



Examiners' Report

June 2023

International Advanced Level English Language WEN03 01

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Introduction

See Introduction to Questions 1 and 2 below.

Question 1 – Q02

This unit has an explicit focus on how language is crafted. It requires candidates to demonstrate their skills as writers, crafting a text for a specific genre, audience, purpose and context, as well reflecting on their own work in an accompanying analytical commentary. Candidates can be given source texts and creative tasks from a range of different genres for Section A, but they can choose their own audience, purpose and context, allowing them some freedom to select a suitable persona and authorial voice. The question for Section B of this paper is worded in the same way each year, requiring candidates to write a detailed technical commentary on their own writing.

This series, the source booklet consisted of three texts relating to the topic of Trees in Urban Environments taken from a range of sources, and many candidates clearly engaged with the task of producing a Blog post on this subject. Section A prompted a variety of valid approaches to the task and a number of skilled pieces that used the material creatively and demonstrated insight into writing for an online, reading audience. There were very few responses that did not manage to produce a blog post of some kind, although at all levels some candidates showed less skill when selecting and editing material from the source texts.

The second task required the candidates to produce an analytical commentary on the text produced in Section A. This commentary should explore the intended audience, purpose and context of the blog and how this influenced the candidates' choice of register, tone and language techniques, as well as discussing structure, organisation and how the original sources were adapted to create a new text. For many candidates, comments on audience, purpose and context proved to be more insightful than analysis of language techniques. Centres must continue to focus on developing technical skills learned in Unit 1 and applying these to the commentary for this unit.

Candidates continue to find Section B more of a challenge than Section A, and this series there was often a marked imbalance between the effort and time spent on the two sections. Section B is worth 30 out of the 50 marks for this exam and candidates must ensure that they leave themselves enough time to answer this section fully. It was so disappointing to read engaging creative tasks that were then let down by unfinished or rushed commentaries. Many candidates simply wrote too much or failed to edit and summarise in Section A, and then ran out of time in Section B.

Overall, candidates produced work which was often engaging and sometimes highly convincing as a blog for an online audience. Similarly, many commentaries at all levels included carefully considered ideas about audience, purpose and context and comments on these ideas that showed some insight. Centres continue to prepare candidates for the exam in a way that enables them to demonstrate their ability to write both creatively and analytically. However, they should continue to work on the timing of the two questions and on developing technical linguistic knowledge.

Section A

At all levels, there were candidates who showed the ability to write with engagement and flair, often alongside some understanding of the genre and the potential audiences for their blog. However, where candidates made better use of the source materials, achievement was much higher. Centres should continue to work on their candidates' ability to select key information from the source texts and use that information to create a completely original new text. Some candidates used only a little material from the sources, resulting in blogs that were often well expressed and entertaining, but relying too much on material from the candidates' personal knowledge of green issues or their own city.

Equally, significant direct "lifting" from the source texts, even with some attempt to reorganise, reframe or paraphrase the material, is not a productive approach to this question. Inevitably, the writing can lack originality and flair and the responses can be quite long, as candidates struggle to be selective with the information. Even at the higher levels, where candidates were often able to adopt a fluent and lively voice when writing sections entirely from their own imagination or experience, many included passages that were lifted from the source with only minor amendments.

At the lower levels, this kind of reliance on the language of the source texts can be quite significant. In particular, many students had adopted the approach of just editing Text A, the website about parkland in London, so that whole sentences or paragraphs (and even the subheadings) were retained; essentially copying the original text word for word in an abbreviated form. Inevitably, this limited achievement as the style, tone and register of the source material had not been adapted to suit the new audience, purpose and genre. More successful responses managed to combine their additional creative ideas and original language with facts, case studies and people mentioned in the source texts.

In the question, candidates are reminded that they must use appropriate information from the source booklet to create their blog post. This does not mean that candidates have to use all the material from the source booklet or that it needs to be in the order in which it has been given. Candidates can be selective, picking individual facts and information and using them to support their own ideas. The response should be a piece of completely original writing, using the information in the source booklet, rather than just a summary of the sources.

