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Principal Examiner Feedback

January 2024

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

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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.

In the January 2024 examination, Text A was taken from a speech delivered in 2021 by 27-year-old Elizabeth Wathuti, a youth climate activist from Kenya at the COP26 Conference in Glasgow. She presents as a confident, articulate speaker, unphased by the high status of her audience. Her address, coming as it does in the opening ceremony, sets the tone for the UN Climate Change conference and gives powerful voice to the growing concerns of young people across the world. She challenges the gathered world leaders directly and her repeated calls for them to act decisively for global political change on climate issues confirm her passion and her determination. Her personal reflections on the effect of extreme weather conditions in Kenya are poignant and her repeated focus on their effect on children reflects her role as a youth activist. Her comments on the impact of climate change on African nations places her primary activism geographically but her reference to herself as an adult speaking to adults extends to global and collective responsibility of those with power and influence for the future of all children.

Text B develops the identity Text B of British freelance journalist Sasha Abramsky who lives and works in the USA. His op-ed piece gives an account of his family trip to France in the summer of 2022 when Europe was affected by the heatwave that saw temperatures on the continent reach record highs. His personal reflections on the trip present him as a family man whose experience would resonate with other families whose annual European holidays were marred by the heatwave of 2022. He moves quickly from the personal to the broader, and potentially devastating, effects of the extreme weather caused by climate change across the continent; this reflects the kind of social and political issues that drive his journalism. His relocation to the USA affords comparison between the infrastructure of California and Europe to highlight the shortcomings of Europe in terms of its ability to deal with the crisis now and in the future when projections indicate greater extremes in weather conditions. As such his article is a call to political action.

Question 1 asked candidates to analyse and compare how the language of both texts conveyed 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 of climate change and its impact in Africa and across Europe. There was much opportunity for candidates to explore the links and contrasts between them. A key 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 2024, responses to Section A covered a full range of achievement. Most candidates offered consideration of the genre and context of both texts and were able to draw links between them based on their central focus on the issue of climate change and its impact on people and the environment. 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 speaker and writer.

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. When exploring Text A most commented on the nature and conventions of the speech and its international, high-status primary audience broadened through its publication online. Many referenced the evidence of the journalistic background of Abramsky in the development of his personal story of the extreme heat in France to meet his broader, more politically motivated, agenda. Successful responses often developed insightful contrast between the personal and 'professional' experiences of the speaker/writer and how these influenced perspectives on the impact of climate change both in terms of range and focus the respective texts. There were also some very competent explorations of the cultural and societal attitudes towards poverty and aid/political action 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 but centres should be aware that this has potential pitfalls. Many 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 (at word and sentence level) 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 climate 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 were controlled and insightful, focusing on the presentation of identity and foregrounding this in integrated exploration of a wider range of language features and concepts. 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 Wathuti through consideration of her shaping of content through a blend of personal/familial experience and representative and activist nature of her perspective and stance. It is this link between form and function/effect that signals a successful response. These answers looked the conventions of the speech itself and how its structure and content was shaped by Wathuti to respectfully address the powerful primary audience of world leaders attending Cop26. Higher level responses also found more to explore in the subtle nature of pragmatics such as how audience response would be affected by language devices rather than just noticing them. They commented on the language techniques used to establish and develop a relationship with this high-status primary audience from her perspective as youth activist representing her specific country (Kenya) and broader sub-Saharan Africa. Successful candidates recognised the ways in which the speaker balanced respect for her audience but used personal perspective and experience to call for action. 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 Wathuti on a personal and 'professional' (activist) level. They

also recognised the broader secondary audience afforded by the reach of various online platforms in which the speech was published.

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 responses in the lower levels of achievement tended to rely on a framework that was not always helpful to them, with an over-focus on graphology and basic language observations rather than analysis of these. Some general listing of features with limited explanation was also seen without any link to function. Often examples were missing or so the comments denied the opportunity to expand and demonstrate understanding.

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.

In this series the vast majority addressed **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 rather than dealing with each text separately.

Successful investigations of Text B recognised the journalistic background of Abramsky and how this shaped his voice and the content of the article. They detected the shift/movement from the personal account of his family's experience of the extreme heat in France to broader consideration of climate change and its effects to critical comment on the inaction of political leaders to address the issue.

