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Subsidiary and International Advanced Level  
In English Language (WEN01)  
Paper 01

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## WEN01 Examiner Report

This unit introduces students to how language is used in data from a range of sources. Students explore how the contexts of production and reception affect language choices in spoken and written texts. Students also explore how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception. Students apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources using the key language frameworks and levels. They also demonstrate their understanding through the creation of a new text for a specified audience, purpose and context.

Unit 1 is assessed by examination of 1 hour 45 minute's duration. Candidates answer two 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.

### **Section A: Context and Identity**

#### **Question 1 (35 marks)**

Candidates answer one question on two unseen extracts selected from 20th and 21<sup>st</sup> century sources. They are required to produce an extended comparative response showing how the presentation of identity is shaped by language and contextual factors in both unseen texts.

The task is assessed across AO1, 2, 3 and 4:

- 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.

In the January 2023 examination, Text A was an edited extract of an article posted in 2020 to the website of 'Malala Fund', an international, non-profit organisation that campaigns for girls' education. It was co-founded by Malala Yousafzai, an activist for female education, born in Pakistan. Text A develops the identity of the three women presented in the extract and, also, indirectly, the founder of an organisation that offers help and support. Dekshina Nair (16) presents as a young woman who has suffered from depression and whose negative experiences with her parents and within the education system inform her voice. She is very clear about what could have been, and what should be, done to reduce the stigma associated with mental health issues. Khwahish Khan (19) reflects on mental health issues that she has observed in fellow students and presents as a politically aware young woman, critical of current initiatives and academic pressures. She is a powerful advocate for change and improvement at government level. Anisha Padukone is CEO of 'The Live, Love, Laugh Foundation' (TLLLF) working to reduce the stigma surrounding mental health. She presents as a concerned and well-informed individual, conversant with the problems facing young people across India. Links may be made via shared family name, with Deepika Padukone, the celebrity founder of TLLLF, who presents as an altruistic and courageous woman, unafraid to share her own experiences and to use her celebrity status for the greater good.

Text B was the written record of a speech delivered by the Duchess of Cambridge at the launch of a new mental health programme for young children. The text for the speech was published on the Royal Family's website in 2018 and was delivered when the Duchess visited a school in London where she met with pupils, parents and teachers. The text develops the identity of the duchess, as she addresses an audience of parents and educators at the launch of a pilot programme of support for schools dealing with the mental health of their pupils. The 'Heads Together' campaign is coordinated by the Royal Foundation, the primary philanthropic and charitable vehicle for the Duke and Duchess of Cambridge. The duchess presents as an informed and concerned woman, keen to present herself as having things in common with her audience and keen to relate to and engage with them on a personal level, despite her royal status. Her passion for mental health support for young children (like her own) is clear. Her acknowledgments demonstrate her understanding of the programme at a strategic level.

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 mental health 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 significant minority struggling with this concept. Those that framed their analysis through this central focus were rewarded.

In January 2023, responses to Section A covered a full range of achievement. 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 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 the mental health of young people. They were also able to offer comparative consideration of the audience and context of each text and shape these – with varying success – through the differing cultural perspectives of the materials. 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 Indian accounts and links to activism and editorial influence of the host Malala Fund or the role of the Duchess of Cambridge as speaker and representative of the 'Heads Together' programme and the Royal Foundation that supports it. They often developed insightful contrast between the personal and 'professional' experiences of the speaker/writers and how these influenced perspectives on the impact of mental health crises that impacted upon them and their respective communities. There were also some very competent

explorations of the cultural and societal attitudes towards mental health 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 really 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.**

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.

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. 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 mental health crises but

were differentiated by the age and status of the speakers and writers and the socio-geographical focus and reach of each text.

Less successful responses outlined the links and contrasts between the two texts but failed to develop any but the more obvious or to explore the language which evidenced these. Such responses were characterised by an essentially descriptive approach. A significant number of candidates took a summary approach to the content of the texts which is not a useful approach to achieve marks. This proves reading ability but not an ability to analyse language features in use.

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

**Successful investigations of Text A** offered systematic and analytical consideration of the language choices made by the writers/speakers in meeting the requirements of audience, purpose and context. These looked the generic conventions of the online article and how its structure fulfilled both its informative/persuasive function and enabled the development of voice and identity through the presentation and integration of the direct accounts use of Nair and Khan. They also considered the broader reach of Deepika Padukone, celebrity founder of TLLLF. They often referenced the global activism of Malala Yousafzai and the resultant reach of the host site, 'Malala Fund'.