It should be noted that candidates do not need to reference the source texts in their own original writing and can present paraphrased or quoted material as their own ideas. For example, rather than explaining that they had read the news section of the charity website about the Miyawaki Method (Text C), more successful responses might actually adopt the persona of someone who works for the charity, or someone who lives in one of the areas where the projects are happening, or even the botanist Akira Miyawaki himself.

Some candidates chose to adopt this kind of specific persona for their blogger, such as an ecologist or architect. Others decided on a very clear idea of what kind of blog they were writing, as this is quite a broad genre: there were corporate blogs for planting projects, charity blogs, personal blogs or journalism blogs, for example. Often candidates made it clear that their blogger wrote regularly and had a loyal, interactive readership. This approach tended to be successful and enabled candidates to write in an appropriate style and potentially engage their stated audience more successfully. For future series, it is recommended that candidates think carefully about their persona; it can be very helpful for them to understand who they are representing as a writer or speaker.

Where candidates had identified a specific audience, purpose and context for their blog (including who the writer was) and then adapted their language in an appropriate way, they were able to transform the material in the source texts convincingly throughout. However, where there was over-reliance on the source texts, there was little change in register and tone in the new text from those of the source material, which inevitably tended to result in less realistic responses.

Section B

Where candidates had allowed sufficient time to produce a detailed commentary and had covered a range of features from their own writing, perceptive and accurate analytical commentaries were produced; if they prioritise planning and writing for Section B, candidates are more likely to cover a range of different methods and effects within the commentary. For many candidates, writing over-long responses for Section A limited the time available to produce a meaningful response for Section B.

Many candidates were able to make some insightful and considered comments on audience, purpose and context and link these to register and tone. There was often a clear sense of who would be reading their blog and why they might be interested in the topic of trees in urban environments. Moreover, this had enabled candidates to tailor their anecdotes, facts or details from the texts to build their readers' interests to make the blog more relevant to them, as well as guiding decisions made about register and tone. It was encouraging to see that the majority of candidates at all levels had made specific decisions about audience, purpose and context before writing their blogs, enabling them to make detailed comments about these factors in their response to Section B.

However, at the lower levels, comments on audience, purpose and context were often not linked to specific effects or language choices. This is an area where candidates at all levels could achieve better results in their commentaries, by giving more detailed evidence and analysis of how they crafted their writing to meet the requirements of their stated audience, purpose and context. Many commentaries at the lower levels lacked terminology, exemplification or close analysis of technique. This was particularly disappointing to see for those candidates who had produced an effective response for Section A.

Candidates at the higher levels were more able to describe the examples they provided using relevant terminology and to analyse the intended effect of their writing techniques. Similarly, the range and relevance of technical methods and terminology explored were often a discriminator between the lower and higher levels. For the commentary, candidates need a toolkit of a range of terminology and techniques to discuss and this is an area where centres can continue to develop their candidates' knowledge. There is a natural development from Unit 1 of the qualification, where candidates are required to analyse other writers' techniques and make comparisons, to this unit where candidates must comment on their own use of those techniques and compare their own writing with the language used in the source material.

Once candidates are able to apply a wide range of techniques and terminology accurately and with confidence, it is important that they can evaluate their use of language in some detail. Levels 4 and 5 of the mark scheme require more analytical and evaluative discussion of why these techniques have been used and their connection to context, so candidates should ensure that they allow enough time in their commentaries for this level of detailed discussion. If the commentary is rushed due to a lack of time, the points are often listed with limited analysis or evaluation, which does limit achievement.

Some candidates devoted a significant proportion of their commentary to a detailed explanation of where and how they had used the material from the source texts. This type of discussion can be helpful when combined with an exploration of methods and techniques, or to explain how choosing which information to use was influenced by the audience, for example. However, it is not helpful to include a great deal of this kind of descriptive comment unless it is used to explain or analyse language choices made when reshaping the material.

Paper Summary

Many candidates were able to take inspiration from the source materials, producing engaging work at all levels. The task was accessible for all and candidates had clearly enjoyed the topic, showing confidence when writing their blog. Where candidates managed their time well and had a clear sense of audience, purpose and context, detailed commentaries were produced in Section B to explore the writing process and analyse the language choices made.