As with Text A, **successful answers** were able to offer specific analytical comment on the 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 signalling 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 the construction and presentation of the personal identity of Abramsky, 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.

Example 1

This is a successful response to Question 1. It is succinct, well-structured and focused on the key elements of the task. It was awarded a mark in Level 5, the highest level of achievement.

It is expressed with confidence and accuracy. Even as it opens there is promise of an **integrated approach to specific analysis and a clear understanding of the concept of identity and its construction and presentation.**

SECTION A

**Read Texts A and B in the Source Booklet before answering Question 1.
Write your answer in the space provided.**

1 Text A is an edited extract of a speech delivered by Elizabeth Wathuti, a youth climate activist from Kenya, at COP26, the United Nations' annual climate change conference, in 2021.

Text B is an article written by British freelance journalist Sasha Abramsky. The article was published in *Truthout*, an online newspaper based in the USA, in July 2022.

Analyse and compare how the language of both texts conveys personal identity.

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)

Text A is presented through the spoken mode as a speech delivered to a UN based conference, while Text B is an online article by a freelancer on a on 'Truthout' - written mode. Text A carries on uses simple sentences and uses a formal tone - this may be a result of it being edited to fit the context of the UN conference. This is for the speaker - Ms. Elizabeth - uses first person pronouns to begin with and speaks in a 'candid' manner as she focuses on the field of ^{consequences of} victims of climate change in Kenya: '... own rainy seasons have failed', 'rivers running dry', '... harvests are failing... stonehenges stand empty - 'deadly heatwave'. The negative lexis - 'failing', 'deadly', 'devastating' - portrays the dire situation but also reminds up of the speakers identity - 'a Kenya born climate activist'. Her focusing on the situation in Kenya may be perceived as an inherent bias, or a lack of personal anecdotes for other. (Use of 'own eyes' when speaking of Kenya) This also creates credibility and an emotional pull from

2



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As it progresses it draws clear distinctions between the speaker and writer of the source texts in terms of their identity and the circumstances and contexts that shape them, thereby affording a developing and systematic comparison. For example, below, the consideration of geographical context and scope is linked to the voices of Wathuti and Abramsky and to the respective function and audience of each text. There is much insight in evidence, for example the comments on the perceived bias of Abramsky are insightful and supported by evidence drawn from the source. Links are developed via lexical fields and the general theme that links them, but, as is typical of this response consideration of the focus of each text is further considered to develop insightful contrast on cultural and geographic bases.

The audience.

Text B on the other hand is by a 'freelancer' - someone who is paid for their work. The overall text carries a heavy bias against Europe through the use of 'sarcasm' - 'Clearly, not adequate...', 'Action shown to be inadequate' - and may be interpreted as bitter - 'After days of... deaths associated with heat ... called ... for the creation', 'Taken as a whole, ... caught underprepared'. This seems paradoxical to readers who know ~~the~~ Ms. Sasha to be from 'The Great Britain'. ~~One~~ However the tone may be explained by the identity of 'Sasha' being writing ~~at~~ for an USA based newspaper while working there. Unlike Ms. Elizabeth who spoke from personal experience and focused on 'Kenya', Ms. Sasha focuses on multiple nations ... all based in Europe. It may be interpreted as a heavy bias against the EU continent as the text does ~~mention~~ mention a part of USA once in a heavily positive light - 'By contrast, California... been on the frontline for year, has more than 60...'. This may be attributed to the ~~heavy and~~ stereotyped heavy patriotism by the targetted audience.

Text A and B both share ~~a~~ fields in relation to effects of climate change - 'rivers ... dry', 'harvest ... failing', 'heatwaves and wildfires ... floods' (Text A) and 'melted road ... spikes in ... car breakdowns', 'housefires and wild fires', 'properties burned' (Text B). An interesting thing to note would be the contrast in highlighted effects. ~~This shows~~ Text A focuses on food and water - basic human needs - while text B focuses on more 'luxurious' ~~we~~ needs such as cars and properties. This ~~in~~ serves as a reminder of how Kenya and most African

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3

Turn over ▶

Contrasts between the focus of each text are developed with discrimination. Evidence is carefully selected to support assertions made here. There are missed opportunities for analysis of this evidence here, but the points made have some sophistication and merit reward as they recognise, and compare, the overriding objective of each.

countries are 3rd world countries while many mentioned E.U. countries are considered 1st world countries and so have different perspectives. Text A focuses on the field of restoring order through food security based initiatives - 'Green Generation... tree-growing initiative, nutrition for children', which goes back to the identity of Ben being a climate activist and likely being more knowledgeable and focused on initiatives to help. Text B on the other hand focuses on the field of the 'lackluster' progress by the EU government - 'taps out at 22 planes', '... will have to adjust upward... invest in... prevention services', 'called... for the creation... fire-fighting air-fleet'. This further ~~states~~ makes clear how the writer wishes to possibly see change or focus on the lacking of the entirety of E.U.