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. The best offered analytical comment at word, sentence and whole-text level. These linked comment to the concept of 'voice'/persona as constructs by consideration of authorial shaping. It is this link between form and function/effect that signals a successful response at AO1 and AO2.

**Less successful** were those responses that offered generalised comment on the context of the article and the issues upon which it was based. These often adopted a very descriptive approach to content with limited levels of specific analysis. 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 generic features of a speech to analyse, in detail, the language used by the Duchess of Cambridge to inform and persuade her primary and secondary audiences. These considered role and status of the duchess at the launch of 'Heads Together' a new mental health programme for young children. Many offered careful consideration Royal Family's website and of the Royal Foundation as primary philanthropic and charitable vehicle for The Duke and Duchess of Cambridge. Her passion for mental health support for young children (like her own) is clear. Her acknowledgments demonstrate her understanding of the programme at a strategic level.

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 the construction and presentation of the personal identity of the duchess negatively impacted on the success of the response.

The following excerpts are taken from a response that was awarded a mark of 30 for Question 1. The mark places the script into Level 5.

This fluent and confidently expressed response 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. The response moves with system across frameworks and this ensures coverage of key AOs. The integrated nature of the comparison moves the response into the higher levels of achievement. Analysis is in reasonable range, and assertion is supported by evidence drawn from the material with accuracy and care.

The response opens with effective comparison and a focus on the construction and presentation of identity in both texts, thus addressing key elements of the task. There are effective and integrated comment on the contextual factors that shape the texts and the voices within them.

Text A develops the identity of Tess Thorne as the author of the article. It presents her as a concerned and caring individual writing to raise awareness to engender change in regards to mental health issues in India. Although Tess does not explicitly state her views, the article is shaped by her view on mental health and we can conclude that she is a passionate and well researched proponent of raising awareness and changing stigma surrounding this topic. Her views are also shaped and presents the institution in which she is writing for, the 'Malala Fund'.

Text B develops the identity of The Duchess of Cambridge as a catalyst for change as she speaks about tackling mental health issues from the root, by targetting young children and ensuring that ~~they are~~ teachers are offered the best resarces in order to ensure that they do not struggle with mental health in future. It also helps shape her as an empathetic duchess and her <sup>ambition to change the issue permeates the text</sup>

Contextual comment is valid and comparative with a clear sense of how the texts are produced, shaped by the editors of their respective host sites, and received by the potentially multiple audiences. Integration of links to function are insightful.

The mode of text A is an article that is likely to be edited and vetted by the organisation in order to ensure that it embodies and portrays "Malala Fund" in the manner they would like to be perceived. ~~It is an article as~~ An article is suitable and complements the function of the text which is to raise awareness and persuade as an article ~~allows for~~ adopts a written mode which allows for people to re-read certain statistical aspects of the text that they may not be able to catch should this be presented in a speech. By adopting an article convention as evidenced by the heading, it presents a more persuasive presentation which complements its function.

The mode of text B is a written record of a speech which would hence make it multimodal. She likely chose a speech as a speech can help deliver a simple and passionate message in a succinct manner. ~~that helps to~~ The mode complements the function of the text which is to raise awareness of both mental health and the new initiative that they have worked on. Text B ~~adopts a~~ is likely to have been edited and non-fluency features would've been redacted as a way to aid clarity. <sup>conventions of a speech as people are unlikely to remember lengthy sentences</sup> Text B is sectioned into short paragraphs which suit the ~~general~~ general.



Consideration of function is developed and perceptive. Links to the writers/speaker afford valid and comparative comment on construction and presentation of identity and, as such, maintain focus on one of the central aspects of the task. There is clear awareness of the multiple audiences of the texts and comments that link to function, context and genre are very insightful.

The functions of both texts are to raise awareness of mental health issues as seen in text A, "we need to destigmatise mental illnesses and treat... with warmth and understanding" and text B, "... on mental health through the Heads Together campaign". Although both text A and B chose different methods of doing so, text A delivered its persuasive argument backed by actual students suffering from mental health issues and a statistical approach. Text B aims to influence by introducing the new mental health programme for children ~~and it adopt~~.

By making a speech, the duchess not only promotes her initiative but it also helps shape both her "brand" and the royal family as empathetic and compassionate and <sup>the image that</sup> they care about mental health to a large extent.

The audience of text A would likely be people interested in mental health issues, girls education or fans of Malala Yousafzai and we can likely deduce that

whilst the text doesn't cover many high frequency lexis, it provides a lot of statistics and is rather lengthy for an online article. Hence, we can deduce that the target audience of text A is educated and will not shy away from the detail and statistics that the text provides and since only a minority in India <sup>individual</sup> can read or speak English, it is likely that the audience would be an elite/educated.

