



Examiners' Report

June 2023

International Advanced Level English Language WEN01 01

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Introduction

WEN01 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.

Question 1

In the June 2023 examination, Text A comprised an extract from the open letter published on *Twitter* by Marcus Rashford. Rashford presents as a highly successful, yet grounded, international footballer who attributed his success to the industry and determination of his mother, and to the programmes that supported his family in their struggles with poverty as he was growing up in Manchester, UK. He fully identifies with those he seeks to help, sharing his own experiences of poverty and hunger to converge with them and to eliminate any sense of condescension. He writes with an authority supported by statistical evidence regarding the hardships suffered by the most vulnerable in Britain; hardships exacerbated by the impact of coronavirus and the lockdown imposed in 2020. He also speaks as a black British man and links this statistically and anecdotally to the minority ethnic groups most severely impacted. He acknowledges government support through the provision of free school meal vouchers to children in need but argues passionately against the decision not to extend this programme to the summer holidays. He uses his fame and resultant social media reach to galvanise public pressure on the government.

In Text B Emily Fredenberg tells the personal story of Francine and her children who have benefitted directly from the *World Food Programme's* development of a school meals and nutrition programme in their village in southern Rwanda. Francine presents as a mother with fierce ambition for her children. She sees their education as the pathway out of poverty and recognises hunger as a barrier to that education. She is clear in her ambition for them to use this education for the good of their community by becoming teachers. Also incorporated in the text are the voices of Francine's two youngest sons. Donat's (9) voice is informed by his desire to please his mother through his educational progress and his ambitions to a future career that she will approve of. Lambert (13) voices his recollection of the impact of hunger on his schooling before the intervention of the WFP and offers positive comparisons with his school experience now. He also reflects on the broader food and nutritional education afforded by the WFP and how it has benefitted the broader life of his farming family. The direct voice of Amy Blauman, WFP's education adviser, offers statistical evidence to support assertions about the programme's success. The article is shaped by the authorial interventions of Emily Fredenberg, whose voice reflects her links to WFP and the website on which she is published.

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

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 food poverty and the provision of free school meals in the UK and in Rwanda. There was much opportunity for candidates to explore the links 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 June 2023, 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 issues of food poverty and free school meals provision. 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 writers and, in the case of Text B, with the family and ‘expert’ voices included.

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 most responses across the range could point to more complex aspects of each. These included the multiple functions of both texts; the nature of the Rashford letter – the government audience broadened through its publication on Twitter; the nature of Rashford’s personal story and the relatability/convergence this affords; the editorial influence of the host WFP site in shaping the voice of the author; the incorporation of the voices of the family and how their voices were shaped and sequenced. They often developed insightful contrast between the personal and ‘professional’ experiences of the speaker/writers and how these influenced perspectives on the impact of food poverty on the life prospects of the disadvantaged. There were also some very competent explorations of the cultural and societal attitudes towards race and education within the social and geographic contexts of both texts.

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, with significant negative impact on the crucial analysis central to performance at AO1 and AO2. 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. They should also consider language choices and techniques at every opportunity and integrate these into the body of their response.

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 pandemics but were differentiated by the age and status of the speaker and writer and the socio-geographical focus and reach of each text.

Successful investigations of Text A looked at the conventions of the letter itself and how its structure and content was adapted by Rashford to address the primary audience of the UK government but also to converge with the broader secondary audience afforded by the reach of Twitter, the platform on which it was published. They were able to comment on the language choices made in order to fulfil both the informative/persuasive function and to enable the development and presentation of voice and identity of Rashford on a personal and professional level.

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 Rashford through consideration of his 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.

Even in **less successful responses**, 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 the higher levels of achievement at AO1 and AO2 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.

Some 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. An integrated approach to this comparison is recommended.

Successful investigations of Text B recognised the influence of the host WFP site on the voice of author, Emily Fredenberg, and her shaping of the personal story of Francine and her children to highlight the positive impacts on the family who have benefitted directly from WFP's development of a school meals and nutrition programme in their village in southern Rwanda. These picked up on the shared values and concerns of both Fredenberg and the organisation she represents.

The best recognised the multiple voices incorporated (often directly) into the article and linked this to the overall persuasive/promotional/informative function of the text.

These were able to draw distinctions between identities presented. For example, Francine and her belief in education as the key to the future of her children; Donat, and his desire to please his mother through his educational progress; the direct voice of Amy Blauman, WFP's education adviser, which offers statistical evidence to support assertions about the programme's success.