Centres can continue to help their candidates by developing their skills in selecting relevant information from the source materials and then using that information in a completely original new text. For the commentary, candidates would benefit from a more comprehensive range of technical methods and terminology with which to comment on their own writing. Similarly, encouraging candidates to make consistent links with a specific audience, purpose and context enables them to make more insightful comments about the choices they have made in their writing. For this unit, candidates should build on the skills and techniques first studied for Unit 1, applying these analytical and evaluative methods to their own original writing.

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

Section A

- It can also be useful to adopt a specific ‘persona’ as the writer or speaker
- Be selective with the material you use from the source texts, combining it with your own original writing; avoid any direct “lifting” of whole sentences or sections from the material, unless deliberately quoting an individual
- Plan your response, paying close attention to structure and organisation; you do not have to follow the same structure as the source material.
- Think about your commentary when planning your response to Section A, noting down any decisions you have made or techniques you have used that you could explore in Section B
- Time your response and make sure you leave enough time for Section B.

Section B

- Explain why you chose the language methods and techniques you used in your response to Section A, and evaluate their effect on your new audience, purpose and genre
- Link technical features to audience, purpose and context; explain why the language used was appropriate and be as specific as you can
- Develop a flexible ‘toolkit’ of frameworks that can be applied to a variety of texts and techniques, along with a range of linguistic terminology
- Always support your points with examples from your writing, or from the source materials, as appropriate.

The following response is a useful example of a candidate adopting a highly engaging persona for Section A, based on aspects of the source material as well their own understanding of the blog genre. They have selected a useful range of information from across the three source texts and skilfully integrated it into their own original writing to create an enjoyable and informative blog with a clear focus on audience and purpose. It is worth noting that there are some occasional minor technical slips in this response, but this did not prevent it from high achievement at the top of Level 5.

1 Using the texts in the Source Booklet, write a blog post exploring the important functions of trees in urban environments.

You **must** use appropriate information in the Source Booklet to create your blog post.

You may include additional material drawn from your own knowledge and experience.

Choose your own audience, purpose and context and complete the grid below.

(20)

Genre	Audience	Purpose	Context
Blog post	Students learning about importance of protecting the environment - environmentalist those interested in charity	to inform and educate the audience on preserving trees and its importance in several ways.	The context is environment and education as it focuses on trees and importance of trees.

TREES: LIFE

1/6/23

Welcome back once again to my weekly blog, Amelia here and today I will be talking about TREES! it's not quite surprising for those of you who already know me of course...

Everyone must have heard of these words "Trees give us Oxygen" as a reason to preserve them, however there is much more than just that to trees. Most of you were highlighting some more benefits of trees in my comment section ~~from~~ following up my previous blog and ~~very~~ unapreciatively noted very important facts I will be ~~noting~~ ^{mentioning} in today's

blog.

Before I get into today's blog I'm thrilled to announce that my Charitable Organisation is planting in the process of planting 15,000 trees of 185 native species across 4,700 urban square meters to ~~create~~ ^{create} 5 urban forests around the world! Thanks to all of you this was made possible. If any more of you are willing to donate a link to the portal is always attached to the comment section.

✈

Moving on, you guys mentioned health benefits, environmental benefits, economic benefits, benefits to communities, and our future. ~~Trees have health benefits.~~ Over 20 species of British trees are known to having medicinal properties while research shows within minutes of being surrounded by trees blood pressure drops, heart rate slows and stress levels reduce! isn't that crazy?!

Well it doesn't stop there trees also absorb carbon dioxide as they grow and the carbon they store in their wood helps slow rate of global warming as they reduce wind speeds and cool the air as they lose moisture and reflect heat upward from its leaves. It is also estimated that trees can reduce temperature up to 7°C.

Trees also host complex microhabitats. When young trees provide shelter and food to different birds, insects, lichen and fungi. Did you know one mature oak could be a home for 500 different species?, well now you know.

~~Have you~~ ^{Have you} ever been on a school trip where your class goes for a walk or bird watching? The bonds created during this experience are because of trees!

Trees ~~not only~~ do also help grow our economy as research shows that average house prices are 5-18% higher when properties are located near trees and companies benefit from a healthier and happy workforce if there are trees nearby.