The audience of text B ~~is likely to be~~ is split into two, a primary and secondary audience. The primary audience would be the pupils, parents and teachers the duchess is presenting the speech too but since it is written and published on the royal family website, the secondary audience would then be the general public.

There is some discrimination and clear confidence with the specifics of analysis and the terminology that attends it. It is this analysis that secures a placement in the highest level of achievement. Links between form and function are well developed and this careful consideration of WHY choices were made is highly commendable.

Text A employs some rhetorical functions such as "metaphors", "it's a race to get to the top" and anaphora "also lies ... also lies ..." in a bid to help the text be more persuasive and less monotonous.

As seen in text A "teachers should try to ... should try to ..." is ~~an example of~~ pragmatically ~~implicating~~ implying that they should and have to do so.

Both texts conform to standard English and employ field specific lexis related to mental health "anxiety", "depression", "stigma", "illness", "mental health".

Text B employs deontic modality with the duchess saying "It will only succeed if we continue to work together" this implies obligation and inadvertently persuades and informs the audience that the ball is in their court and is a call to <sup>action</sup> ~~action~~.

Links between the texts based on language choices are well structured and developed with clarity. Exemplification is consistent and discriminating across literary and linguistic frameworks.

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as the initiative can only succeed if they play their part.

Text B also employs some literary devices such as tripling, "grow learn and play" and ~~the~~ alliteration "close collaboration" which are speech elements to make it more persuasive. The duchess while maintaining a rather formal tone for majority of the speech adopts a slightly colloquial tone with ellipsis "it's", "doesn't" ~~which~~ and starts some sentences with conjunctions, "But, as you....", "And with that in mind....." All of these linguistic features help add a sense of authenticity by making it sound more speechy and more genuine.

The majority of text A uses complex sentences as they are able to provide context ~~and~~ in an analytical manner and accentuates the previous point.

As evidenced, "These initiatives are welcome to..... more supportive of students' mental health in future" which complements the function of text A to promote their organisation and hence context is needed.

The juxtaposition of two simple or compound sentences followed by a lay direct speech also helps create an impact. "Kwarahish agrees. We become to --- take a break."

In text B, by using "we" pronouns often it helps establish personal connection with the audience" which complements the function and there is no break in momentum which shows the duchess is passionate and ~~is not~~ helps make the speech more persuasive by delivering a sense of urgency.

focus issues that the text broaches on are mental health issues and how the stigma ~~continue~~ surrounding it can affect our youth. Especially in Asian countries who continually suppress such issues and continue to relegate mentally ill people to demeaning position in society instead of embracing them.

**Section B: The Creation of Voice**  
**Question 2 (15 marks)**

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. Candidates were expected to draw upon the at least one of the source materials provided in Section A but reshape them to meet the requirements of the context.

In January 2023 candidates were asked to write an article for their local school/college website encouraging students, parents and teachers to participate in an online forum that discussed issues relating to the mental health of students.

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***

highlighted a key requirement of the task, that is the need to incorporate some material from one (or both) of the source texts into their article. This proved problematic to a significant 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 and 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 engage. More successful were those that took only relevant information from the source materials and reworked this to a lively and engaging agenda better fitted to the prescribed context of delivery.

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 significant, though small, minority failed to even attempt Q2.

**Successful responses** effectively applied conventions of an online article and showed awareness of the school/college-based nature of the prescribed (multiple) audience. These produced clear, well-structured responses and demonstrated an understanding of writing for an audience, experimenting with register. They demonstrated 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 the Duchess of Cambridge or the nature of the struggles faced by Nair and Khan 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.

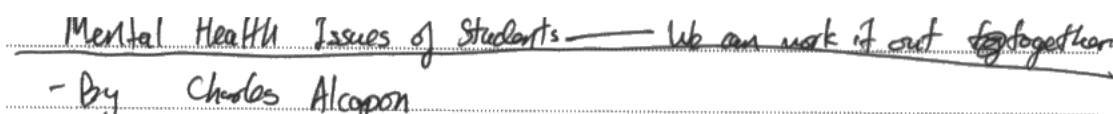
**Less successful responses** struggled with the precise purpose of the task or with maintaining the generic form and appeared to lack the vocabulary and control of syntax to fulfil the requirements of the task. Some were often restricted by flawed written expression – these proved essentially self-penalising. Some struggled to sustain a consistent tone/register often lifting material directly from the source texts and struggling to assimilate it effectively resulting in awkward shifts in register and tone.

