required to reference at least one of the source texts in your answer. Try to integrate this data into the body of your new text as fluidly as you can, adapting it to work with your piece.

This script was awarded a mark of 8 which places it mid-Level 3.

There is understanding of audience, although its student nature is not always fully clear. There are occasional issues with the formal tone adopted but there is some effective rhetorical phrasing which targets the persuasive function and is sometimes (but not always) engaging/convincing.

The heading conceded to the given generic brief, but there is limited concession to the online context.

JOIN CAMPAIGN FOR PROVISION OF CLEAN ~~OF~~ DRINKING WATER

by Vanessa Ash

The situation is getting ~~so~~ terrible day by day. Many are dying and many voices are going unheard. How can we overcome this major crisis? What is going to happen ~~t~~ in the future if we do not have clean water? Is there even a future for us in this city ~~ts~~ when ~~it~~ the water is untreated and contains many toxic substances?

We need to raise awareness! We need to create a campaign for the provision of clean drinking water and for this it would require everyones support. If we all stand up together and campaign as one voice, together we could overcome this social injustice. We cannot sit still anymore and do nothing, we need to fight for our future. And we could not lose this fight, if we give everything we've got.

The use of headline is apt. There are minor lapses in expression, but the use of repeated interrogatives and repetitive structures meet the persuasive function well.

The reference to futures implies a young/student audience but this is not fully clear.

Make sure that you target the given audience as precisely as you can.

Together lets us raise our voice and instill hope in the hearts of everyone out there who is going through this hurdle.

With all the evidence we have gathered during this terrible crisis, we can promote the development of the vulnerable children and mitigate the impact of this exposure with family support, home visiting, early literacy, universal ~~set~~ pre-school health nutrition and health care for all.

These vulnerable kids need our ~~strength~~ strength, support and voice. to help create for them a better tomorrow. And we can hope to look forward to brighter future with clean drinking water.

ResultsPlus Examiner Comments

The call for unified action works.

The reference to 'evidence' drawn from Text A does not sit comfortably in terms of register and tone. A fuller edit/ adaptation would have helped assimilation here.

The closing paragraph returns to the rhetorical tone and is more effective.

ResultsPlus Examiner Tip

If you use material from the source texts adapt it to match the tone of your own writing.

Paper Summary

Based on their performance on this papere, candidates are offered the following advice:

- Read the question carefully before you begin and allow time for both questions
- Try to reference personal identity when you can as this is a key aspect of the first question
- Be sure to consider all participants if there is more than one in a text
- Offer balanced points of comparison between the two texts
- Try to avoid moving through the headings in the marksheet
- Always consider technique, and give examples of this
- When talking about lexis try to label word class/sentence type
- Do not add text that is unnecessary directly from the question
- Do not describe what is in the text, as the reader will have read this already
- Look analytically at the language used in a text to comment on how effects are achieved
- Adapt any material used from the source to incorporate into your own text.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

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