Lastly, the most commonly heard ~~benefit~~ yet very crucial benefit of trees are to protect our future, in city areas trees will become a more and more vital component of urban life.

If anyone wants to add on any crucial aspect that I haven't mentioned here, feel free to do so in the comment section.

As a citizen of Singapore, I'm proud to say that no other city is committed to trees more, since 1967, Singapore's government has planted 1.2 million trees and have worked on

collaboration with my charitable organisation which have done projects such as the PIRQUE FOREST - CHILE, KOSWIK LAW - UK, and PAUL JOLY FOREST - FRANCE. We use my Grandmother (Akira Miyawaki's) method to transform public and private spaces big and small into vibrant native forests that are self-sustaining within 2-3 years. She is someone I hold dearly to my heart and my inspiration, I am here today because of her and I am forever grateful for her.

I would like to close my entry with a request for those who are willing to support to visit my website and donate even the slightest bit, it would be greatly appreciated, lets do this for us and our future!

signing off, Amelia.

2 Write a commentary on your new text.

In your commentary you should:

- analyse and evaluate the language choices you have made
- show how you have reshaped the source material to meet the new genre, audience and purpose
- comment on how contextual factors have influenced your language choices.

You should support your analysis with evidence.

(30)

The title of my text was "TREES: LIFE" the reason for this title is to mention and elaborate on how trees are equivalent to life, not just in the aspect of trees giving out oxygen but trees consist different aspects of our lives including health, environment, wildlife, communities, the economy and future.

The mode of this text was written and published online as it was a blog post. It followed the structure starting with a heading and a date, and finally signing off to close the entry.

The field of the text was environment as there was the topic of trees and planting being discussed throughout the text. There was also the field of education, there were the use of facts such as 'Singapore's government has planted over 1.2 million trees'.

The function of this text was to inform and

educate the audience on the importance of planting trees, however, more emphasis was given to donations to the charitable site therefore an underlying purpose was to get people to donate to my charitable organisation.

The audience targeted through my text were students who were learning about importance of protecting the environment, environmentalists, and those interested in charity, due to this there was a mixture of low and high frequency words and low and high register words in order to accommodate the different audiences.

In lexis in semantics I used present tense, the reason for this is to talk about currently occurring matters ~~with a combination of future~~ in order to express what one can do currently to benefit and respect trees as I used ~~to~~ ^{lexis}

There such as 'we are currently'.

I also used ~~high register words~~ ^{subject specific lexis} in lexis such as 'carbon dioxide' and 'blood pressure' which are related to fields of science and doctors. This would give me credibility towards the audience as they would feel as though I am educated and talking about what I know professionally.

there was the use of complex sentences such as "it's not quite surprising for those of you who already know..." this was also a declarative specifying that those who already know who Amelia is know why she is talking about trees.

There were aspects of graphological factors in the text such as the use of capital letters in between the text for "TREES!" this was to bring emphasis and draw attention to the main topic discussed in the text, it intrigues the audience. There was also the use of Ellipsis in the sentence shown in paragraph one "it's not quite surprising for those of you who already know..." this brings out suspense and hooks the reader into wanting to get deeper in the text to identify who Amelia is. Lastly, the use of exclamation mark when the text shows "blood pressure drops, heart rate slow, and stress levels reduce!" this was a way of putting emphasis and showing excitement, as these factors are very serious but their cures can be found in trees.

There were also grammatical and syntactical factors in the text such as the use of a word in complete capital letters in between the text "TREES!" this was used in between to draw attention to the specific word and make it appear different from the rest, similarly different project names were highlighted in capital letters in between the text for example "JOLY-FOREST-FRANCE" this was to elaborate on the specific projects and names to give extra credibility to the text. Amelia showing she has worked on different projects around the world. Lastly, the use of rhetoric ^{questions} ~~was~~ was included in the text to create inclusion of the audience as if it were ^a conversation.

Morphological factors included in this text are lexis such as "Microhabitate" there are two lexis joined together one being suffix and one the prefix and both words are able to stand on their own.