Although both texts share the function of spreading awareness in relation to climate change and has a target audience of those affected by or interested in knowing the effects of this international phenomenon. Text A is perceived to be more of a 'call for action' or 'a plea for help' and serves the purpose of focusing on the struggles of ~~the~~ the deprived and ~~deplete~~ deservied. ~~It also think text B~~ It also has a further audience of those suffering and looking for a voice to speak on their behalf but also the attending members of the UN ceremony. Text B on the other hand is a report on how the situation is in the EU with heavy emphasis on the lack of ~~the~~ action but surprisingly ~~is~~ does not ~~serve~~ serve the purpose of being one. This may be due to the majority of the audience



Consideration of audience is nuanced and effective. Contrasts are drawn across political, geographic and gender factors. As the response moves to consider the genre and associated conventions of the Wahuti's speech there is clear and evidenced understanding. Consideration of the language deployed, here pronoun and tense shifts are more analytical and specific here.

being those of the who are Americans as the target audience are the subscribers of the ~~entire~~ 'Truthout' - a USA based site - and ~~works in~~ ~~the USA~~ activists from USA on those who are politically charged as seen by the ~~use~~ heavy use of negatives ~~by~~ ~~for~~ EU and a positive on the USA. This makes sense if accurate as being a freelance journalist means your work is required to be of great interest or controversy to be published. Text A may have an audience heavily being women as the speaker uses the field of the suffering by 'mothers' and 'children' - ^{is} The last few lines repeated mention how affected children are. This may be stereotypically be attributed to the speaker being a woman and women being biologically predisposed to have a greater affinity to children, and humans to weaker species. Text A has ^{a wider} audience of those from Africa while Text B presumably has a ~~wider~~ greater number of USA Americans looking in.

Text B has the graphological ~~data~~ conventions of an online article while text A interestingly does not start with the convention of a greeting, as per usual in speeches, but rather focuses on introducing who they are and where they stand.

Text A heavily relies on the use of the pronouns 'I' when speaking as a witness to the tragedies but switches to 'you' - addressing the listeners when asking for help. A convention often associated with speeches. Text A uses present tense - 'need to tell', 'have ~~don~~ as we sit', 'more... to come' - ~~to speak of when relaying their comment~~

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5

Turn over ▶

Achievement at AO1 and AO2 continues to improve in this section of the response. The use of tense in Text A is linked to its (deliberate and constructed) effect on the listener, thus linking form and function. Consideration of rhetorical device and structure is supported with careful exemplification.

but past tense when speaking of the events - 'past year', '...stand day', 'have seen', 'have been deadly'. This creates a sense divide between the 'unknowing' listeners and 'victim's persistent suffering'. It also uses rhetorical devices such as anaphora - 'I have.. 'I have', 'The decisions you make...'. 'The decisions you make...', repetition - 'Please open your hearts'. These are to create emphasis and create a sense of desperation. ~~Both for~~ This text ~~is~~ follows ~~the~~ the conventions of Standard English, and ~~has~~ a formal tone as the. It uses short simple sentences to show severity and create a ~~sense~~ ^{urgency} of ~~repeated~~ despair. The use of reverse psychology through the mention of the listener's having to be the ones to open their hearts is a intelligently used move to create guilt in those who have long ignored the situation.

Text B uses Standard British English as seen by the use of lexis that are more colloquial to those who are British - 'globs', 'trud', 'ghastly'. Text B uses short paragraphs to focus on ^{all} the information. ~~It is not all~~ It uses lexis that are negative 'benignous', 'worst' to show severity as well. The use of rhetorical devices like metaphors, 'play catch-up' make the text more informal and relate to the ~~brethren~~ ^{audience}. The pun in 'truthout' is ~~a~~ interesting.