As with Text A, **successful answers** were able to offer specific analytical comment on the crafting of the article to further the multiple functions of the text. These 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. This link between form and function/effect again signalled a successful response.

Less successful responses offered generalised comment on the context of the article 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 Fredenberg, or of the other voices integrated into her article, negatively impacted on the success of the response. These tended to outline 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.

This is a very successful, concise response to Question 1. It was awarded a mark of 31 which places it towards the bottom of Level 5, indicating that it is consistently discriminating and controlled (L4) and, on occasion, sophisticated and critical/evaluative (L5).

Had the response integrated its technical and comparative analysis more seamlessly it may well have scored more highly.

You should refer to:

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

(35)

Both text A and Text B discuss the fields of 'school meals'. Text A is part of a letter in which the footballer Marcus Rashford has published online on 'Twitter'. In doing so, his letter is aimed at members of government, football fans, social media followers, as well as families who's children are part of the voucher programme. By appealing to the government in hopes of extending this programme until after the summer, Rashford's identity is presented as a concerned member of society, who relates himself to the students (part of the programme) through anecdotal references to his childhood and identity as a 'Black man', and how although the situation is 'all-too-familiar', how he, 'due to the selfless actions' of his friends and family, made him who he is today. Text B is an extract from an online article, published to the World Food Programme (WFP), written by 'Emily Friedenbergr'. Friedenbergr positively promotes the impact of WFP's provision of free

school meals to families in Rwanda. This text contrasts directly with Text A, juxtaposingly stating what could become of the students in the UK. Fredenberg, interviewing Francine's family in Rwanda, connotes a passionate identity in two ways; passionate for his job, and passionate in educating herself on what goes on in the world i.e. his sector in the United Nations. Francine's identity can be interpreted as a caring mother, as well as a witness to the positive impacts of the WFP's programme. This text aims to promote the programme to the readers of the WFP website, as well as appeal to others who need relief from the programme.



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Examiner Comments

The opening section offers systematic consideration of each text across the key prompts of the question and attendant assessment. The parallel structures employed here offer clear points of comparison and contrast.

There is also a clear, developed focus on voice and the construction and presentation of identity. Responses that frame themselves in this way generally do well.



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Examiner Tip

Do not lose sight of the concepts of voice and identity as constructs. They are crafted by the writer/speaker as a conscious link to target audience and function.

Personal identity can be examined through discourse. Rashford structures his letter in different tenses; his first three paragraphs are anecdotal, he converged himself with the students who rely on the voucher programme to appeal to the government as relatable to the students. He mentions how he'd 'rely on breakfast clubs, free school meals' to achieve covert prestige. The verb tense switches to the present tense in which he references his current career and links to children to it, in which in the consecutive paragraph, says 'I would have been one of those children'. A volta is presented in a single lined stanza of the classic anaphora 'This is not about politics; this is about humanity.' This acts as a mimetic parallel to Rashford's own life, as now his identity is one of determination (to extend the voucher programme). Later on, he mentions his identity as

a 'Black man' as a discourse marker, and how that ethnic identity could have limited his future (socially) but fought for it. Rashford feels as if he's obliged to address the plea for an extension of his voucher, as a member of the Black Community, from a past 'low-income family' and as a professional footballer with a large social 'platform'. Furthermore, Rashford concludes with a typical genre convention of a letter, a formal sense of address 'Yours sincerely' to reinforce his appeal for his voucher programme, as well as his determination. Text B covers four identities; Fredenberg, Francine, Lambert, Donat, and Amy Blauman; they can be classified as the interviewer, the family identity, and WFP's education adviser. Provenance, there is a title and date (features of articles) and Fredenberg's introductory debrief on the situation in the Ruhinga village. The text then features direct quotations from Francine and her two sons - this can be linked to an article's genre conventions, as well as Fredenberg's identity as a female; Kanoff's theory of women using direct quotations. The frequent use of direct quotations emphasise the authenticity of the article while synonymously promoting the WFP's provision - Fredenberg is devoted to her job by going to the great lengths to gather this primary data. The article mentions Lambert's nutritional relief through the programme 'now that I have lunch at school', as well as Donat's aspirations of becoming a teacher or doctor'. The concluding paragraphs mention Francine and her 'soul' for her children at school.