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.

**The following extracts are taken from a script which was awarded a mark of 13 which places it in Level 5.**

It is consistently on task and although there are occasional technical slips it is well structured and expressed.

The opening section, with its heading and attribution, presents a clear concession to genre:



Mental Health Issues of Students — We can work it out together  
- By Charles Alcapon

The direct address is appropriate to the task as is the student perspective. It effectively hits all AO descriptors for Level 5. The response is well structured and expressed with thoughtful use of repeated structures and discourse makers for rhetorical effect. Reference to the forum is developed and wholly viable. Material is fluidly assimilated from the source texts:

I am sure that everyone of you recognizes mental health as a serious issue by now. How many schoolmates ~~to~~ of yours, students of yours and sons and ~~daughters~~ of yours have you seen suffer from depression, anxiety or stress issues? As a student, I can ~~say~~ answer say, a lot. In light of this, ~~our~~ our team of students have established an ~~an~~ online forum <sup>for students, parents and teachers to</sup> to help ~~to~~ ~~discuss~~ discuss issues relating to <sup>the</sup> mental health of students. But how can this discussion help our student? Allow me to explain.

The article is developed with confidence and a clear sense of the multiple audiences, the informative and persuasive function and the nature and context of the forum. The result is a viable new text that is fully fit for the required informative and persuasive purpose:

Firstly, ~~the~~ ~~the~~ discussion helps provide different perspectives of the matter. Mental health cannot be induced nor solved by a single person. ~~It~~ It is in fact a chain of different inputs from different parties, or a ecosystem of sorts. Within this ecosystem of mental health, the parent and the teacher both play an integral parts. By listening to ~~the~~ our students struggles and ~~by~~

responding to them, all of the parties in this system can gain insights from different perspectives, for example students can understand that parents and teachers are not intentionally creating issues, while parents and teachers can understand the ~~issues~~ issues the students face and help them solve them with these problems, if not ~~reassuring them~~ to speak out their mental and emotional challenges to careers for a corresponding support. By providing a platform for mutual exchange of information, this forum can help <sup>us</sup> ~~the~~ students voice out and acquire much needed support from parents and teachers.

The source texts are reworked effectively and creatively to afford a new personal take on the issue. The persuasive brief is addressed consistently and effectively through a call partnership and discussion:



Secondly, the discussion helps lift stigma against mental health. I once suffered from depression, I did not have the courage to tell my parents, nor teachers and ask for help because ~~the~~ <sup>some of our</sup> ~~our society~~ takes mental some people take to mental health as a joke. I was scared of being laughed in the face. However, through this forum, students can now voice out. ~~and the~~ Through the ~~the~~ <sup>group</sup> gradual understanding of their issues, ~~I~~ the different stakeholders of our school can recognise that ~~the~~ these illnesses are definitely not jokes and ~~we~~ cause serious impacts on our lives. Through this, ~~the~~ students ~~can start~~, parents and teachers can start destigmatising mental illnesses by treating people suffering from it with warmth and understanding. However, we need the ~~the~~ majority of ~~the~~ these three parties to understand ~~and~~ mental illnesses fully. After all, ~~stigmatisation~~ ~~stigma~~ ~~stigmatisation~~ originates from the lack of understanding and ~~the~~ interaction. By openly ~~discussing~~ ~~engaging~~ in ~~the~~ direct conversations and ~~the~~ interacting with those suffering from mental health crises, we can create an ~~an~~ atmosphere of ~~the~~ respect and understanding, all of us united to combat a ~~the~~ major issue of today.

The article ends with an effective conclusion which shows structural and generic awareness, and completes a new text that is wholly fit for purpose

To conclude, the establishment of <sup>this</sup> platform helps ~~in these~~ ~~the~~ use of this platform can effectively help ~~to~~ our students ~~suffering~~ subjected in mental health problems. Therefore, I encourage you to engage ~~to~~ yourselves ~~to~~ use it ~~to~~ ~~and~~ ~~to~~ to ~~become~~ interactive ~~and~~. Start understanding. Start helping.

This is a detailed and well-developed and fluent article. Its focus on the task is sustained and the final article is viable and engaging, hitting all AOs effectively. Of particular note is the creative reworking and fluid assimilation of the source materials and the consistent awareness of audience, function and genre. This range and detail are key factors in the placement of the response in the top band. Briefer answers are likely to be restricted to mid-levels of achievement.