Finally, ~~was~~ discourse and pragmatics was shown evidently in the text. The text began with salutations in order to create a

mutual understanding and welcome the audience, as the text progressed there was an introduction talking about importance of trees to humans in various ways which include health, economic and environmental. Suddenly the text ~~diverts~~ into mentioning ~~it~~ a charitable organisation and its purpose, then proceeds to go in depth of the ~~other~~ ^{benefits}.

Towards the conclusion the charitable organisation is mentioned again. This shows that one of the main purposes of the text was to promote and ask for donations apart from just educating and informing the audience.

~~The~~ I also used personal experience and feeling to bring out the effect of empathy of my pained Grandmother dream and using her methods to run my organisation. ~~This would create a sense of empathy from~~

There was the use of divergence and convergence theory by Josh Kaufman or accommodation theory by Howard Giles as I mentioned "Singapore's Government has planted 1.2 million trees and have worked in collaboration with my charitable organisation" this shows me divergence from my audience giving me some sort of authority then

establishing negative face theory by Brown and Levinson. However, throughout the text there was the use of positive face theory as I gave credit to my 'fans' for communicating the benefits of trees and mentioned using them "very expressively noted very important facts I will be mentioning today" this was to create mutual understanding and show despite being an owner of a charitable organisation I am still considering p. and reaching comments with ~~my~~^{of} my followers and appreciate them, making them feel part and parcel of my blog page.

Text A was used to pick information related to the benefits of trees to our environment and in various ways while text B was used to pick information on Singapore being the most committed to trees than any part of the world contributing to my information of working with the Singapore government, and lastly Text C was to gather information on my charitable organisation and further projects we have done to ensure credibility

of my text.



For Section B, the candidate has managed to sustain detailed analysis of a wide range of features throughout their response. This commentary is well organised and systematic with insightful explanation and links to context following accurate identification of techniques and theories. It is not a perfect commentary, at times further exemplification is needed to illustrate some points, and there are always even more technical points that could be made, but there was much to credit in this excellent response that was awarded a mark in Level 5.



- Take the time to decide on a specific audience, purpose and context before you start writing and try to adopt an appropriate register, tone and language techniques
- It can also be useful to adopt a specific 'persona' as the writer or speaker

Similarly, this candidate has produced a successful response for Section A by having a clear sense of their own persona as the blogger as part of the context, as well as who their audience is and what their purpose is. This is another highly engaging and enjoyable response, lacking some of the energy and concision of the first exemplar, but featuring some clever integration of material from the sources and many genre conventions.

1 Using the texts in the Source Booklet, write a blog post exploring the important functions of trees in urban environments.

You **must** use appropriate information in the Source Booklet to create your blog post.

You may include additional material drawn from your own knowledge and experience.

Choose your own audience, purpose and context and complete the grid below.

(20)

Genre	Audience	Purpose	Context
Blog post	This blog's readers / people interested in social issues / environmental young adults	inform / entertain persuade	On a blog about social / environmental issues

We need to talk about trees.

Trees, trees, trees. Who could've thought that something so boring and everyday was so vital to us living life as we know it? Not me, that for sure, until I became interested in ~~preserving~~ learning about and preserving the environment some years ago, just like many of you did. I was more focused on the melting ice-caps and the preservation of endangered species, when in actual fact, trees, of all things, are at the heart of environmentalism.

Many of us, including me, grew up in the city, where more often than not, the local park was the only greenery to be found between the concrete streets, and more often than not,

it was a bit of a drive away. This is the critical problem with cities and urbanization. As our workforce grows, and those in the country come over to ~~urban spaces~~ ^{the cities}, the urbanization spreads and more buildings, more skyscrapers and more concrete is developed. Cities are slowly becoming notorious for pollution, noise and a hectic life that is fueled by all of these grey spaces being built while our environment and our selves both grow sicker because of it all. We know it well. And the solution, is simple. Trees!

Trees are miraculous. They provide us with oxygen, and take in excess carbon dioxide, slowing the rate of global warming. Each tree removes 1.7 kg of pollutants from the air each year, and each tree absorbs hundreds of litres of stormwater, helping to prevent ~~flooding~~ ^{soil erosion}. This part of nature is absolutely essential to protecting the environment, especially in a place that produces countless fuel emissions from ~~the~~ traffic.