Here, Francine's identity as a mother is emphasised. The text is cyclical in the sense that it begins with Fredenberg ~~writing~~^{writing} and ends with her writing. The structure could also suggest a genre of ~~minor~~ mimesis in such that the switching between direct speech and reported speech, mimics the loop of hunger at school due to the absence of provision of school meals, however, the loop is broken by ~~talking~~ mentioning Amy Blauman — the hunger problem isn't an issue, grace to the provision of free school meals.

Grammatically speaking, Text A includes a plethora of rhetorical devices subject to a letter genre convention, which aid in conveying Rashford as a persuasive, successful individual. It is important to note that Rashford's use of code switching, to accommodate both the government he is writing to, and to converge to the school children. Surprisingly, for a professional footballer, he speaks predominantly in the elaborated code, to achieve overt prestige as he is addressing the letter to the government. Rashford's use of statistics, such as '200,000 children according to the CFFJ estimates', '1.3 million children', '1 million', '45%', express the extensive research he has made on this particular subject, ultimately promoting him as a passionate individual, concerned about the health and well being of school kids. Rashford also uses anaphoric parallelism 'This is not about politics; this is about humanity',

to emphasise his intention - he can be seen as following Zimmerman a west's way that men talk about 'important' matters such as 'political' matters. Moreover, it classifies him as not only a football player, but a concerned member of society. The use of place 'children' acts as a motif to give Rashford's appeal to extend the valor. Text B's Fiedenberg talks in the elaborated code, whereas Francine and her family members talk on the restricted code. It could be interpreted that Francine is trying to accommodate her speech to Fiedenberg's by attempting to converge and use ^{low} high-frequency lexis like 'accomplished' and 'prioritized'. This makes Francine seem interested in her ^{Donat's} ~~children's~~ dream of becoming a teacher, ultimately her role as a mother, being 'proud' and 'impressive'. Multiple rhetoric devices are used such as statistics '29,000' '49-78 percent' to emphasise Blauman's knowledge in her field. The repetition of 'WFP' emphasises its importance and role in providing the relief, as well as Fiedenberg's role as a representative and promoter of the organisation from the UN.

lexically. Text A covers multiple semantic fields. A field of race is present; 'Black man', 'community', 'statistic', which links to Rashford's identity as a man of colour, and ultimately how he escaped the 'low-income'. A field of government; 'politics',

'poverty', 'economy', as its relevant to the audience of the government. Giles' speech accommodation theory is prevalent here in terms of Rashford convergence to talk about politics with 'Dan Footsall'.

Text B has a field of school 'teacher' 'school' 'education', which is relevant to the main field of provision of school lunches. His notes



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Examiner Comments

The personal identity of Rashford foregrounds this section which explores the concept through a discourse/pragmatic framework. The overall structure and sequence is considered through function and perspective and the shifts in tense are linked to both in terms of connection and convergence with his audience. The reference to a 'stanza' is slightly off beam but terms are applied mostly accurately, and with some ambition, to link form and function.



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Examiner Tip

When citing evidence directly from a text always try to analyse the evidence in terms of the language choices made to link method with effect and purpose. Try to consider points at word and sentence level if you can.

a 'Black man' as a discourse marker, and how that ethnic identity could have limited his future (socially) but fought for it. Rashford feels as if he's obliged to address the plea for an extension of this voucher, as a member of the Black Community, from a past 'low-income family' and as a professional footballer with a large social 'platform'. Furthermore, Rashford concludes with a typical genre convention of a letter, a formal sense of address 'Yours sincerely,' to reinforce his appeal for his voucher programme, as well as his determination. Text B covers four identities; Fredenberg, Francine, Lambert, Donat, and Amy Blauman; they can be classified as the interviewer, the family identity, and WFP's education adviser. Provenance, there is a title and date (features of articles) and Fredenberg's introductory debrief on the situation in the Ruhinga village. The text then features direct quotations from Francine and her two sons - this can be linked to an article's genre conventions, as well as Fredenberg's identity as a female; Lanoff's theory of women using direct quotations. The frequent use of direct quotations emphasise the authenticity of the article while synonymously promoting the WFP's provision - Fredenberg is devoted to her job by going to the great lengths to gather this primary data. The article mentions Lambert's nutritional relief through the programme 'now that I have lunch at school', as well as Donat's aspirations of becoming a teacher or doctor'. The concluding paragraphs concern Francine, and her 'goal' for her children at school.