Text A overall focuses on the struggles on the ~~beginning~~ and is more analytical ~~and~~ then slowly moves into



As the response draws to a close there is a slight suggestion of timing issues, but these do not overly impact on its overall success.

focusing on the suffering of children is specific. Ends the speech with the call for action.

Point B starts off focusing on an anecdote that many can relate to - 'the can being stuck' - and then moves on to discuss the destructive nature of climate change. It ends off with focusing on the lack of preparation by the governments in major 1st world countries in the EU. It ends on a sarcastic and sour note.

Example 2

The following response to Question 1 was awarded a mark of 17 which places it towards the bottom of Level 3, the mid-level of achievement. This indicates that the response fully meets the general understanding of Level 2 and also presents some of the clarity of Level 3. The placement towards the bottom of the level indicates that overall lack of development/detail/analysis prevents upward movement. One significant factor that restricts potential for reward is the limited comparison, essential for success at AO4.

It opens with a clear, if essentially straightforward, summary of the content and general context of Text A which highlights its geographic and thematic focus.

SECTION A

Read Texts A and B in the Source Booklet before answering Question 1.
Write your answer in the space provided.

1 Text A is an edited extract of a speech delivered by Elizabeth Wathuti, a youth climate activist from Kenya, at COP26, the United Nations' annual climate change conference, in 2021.

Text B is an article written by British freelance journalist Sasha Abramsky. The article was published in *Truthout*, an online newspaper based in the USA, in July 2022.

Analyse and compare how the language of both texts conveys personal identity.

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)

Text A is an edited extract of a speech by written by a youth climate activist, Elizabeth Wathuti. It was addressed at the opening ceremony of COP26 that was held in Scotland in 2021. The speech is written in non-standard English and formal style various features of of lexis and syntax. Elizabeth presented the climate change issue happening in Kenya, Algeria, and Uganda, the impact of climate change on the lives of people living in Kenya is thoroughly demonstrated throughout the text with actual statistics. People in Kenya are facing climate-related starvation as the rainy seasons have failed, and rivers are running dry, and harvests are failing. This is indicative of the intensity of climate change and how it affects agriculture-based countries. The scarcity of water troubles the lives of Kenyans as they try to survive the crisis.

2



It moves on to Text B and comments are once again clear and show relatively secure but straightforward interpretation of the general content/context of the article. There are some links and contrasts via function but these lack depth/development. However, the appreciation of the differing function and audience of the texts is worthy of some merit as is the suggestion that the candidate senses the overriding political agenda of Abramsky

The text addresses how in the future the climate crisis will ~~have~~ displace millions of people in Kenya alone. ~~Elizabeth~~ Text B is an article written in standard English by ~~the~~ British journalist Sasha Abramsky, living and working in the USA. The article is presented in informal style as ~~it~~ climate change and her personal experiences are addressed. The article was published in an online newspaper in 2022. The text concerns the climate change crisis going on in the world and the heat wave that struck in Europe which disrupted the daily ~~lives~~ lives of people. There were car breakdowns, ~~forest~~wildfires, and heat triggered housefires, which shows the devastating ~~effect~~ reality the world is facing ~~in~~ in this modern-day. Further tragedies caused by climate change such as deaths associated with the heat after days of record-breaking temperatures and state urgencies are ~~demons~~ displayed throughout the text. Both

Both texts tend to raise awareness of climate change occurring ~~in~~ in every corner of the Earth. ~~Text B~~ ~~argues~~ In Text B, Elizabeth urges the world leaders to take action, and informs the audience of what is happening in her home country in hopes of receiving understanding and ~~people~~ raising awareness. Text B demonstrates the world leaders' inadequacy ~~as~~ as the crisis is worsening by the day, Sasha shares her experiences to inform people the tragic events happening all around



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3
Turn over ▶

There is a clear, if undeveloped, appraisal of the target audience of each text.

The second paragraph in this section is certainly worthy of Level 3. There is consideration of technique and application of terms drawn from linguistic and literary

frameworks, although range is somewhat limited. Exemplification is systematic and there is an attempt to link to the intention behind Wathuti's choices here.

Europe."