See, it's estimated that by 2050, over 65% of the world population will be living in cities, so ~~don't we want to make these spaces better for humans to live in?~~ why don't we start by making those places more human-friendly? Human friendly actually means tree friendly, as studies show that trees increase attention spans and decrease stress levels. Your blood pressure also drops, ~~your~~ ~~stress~~ and your heart rate slows. By default, humans are much more at ~~home in nature~~ happier and much more at home in nature.

Trees ~~are~~ are able to lower the temperature of a city by 7°C, perfect for those summer working days, providing shade from the glare of the sun (and solar radiation!). They reduce wind speeds and prevent flooding, as well as collect rainwater and filter it. Trees naturally make the city a safer place to live.

Trees also ensure the continuation of biodiversity, which, in a time where we see a new species ^{plant} go extinct every month, is critical. Trees host a huge array of species: bugs, lichen, ~~the~~ birds, fungi, owls. One single oak tree ~~to~~ can become home to 500 various species, all alone! Planting trees in urbanized spaces will preserve the natural biodiversity of the area, making it possible for the ever-progressing human to live in peace among all his wildlife neighbours. If we want our children of the future to enjoy all the nature we did, this is the first step we must take.

And I took that first step!

Last month, I volunteered for an organisation focused on global reforestation that had a project in Cornwall, not too far from me, that set out to plant 1800 trees in a 600sqm² space along the coast. ~~Here~~ The species we planted weren't native, they were a part of unique endangered species that were running out of spaces to live due to urbanization, and the coastline of Cornwall was found to have just the right temperature and damp conditions needed for them to thrive. The organisation used the Miyakawa Method, something I've talked about before on this blog.

Being there that weekend, taking part, was honestly life changing. There are few times in an environmental activists life when you feel like you are actually, actively making a change, ~~but~~ and this was one of them. I must have only planted around 20 trees, but I felt this sense of purpose. I am meant to be doing things like this, sticking up for our planet. I truly believe that we have a duty to the earth, the land we were raised on, the soil we were born on. I came back from my trip feeling renewed, and I just had to share it with you all.

So, if you just read all that and are now thinking, "well, how can I get involved", or, "how can I talk about trees more", I have made a list of a few things I think you could do:

1. Firstly, just talk. ~~The~~ Raising awareness about these issues is half of the work done. Talk about how trees are so central to a successful urban city, and how they improve life for all involved.
2. Talk to your local council about what can be done in terms of reforestation. Perhaps nothing ~~could~~ ^{can} be done, but maybe you could ~~set~~ participate in projects of recycling and pollution. That still makes a difference!
3. Talk to your local MP about reforestation. Vote for the MPs that put emphasis on saving the environment.

4. And lastly, join a campaign or project dedicated to planting trees. Fortunately, these have become much more common now, so they are found in ~~every city~~ almost every city. I've linked a pdf below that contains a list of all tree planting activities needing volunteers, and other environmental projects too.

Trees ^{even} sustain themselves, all we have to do is save^a space for them. In a world of ever increasing pollution, global warming and urbanization, trees can be our saviour.

2 Write a commentary on your new text.

In your commentary you should:

- analyse and evaluate the language choices you have made
- show how you have reshaped the source material to meet the new genre, audience and purpose
- comment on how contextual factors have influenced your language choices.

You should support your analysis with evidence.

(30)

I wrote a blog post on a blog themed around social issues including environmental issues, so I structured my writing broken up into paragraphs by subject and I included a ^{numbered} list at the end, which is a feature of many blogs. This list was also to give the reader practical advice after reading my blog post, and to give the writing a layout more typical of a blog, as well as the list making the blog post seem well put together and thought out, giving me credibility as a blogger.

My title 'We need to talk about trees' sums up the blog well, and ~~is~~ comes off a little humorous, as the serious tone is paired with the subject of trees, so that readers will want to click on the title that leads them to the post, and it grabs their attention. The use of the ^{first} ~~second~~ person pronoun 'we' immediately engages the audience and draws them into the conversation, so they feel more drawn to ~~readers~~ reading about the topic and thinking about it.