Here, Francine's identity as a mother is emphasized. The text is cyclical in the sense that it begins with Fredenberg ~~writing~~ ^{writing} and ends with her writing. The structure would also suggest a genre of ~~minor~~ mimesis in such that the switching between direct speech and reported speech, mimics the loop of hunger at school due to the absence of provision of school meals, however, the loop is broken by ~~talking~~ mentioning Amy Blauman — the hunger problem isn't an issue, grazie to the provision of free school meals.

Grammatically speaking, Text A includes a plethora of rhetorical devices subject to a letter genre convention, which aim in conveying Rashford as a persuasive, successful individual. It is important to note that Rashford's use of code switching, to accommodate both the government he is writing to, and to converge to the school children. Surprisingly, for a professional footballer, he speaks predominantly in the elaborated code, to achieve overt prestige as he is addressing the letter to the government. Rashford's use of statistics, such as '200,000 children according to the CFFJ estimates', '1.3 million children', '1 million', '45%', express the extensive research he has made on this particular subject, ultimately promoting him as a passionate individual, concerned about the health and well being of school kids. Rashford also uses anaphoric parallelism 'This is not about politics; this is about humanity',

to emphasise his intention - he can be seen as following Zimmerman a west's theory that men talk about 'important' matters such as 'political' matters. Moreover, it classifies him as not only a football player, but a concerned member of society. The use of place 'children' acts as a motif to give Rashford's appeal to extend the values. Text B's Fredenberg talks in the elaborated code, whereas Francine and her family members talk on the restricted code. It could be interpreted that Francine is trying to accommodate her speech to Fredenberg's by attempting to converge and use ^{low} high-frequency lexis like 'accomplished' and 'prioritized'. This makes Francine seem interested in her ^{Donat's} ~~children's~~ dream of becoming a teacher, ultimately her role as a mother, being 'proud' and 'impressive'. Multiple rhetoric devices are used such as statistics '29,000' '49-78 percent' to emphasise Blawman's knowledge in her field. The reputation of 'WFP' emphasises its importance and role in providing the relief, as well as Fredenberg's role as a representative, and promoter of the organisation from the UN.

Lexically, Text A covers multiple semantic fields. A field of race is present; 'Black man', 'community', 'statistic', which links to Rashford's identity as a man of colour, and ultimately how he escaped the 'low-income'. A field of government; 'politics',

'poverty', 'economy', as its relevant to the audience of the government. Giles' speech accommodation theory is prevalent here in terms of Rashford convergence to talk about politics with 'football'.

Text B has a field of school 'teacher' 'school' 'education', which is relevant to the main field of provision of school lunches. His notes



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Examiner Comments

Comments on race and class are highly perceptive here and score highly at A03. These contextual points link once more to the identity of Rashford and his need to identify with, and relate to, those who suffer food poverty and social discrimination. As such he garners broad support for his cause through his chosen social media platform. This understanding is expressed with fluency, although analysis of language choices could be more fully developed. Understanding generic convention is also clear.

When moving to Text B understanding of the generic conventions of a written article are also clear. The positivity and ambition central to the identities of Fredenberg and Donat are also addressed, but at this point levels of technical analysis dip a little.



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Examiner Tip

Try to integrate analysis of language choices throughout your response.

Here, Francine's identity as a mother is emphasised. The text is cyclical in the sense that it begins with Fredenberg ~~writing~~ ^{writing} and ends with her writing. The structure could also suggest a genre of ~~minor~~ mimesis in such that the switching between direct speech and reported speech, mimics the loop of hunger at school due to the absence of provision of school meals, however, the loop is broken by ~~talking~~ mentioning Amy Blauman — the hunger problem isn't an issue, grazie to the provision of free school meals.

Grammatically speaking, Text A includes a plethora of rhetorical devices subject to a letter genre convention, which aim in conveying Rashford as a persuasive, successful individual. It is important to note that Rashford's use of code switching, to accommodate both the government he is writing to, and to converge to the school children. Surprisingly, for a professional footballer, he speaks predominantly in the elaborated code, to achieve overt prestige as he is addressing the letter to the government. Rashford's use of statistics, such as '200,000 children according to the CFFJ estimates', '1.3 million children', '1 million', '45%', express the extensive research he has made on this particular subject, ultimately promoting him as a passionate individual, concerned about the health and well being of school kids. Rashford also uses anaphoric parallelism 'This is not about politics; this is about humanity',