Text A's target audience is the world leaders, the ceremony attendants and the general public, whereas that of text B is the online newspaper Truthout's viewers, citizens in the USA and people who are interested in journalism and Sasha's work. Both texts also target climate change activists. ~~Text A uses~~

In Text A, Elizabeth uses the first person pronoun "I" repeatedly, as she expresses her attitudes and shares her story. Using the third person pronoun, ^{"we"} repeatedly displays her persuasive personality as she urges people and the world leaders to give attention to the crisis. There are several metaphors that can be seen such as "soul-searching", "open up your heart", "life-saving fruit" ~~can be seen~~ which is indicative of ~~Sasha's~~ Elizabeth's strong feelings towards the cause. This is also supported by her use of emotive language such as "grave to fully listen...", "rest solely on me", "empty promises" as she talks about the climate crisis. In the body parts of the text, there is repeated use of "please open your hearts" to emphasize the subject of matter. Using "we" the third person pronoun in "we are adults on this Earth", and "our" in "it is our responsibility" shows how much she means for the world's leaders to start taking action. Elizabeth also states she has been doing what she can, that having founded a tree-



The exploration of the language choices of Abramsky is slightly less successful, but there is recognition of his frustration with political leaders which is worthy as is the identification of metaphor. Links between method and effect are not confidently

drawn, however. Suggestions linking the nationality of Abramsky to his facility with language add little.

growing initiative for Kenyans has helped provide needed nutrition for thousands of children. The words "devastating", "desperately" ~~show~~ and the frequent saying of "the decisions you make here" are illustrative of the helplessness Elizabeth feels. It is also a frequent reminder to the audience that climate change is a dangerous matter that needs attending to. The grammar patterns and sentence structures may be in alignment with non-standard English.

In Text B, several uses of informal words such as "literally", "clearly", and phrases such as "that's not adequate" are indicative of Sasha's intense attitudes towards the crisis and the European leaders' weak efforts ^{related} ~~relating~~ to fighting ~~the~~ climate change. Metaphors such as "play catch-up to shore up", "push came to shove" can also be seen which may be indicative of Sasha's ~~an~~ articulate manner. The grammar patterns, syntax and lexis are in alignment with standard British English. Using a wide range of lexis may also be due to Sasha being British and having knowledge of extensive vocabulary. Use of "despite the strong rhetoric", "for past time to tackle..." also display Sasha's anger and negative ~~feeling~~ attitudes towards the climate crisis. Sasha uses possessive and first person pronouns "my", "I" as she shares her mountain hike experience among several other content throughout.

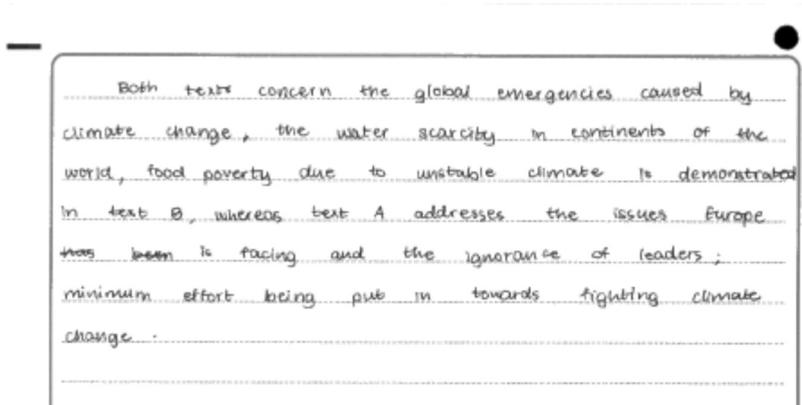


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Turn over ▶

The concluding paragraph does draw some (undeveloped) points of comparison and contrast as something of an afterthought which reflects L2 performance at AO4 and contributes to the overall placement of the response at the bottom of L3.



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.

In January 2024 candidates were asked to produce the text for an article published in the online version of a national newspaper. Their article should inform readers about climate change and call upon them to join a campaign demanding that the political leaders of their country take action to support those suffering from the effects of climate change.

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. However, the wording of the question will always specify **generic form** – in this paper an **article**; **broader context** here an online version of a **national** newspaper; **audience**, here the newspaper has a **national** audience; **function**, in this paper to **inform** and to **persuade** readers to join a **national** campaign demanding political leaders take action on climate change.

There seemed a slight improvement in responses to Q2 this year. This reflects the ongoing trend for the paper. Candidates appeared to enjoy this section and there were many heartfelt responses – often successfully drawing on the source texts.