to emphasise his intention - he can be seen as following Zimmerman a west's theory that men talk about 'important' matters such as 'political' matters. Moreover, it classifies him as not only a football player, but a concerned member of society. The use of place 'children' acts as a motif to give Rashford's appeal to extend the values. Text B's Friedenberg talks in the elaborated code, whereas Francine and her family members talk on the restricted code. It could be interpreted that Francine is trying to accommodate her speech to Friedenberg's by attempting to converge and use ^{low} high-frequency lexis like 'accomplished' and 'prioritized'. This makes Francine seem interested in ^{Donat's} her ~~child's~~ dream of becoming a teacher, ultimately her role as a mother, being 'proud' and 'impressive'. Multiple rhetoric devices are used such as statistics '29,000' '49-78 percent' to emphasise Blauman's knowledge in her field. The repetition of 'WFP' emphasises its importance and role in providing the relief, as well as Friedenberg's role as a representative, and promoter of the organisation from the UN.

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'poverty', 'economy', as its relevant to the audience of the government. Giles' speech accommodation theory is prevalent here in terms of Rashford's convergence to talk about politics with 'Dan Footsall'.

Text B has a field of school 'teacher' 'school' 'education', which is relevant to the main field of provision of school lunches. His notes



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Examiner Comments

There are some interesting, if occasionally strained, points about the overall structure of Text B which affords analysis at whole text level. Terms are accurate here.

As the response moves to consider 'grammar' there are some very insightful comments about Rashford's code – switching in order to accommodate his primary and secondary audiences here. Issues of convergence and prestige are well handled. However, these assertions could have been better supported by evidence drawn directly from the extract to enable the specific analysis that would fully meet AO1 and AO2. The sophistication of comment is worthy of reward.

As the paragraph concludes the analysis becomes more targeted. Linking of statistical data to Rashford's construction and presentation of self links well to function here. The comment of parallel syntax redresses the balance somewhat, putting the response back on track for Level 5.

Here, Francine's identity as a mother is emphasized. The text is cyclical in the sense that it begins with Fredenberg ~~writing~~ ^{writing} and ends with her writing. The structure could also suggest a genre of ~~minor~~ mimesis in such that the switching between direct speech and reported speech, mimics the loop of hunger at school due to the absence of provision of school meals, however, the loop is broken by ~~talking~~ mentioning Amy Blauman — the hunger problem isn't an issue, grazie to the provision of free school meals.

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There is differentiation between the elaborated code of the author and the restricted codes of the family and this is linked to the concept of identity as a construct. This structure and content of this section works in parallel with comments on Text A thereby affording comparison.

Lexical fields are evidenced with care and linked to the identity of Rashford on a social and cultural level. Evidence is judiciously selected but falls a little short in terms of specific analysis.



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Examiner Tip

Always analyse the evidence you provide as fully as you can, identifying word class, for example.

to emphasise his intention - he can be seen as following Zimmerman a west's theory that men talk about 'important' matters such as 'political' matters. Moreover, it classifies him as not only a football player, but a concerned member of society. The use of place 'children' acts as a motif to give Rashford's appeal to extend the vox populi. Text B's Frederberg talks in the elaborated code, whereas Francine and her family members talk on the restricted code. It could be interpreted that Francine is trying to accommodate her speech to Frederberg's by attempting to converge and use ^{low} high-frequency lexis like 'accomplished' and 'prioritized'. This makes Francine seem interested in ^{Donat's} her ~~children's~~ dream of becoming a teacher, ultimately her role as a mother, being 'proud' and 'impressive'. Multiple rhetoric devices are used such as statistics '79,000' '49-78 percent' to emphasise Blauman's knowledge in her field. The repetition of 'WFP' emphasises its importance and role in providing the relief, as well as Frederberg's role as a representative, and promoter of the organisation from the UN.

lexically. Text A covers multiple semantic fields. A field of race is present; 'Black man', 'community', 'statistic', which links to Rashford's identity as a man of colour, and ultimately how he escaped the 'low-income'. A field of government; 'politics',

'poverty', 'economy', as its relevant to the audience of the government. Giles' speech accommodation theory is prevalent here in terms of Register convergence to talk about 'Politics rather than 'Football'.

Text B has a field of school 'teacher' 'school' 'education', which is relevant to be their field of provision of school lunches. This notes



Again the response considers lexical choices in parallel. The response ends abruptly, suggesting minor timing issues, but these do not overly detract from the success of the response.

This response was awarded a mark of 17 which places it into Level 3, at a mid-lower point.

The response is mostly 'clear and relevant', the key descriptor for Level 3. It is generally well structured and expressed but lacks the detail and development, especially in the range of specific/ technical analysis, to score more highly.

*During
school
holidays

Text A is a letter to the UK government posted as a tweet by Marcus Rashford. The letter aimed to rally support for food vouchers to continue*. The letter is in the field of poverty in England, the Covid-19 lockdowns and the shortage of food vouchers. The text includes lexis specific to the field like: 'food poverty', 'pandemic', 'hardship'. Rashford's letter likely had the audience of football supporters, Twitter followers of Rashford, British parents and teachers, as well as members of the UK government due to Rashford's large platform and by extension his influence due to being a beloved athlete for England and Manchester. Text B is an article written by Emily Fredenburg in a similar field of as Text A:



The introductory paragraph is clearly on task, and is an effective summary with clear understanding of audience, genre and function. The identification of the semantic field is apt in terms of its lexical grouping but falls shy of the attribution of specific word classes. There are some apt comments of the professional identity of Rashford and his potential reach.

This introduction promises much, but the rest of the response essentially fails to fully deliver the L4 signalled as it opens, anchoring the response in L3.

Food shortages and the solution in schools in Rwanda. The article's purpose is to share the message of the World Food Programme's plans to empower school children and to showcase the impact food provisions have made on families living in poverty. Text B's audience includes people interested in or supporting WFP, people following Rwanda's poverty, and its wider audience may include people interested in the United Nations. Text B includes lexis specific to the field of poverty and food provisions like: 'hunger', 'students', and 'school kitchens'.



ResultsPlus
Examiner Comments

The introductory paragraph applies parallel structures to the consideration of Text B, therefore affording comparison between the source materials. There is identification of a narrow semantic field – but examination, again, falls short on specifics.

There is recognition of the parallel syntax employed by Rashford to afford some analysis at sentence level – and the comment on the paragraphing does offer some comment on whole-text structure. Other comments relating to Standard English tend to the descriptive, however.



ResultsPlus
Examiner Tip

When looking at lexis try to identify the word class used and link it to function/effect.

Text A's grammar conforms to Standard English, with typical punctuation and spelling throughout the letter. Rashford utilises linguistics in his letter to create effect. An example of Rashford doing this is the implementation of parallel sentence structure with the purpose of taking the focus off of politics and highlighting ~~ham~~ humanity: "This is not about politics, this is about humanity." He contrasts these ~~id~~ two ideas and emphasizes the humanity-~~of taking care~~ meaning the importance of taking care of his country's children. This sentence is further emphasized by the creative choice to present this sentence graphologically as a paragraph.

Like Text A, Fredenberg's Text B conforms to SE. The article includes inserts of direct speech from mother Francine and her children Donat and Lambert. These inserts help to present their identities in the piece text and to showcase the impact of WFP's assistance to their community.

Rashford includes a visualisation of the estimated two hundred thousand children in need by saying "Wembley... could be filled... twice with children who have had to skip meals..." This creates effect to drive the point that many children are in unacceptable conditions.

In Text A, Rashford presents as a figure who is very passionate about the wellbeing of the UK's children and determined to cause change. Rashford creates credibility ~~and~~ by sharing his past and that he was in the same position of poverty as a child growing up. "Ten years ago, I would have been one of those children." It is admirable that he uses his platform as a force for good.

*global

Text A ~~is~~ was posted in 2020, in the midst of the *lockdowns, one of the most uncertain times

in modern history. Poverty rates were increasing as well as unemployment. ~~The~~ Fear and unease plagued almost all citizens. This context is important to consider when evaluating Rashford's impact on the lives of many. Rashford mentions parents and teachers with the purpose of portraying their hardships. "Fathers... are struggling with depression", "Headteachers... covering the cost of food", "Mothers who can't cover the cost of increased electricity and food".

Text B's Francine ~~fr~~ is presented as a caring mother who would do anything for her children. Her kids Lambert and Donak present as bright and humble students eager to invest in their futures.



ResultsPlus
Examiner Comments

Consideration of the grammar/syntax of Text B is thin. There is an appreciation of the purpose of the inclusion of direct speech, but lack of exemplification restricts any opportunity for specific analysis.

The point on visualisation is interesting, but as is characteristic of the main body of this response, undeveloped.

The movement to consider the presentation of the identity of Rashford is on task. There is a sense of convergence and relatability here, but again, undeveloped.



Always provide evidence from the text to support your assertions.
Then analyse the language of this evidence as fully as you can.