Successful responses effectively applied the generic conventions of an online article with some skill, offering clear concession to the national reach of the host newspaper. 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 purpose, conceding clearly to the persuasive/informative function of the task and to the underlying political agenda. The best adapted the source material fluidly to produce viable article that fully conceded to the audience, purpose and context highlighted in the question stem. The best reshaped the sources fluidly and many shaped their article to their specific national perspective – these generally scored well. Higher level responses really addressed the audience and purpose of this specific task – creating the online article for a global audience.

A key requirement of this creative task is that it **MUST** draw on, and reshape, 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 the ability to fully engage the reader. Others appeared to be rushed and undeveloped, suggesting that some candidates did not manage their time effectively. Some miscued clarity of audience and purpose and a significant minority strayed too far from the given generic form into speech writing. In less successful answers there was evidence of lifting of source material rather than reworking of this was also seen in weaker responses.

Example 3

This is a successful response to Question 2. It was awarded a mark of 13 which places it in the top band of achievement, at the bottom of Level 5. The key prompts of the question have been grasped and genre, audience and purpose are clear. Expression is confident and register is appropriate, consistent and engaging. The source materials are used effectively and assimilated to task with some fluency.

The use of heading signals awareness of the stated generic form. The use of pronoun is effective and generates an appropriate sense of collective responsibility that meets the national scope of the article.

SECTION B

Write your answer in the space provided.

2 Write the text for an article published in the online version of a national newspaper. Your article should provide information on climate change and persuade readers to join a campaign demanding that the political leaders of your country take action to support those suffering from the effects of extreme weather events.

In addition to your own ideas, you must refer to material from at least one of the texts in the Source Booklet. (15)

OUR WORLD NEEDS US

Our world needs us, we have put ourselves in a very dangerous environment in the 21st century in the terms of the way we treat our planet. The amount of waste and ecological footprint that we leave in terms of garbage in the oceans, on the street, in forests and in the wild.

We might not realize it but we are actually setting ourselves up for destruction and suffering. Our world doesn't need us we need it and if we keep on heading on the path we are on we are not only spoiling the beautiful world we live in for ourselves but we will cause our future generation to suffer.

12


P 7 3 4 4 9 A 0 1 2 2 0

The transition to this informative section is effectively implemented. It draws effectively on the source materials to fulfil the given informative/persuasive agenda, whilst utilising some of the rhetorical language of Text A well. The political agenda is implied by content, but the campaign element is not as fully clear as it might be.

By 2025 in just ^{four} ~~five~~ years time half of the world's population will be facing water scarcity. And by the time in 50 the climate crisis will have displaced 86 million people in Sub-Saharan Africa Alone. Please open your hearts. Sub-Saharan Africans are responsible for just a half a percent of historical emissions. The children are responsible for ~~no~~ but they are bearing the brunt.

This is just one example the whole world in one way or another are suffering from the effects of climate change and extreme weather events. This is why I call on every person reading this article with a beating heart to urge their political leaders to try and take preventative measures such as stopping ocean pollution as well as promoting recycling. The world is our home and it will also be our children's home let us take care of it so that both we and they don't ~~suffer~~ ^{suffer}.

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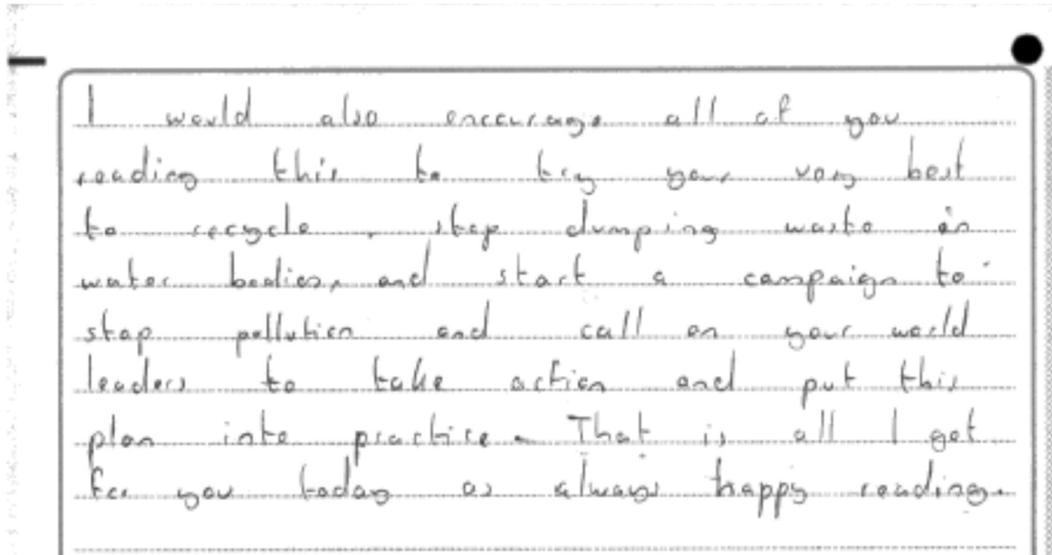