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ResultsPlus
Examiner Comments

Consideration of the contextual factors that are a backdrop to Rashford's letter are apt enough, and comments on Rashford's reference to parents and headteachers add to this and contribute to the sense of the writer's identity. They lack development, however.

Comments on construction and presentation of identity in Text B are thin – possibly pointing to issues with timing.

Question 2

Q2 (Section B) of the examination is assessed against AO5:

‘Demonstrate expertise and creativity in the use of English to communicate in different ways’.

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

In June 2023 candidates were asked to produce the text for a speech to be delivered at a conference discussing food aid in their local community. This gave a clear steer on audience and context. The function of the speech was explicitly stated within the question stem:

‘Persuade people to support a programme that provides free school meals and other help for the children of low-income families’.

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’ is standard and thus affords comparability year on year. It highlights a key requirement of the task, that is the need to adapt some material from one (or both) of the source texts into the article.

The format of the question is 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.

There seemed a slight improvement in responses to Q2 this year. This reflects the ongoing trend for the paper.

Successful responses effectively applied the rhetorical conventions of a speech with some skill, offering clear concession to the spoken context and to the local conference setting. 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 persuasive/informative function of the task. The best adapted the source material fluidly to produce viable speeches.

A key requirement of this creative task is that it **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.

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 were often very brief which severely restricted links to the source materials or failed to fully engage the reader. Others appeared to be rushed and undeveloped, suggesting that candidates did not manage their time effectively.

This is a successful response to Q2. It was awarded a mark of 13 which places it into Level 5, the highest band of achievement.

There are occasional minor flaws with expression but these do not detract from the overall quality of the answer. The generic conventions of a speech are clearly understood and applied, as is the prescribed local/conference context. The audience and purpose are consistently addressed. The crafted voice of the speaker is wholly appropriate to the task. The adaptation of source materials is highly effective; the way in which details from both texts are reworked to the crafted personal story/perspective of the speaker is impressive.

Good morning to everyone present today. I want to start off by saying that what I am about to talk about today is a very pressing issue for me and I want everyone else here to understand where I am coming from. I was raised in a small home with my seven other siblings and my grandparents. Even my aunts family came to stay with us for a couple of years. I did not live in a large mansion home with six bedrooms and four toilets, but rather I lived in a tiny council flat with two bedrooms. My house was constantly cramped and my single mother had a lot of weight to carry on her shoulders every day. Although she was struggling financially, my mother always found a way to put food on our table every night. This was all thanks to food banks and her persuading my school to give us free school meals while at school. We would always eat a whole meal at school and come back to her making us dinner



The opening fully concedes to the conventions of a speech and foregrounds the purpose, context and perspective clearly, framing the personal story effectively.

This crafted retrospective emulates the structural pattern of Rashford's letter. It adapts and integrates source materials fluidly to a new and convincing text.



Try to reshape the source materials to the new task – adding details of your own to craft a new text – rather than quoting directly from them.

from the local food bank in our area. Now that I'm older and can give back to the community, I would like to give help and support to all the low-income families that went through the same things I did.

Firstly, there are a few things that kids in schools rely on. For example, breakfast clubs and free school meals, but they simply aren't enough for certain kids who do not have access to the same things that other school kids do after school hours. Therefore communities like these can extend a helping hand and give at least two or three random grocery items to lower-income families. A loaf of bread could go a long way for certain people who can't afford it. And even a can of long-lasting beans can help brighten a child's day. These home necessities are a luxury to some families so it's always advised you help out the people in your communities. This way, on weekends out of school and ~~little~~ little midterms off school, kids can still eat and not go hungry.

~~So~~ Secondly, there are many programmes you could ~~volunteer~~ volunteer in or even start up to have kids join clubs over the summer that could help give kids meals and still enjoy their holiday without worrying

what their next meal is going to be. These programmes help give kids a fun holiday for summer without them worrying about money or food. It also allows for parents to work during the day without having to take care of their children. These summer programmes need to be funded so that they stay afloat and children can continue having fun throughout the summer. It is up to us to even invest even just one pound into these programmes to help out the future of our community. What seems like loose change in the bottom of your wallets and purses can go towards a good cost. You could be helping a child's life with the little coins in your pockets right now. Therefore, you should try ~~you~~ and give to the community when you can.

Thirdly, foods in school can help and benefit children as they learn in school. How often do you listen on an empty stomach? Not often. So, if your child is in school and does not have lunch, they most likely aren't going to be paying full attention. Therefore, school meals are extremely important in helping to pay attention in class. I have a nephew named Ali and he would often tell me that when he skips

lunch to go play football, he would only concentrate on his empty stomach and his hunger. Parents in the audience should teach their children the importance of food in school so that they aren't preoccupied in their thoughts about their next meal like Ali. To sum up my points, ask your child about what they ate in school as their school meal and make sure to educate them on the importance of school meals.

Furthermore, food poverty is often overlooked by the government and brushed ~~out~~ aside to be forgotten about. It is clear to anyone that food poverty is not taken seriously at all by the government. Studies have proven that 30% of students in primary go without any meals on weekends. The number may not look big but 9 out of 20 children in a class are not eating enough food. If this does not worry you then I don't know what should. If you care about your community and the children that starve in it you will try and help us out as much as you can. Do not forget that every life matters and is important.

Here are some ways in which you can help out the low-income families and children in our community. Firstly you can donate to the programmes in your area and help out by volunteering. Or if you're too busy, maybe just post about it online to get more attention to the cause. You can do it. Secondly, even just talking about it can do you well. Thank you for your time I hope I have influenced you into helping out in your community.



ResultsPlus
Examiner Comments

The response, mimicking changing chronology of both source texts, brings the speaker to present tense and the function of the speech.

Discourse markers effectively structure and sequence the speech. Details are drawn from both source texts in terms of the support available to those in food poverty and are shaped to the crafted voice and agenda of the speaker. The community context of the conference is also clear.

The movement to community schemes and collaboration is mostly new material which fits the brief extremely well.



ResultsPlus
Examiner Tip

Try to add material of your own that relates to your own circumstances and location. This adds a creative slant to the text. Be careful to avoid shifts in tone/register, however.

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ResultsPlus
Examiner Comments

The section on summer provision moves fluidly to the call for action and donation. The direct address is targeted closely, and effectively, to the audience at the conference. The tone of this address is wholly appropriate to function and context.



ResultsPlus
Examiner Tip

Do not lose sight of your audience.

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ResultsPlus
Examiner Comments

The section links primarily, although not exclusively, to Text B with its focus on the educational benefits of school meals provision. The specific shift to address parents is therefore wholly appropriate. There is slightly less confidence in terms of expression here, although the materials are adapted well to task.

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ResultsPlus
Examiner Comments

As the speech concludes there is a concise and effective summary of issues and potential community/individual action. This fully meets the task. This sign off similarly fulfils the generic agenda.



ResultsPlus
Examiner Tip

Always show your examiner that you are aware of the genre of your text by incorporating appropriate features and conventions if you can. This is made clear to you in the question.

This response was awarded a mark of 6, which places it at the top of Level 2. This borderline placement indicates that the answer fulfils all of the AO requirements for Level 2 and exhibits some characteristics of a Level 3 response. In this instance these Level 3 features were insufficient to move across the border and the overall response is best characterised by the key L2 descriptor of 'general understanding'.

The brevity of the response is a limiting factor here.

Dear, people of the community I am here today to talk to you all about how you can aid the ^{families} ~~people~~ of starving children and help improve their childhood as they grow up to become the next generation to our foreseeable future and make their futures foreseeable to them.

As you all know there are about '1200,000 children according to Food Foundation estimates' that have skipped a meal during this lockdown as stated in Marcus Rashford's letter to the government, and we all know who Marcus Rashford is!, he was one of those children in low-income families who got aid from his community and we know he is a professional footballer player so I want to say lets aid the families in our community that struggle to bring food home lets make their lives easier lets help them and our children become the next big star like Marcus Rashford let help their dreams come true whether it is being a footballer, a F1 racer, a golfer, what ever it is lets come together as a community and help make it possible.



The opening paragraph is straightforward, and apt for the context of a speech. There is incorporation of Text A, but the reshaping to a local audience is awkward at times. Issues of expression do impact here, but meaning is essentially clear.

The final section hits the persuasive brief and hints at L3 performance.

by at least feeding them with the ^{three} important daily meals.

In conclusion, I want to say let's help them in looking forward to a tomorrow where they don't have to go to sleep hungry or wake up ~~with~~ ^{with} no food to eat.



ResultsPlus
Examiner Comments

The concluding call to action is effective.

Paper Summary

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.

For Section A (Q1), candidates 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.

Section B (Q2) of the examination is assessed against:

AO5: 'Demonstrate expertise and creativity in the use of English to communicate in different ways'

A total of 15 marks is 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 are 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.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