P 7 3 4 4 9 A 0 1 3 2 0

13

Turn over ▶

The concluding paragraph is less fluent than previous sections which may suggest minor issues of timing. This does not significantly impact on the potential for reward, however.



Example 4

The following script was awarded a mark of 9 which places it at the top of Level 3. This indicates that it is clearly on task and may present some Level 4 characteristics, but the decision of the examiner was that it most closely met the clear and relevant descriptors for Level 3. Expression is occasionally flawed although interpretation of the question and its key requirements is clear.

The heading and attribution clearly concede to the given generic form. The wording of the heading is slightly awkward but does signal content and tone. The information from the source texts is used to fulfil the informative function and works for the given national context of the publication. The interaction with the reader is relatively successful.

SECTION B

Write your answer in the space provided.

- 2 Write the text for an article published in the online version of a national newspaper. Your article should provide information on climate change and persuade readers to join a campaign demanding that the political leaders of your country take action to support those suffering from the effects of extreme weather events.

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

(15)

~~Environ-~~

~~Environment~~

Harsh Environment in Countries

Can we make a return?

By Aryan Hossain

Global warming is causing the climate to change. Countries that experienced no such problems, ~~now they are~~ ^{now} struggling to maintain a sophisticated environment, clean and harmless. Why is it so? ~~the~~ How can we reduce the effects of global warming? Let us all take 5 mins from our lives to truly understand the brutality ~~and~~ of global warming and how you can save the world.

Global warming is causing ~~my~~ many, many issues. The sea temperatures are rising, the ~~the~~ marine habitats are being destroyed and ~~the pe~~ worst, we, humans, are responsible! ~~The~~ Icebergs are melting and the globe is heating at a very alarming rate.



The use of source is effective in this opening paragraph in that references are blended and reshaped from both. Less effective is the direct reference to Whatuti's speech, where assimilation of the (relevant) material lacks fluency. As the response

moves to its persuasive agenda it improves, with questions directed at the reader prompting action,

People, who live on ~~the~~ poor countries like Africa, Uganda ~~and~~ are facing their worst nightmares. ~~So~~ They cannot find food to eat, waters are drying, ~~and~~ ~~the~~ children are dying. Is it only African countries getting the brunt? NO! Even in Europe, people are dying. Their roads are melting and elder ones are dying. Wake up! Are we so inhuman that we are murdering our own kids?!

Where is our humanity? where is our concern?

Elizabeth Wathuti, a youth climate activist from Kenya, also shares her insight at the opening ceremony of COP26. Elizabeth belongs from Kenya and my god, her country is on the verge of ~~most~~ suffering the same effects like Chernobyl, except the ~~radioactive~~ ^{are} ~~the~~ 'HUMANS'. children are dying in her country due to starvation, and parents are watching them die. Water is the essential source we all need to survive. In Kenya, there is no water! Yes, you heard it right! In her recent speech, she said, 'By 2025, half of the world's population will be facing water scarcity.'

So, how can we tackle this situation? The answer is pretty simple - YOU are the catalyst. YOU are the catalyst of change. YOU can join the Green Generation Initiative and educate people to plant more trees.



P 7 3 4 4 9 A D 1 3 2 8

13

Turn over >

The specific nature of the campaign, to persuade political leaders to take action, is not clear here. This is one of the key factors that prevents a movement to Level 4.

So as to reduce the effects of carbon footprint.
Your decisions will help make determine whether the
rains will return to our land. You can tell the
leaders:

So, let's join a campaign to make our world
hugh again.