I use the 1st person pronoun 'I' ~~regularly~~ regularly, to humanize myself and give a somewhat informal tone to make for

easy, perhaps casual reading on the blog. It allows the audience to relate to me, as I am not just a faceless author. I use phrases like 'I believe' and 'I felt' to again humanize myself and make the writing feel personal, so readers connect with it more. The use of 'I' makes the portrayal of emotions easier, which helps to convey how passionately I, as the author feel about ^{the} environment.

I adopt a lively, passionate tone to get across how I feel enthusiastic about trees, and also to imply how great trees are if I am talking about them so passionately, so that the audience will also feel that some way, and perhaps take action like I did. It also makes for an engaging read, and adds to the somewhat informal register. My purpose was to inform and gently persuade my readers into doing more for the environment by helping trees, and the tone I aids this.

I use an environmental field of lexis, such as 'greenery', 'reforestation' and 'biodiversity' to show that I know what I am talking about, and give me a sense of credibility on the topic, so readers are more likely to take advice from me. In contrast I use ~~a field of~~ lexis ~~of~~ with negative connotation such 'grey', 'hectic', 'noise' ^{to add to the} when talking about urban spaces without trees to emphasize how negatively I feel about them and how negative the impact is on life.

I use a varied sentence structure to keep a friendly, lively tone, almost as if I am speaking. This helps to engage my audience, and makes the blog easy and enticing to read, so people will feel more like listening to me and convinced to help the environment.

I use longer, more complex sentences when I share my anecdote of planting trees in Cornwall to evoke a more storytelling feel,

I also use more personal pronouns 'I' and 'my' to indicate how personal and special this experience was to me, and make the audience empathize with me. As its an audience of environmentally concerned people, they will likely have had a similar moment, and could relate to me on this.

Rhetorical questions were also used at the beginning to engage the audience and encourage them to think about the importance of trees 'living life as we know it?' in their everyday lives, and how it affects them. This draws them into the conversation, so it doesn't feel one-sided. I try to make myself and the audience seem like we are one, connected by using the phrase 'Many of us, including me', and employing the 1st person pronoun 'we'. This makes it seem like we are on the same side and share the same cause, so they will feel persuaded by me. It also helps the blog post to acknowledge the maintained readership of previous blog posts, also like I did with the phrase 'something we talked about before on this blog'.

~~I use imagery when describing the spaces 'g' and 'share with you all'~~ so the reader feel involved and special.

I use exclamatory statements 'I took that first step!' to convey the excitement and passion I have as someone interested in environment, in hopes that it will enthruse the audience too. It makes the writing lively and not boring. (So they will see I am actually personally involved and genuine)

At the closing sentences, I use sibilance 'save a space' 'savior' to create a lasting effect of the impact of trees in the audience's mind, and make the paragraph catchy, catching people's attention and wrapping the blog up with an impact.

Statistics are used '85% of the population' to give credibility to my writing and make it a bit more serious. People tend to take statistics seriously and are convinced by them, so this helps me in persuading my audience of the impact and necessity of trees, as well as backing up my statements with facts to give them more weight. I chose to reform the source text like this to give my blog just the right amount of impact it needs to have a lively tone with a serious topic, that will capture the attention of the young adult readers.

I mention a 'link to a pdf' to make clear that the mode of the text is an online blog, and that is a feature of the blog, encouraging readers to take steps towards conserving the environment without them putting in too much effort, and it ensures readers will come back to the blog as a point of reference.

I use repetition 'more often than not' to emphasize my point on how rare parks are, where in cities and how needed they are, and how often they would be far away, to give impact to my writing.

I use direct address to personally involve my audience and make things personal to them, to make them convinced of my points, if they feel it deeply and personal to them, as if it affects them personally, as if I'm bringing them on my journey.



This candidate could have spent slightly less time on their creative task and a little more on their commentary, as the commentary lacks a systematic, planned approach and there is some repetition of key ideas. Nevertheless, it is insightful and accurate with some interesting discussion of linguistic choices made to engage the audience and to fulfil the stated purpose. As it becomes more rushed towards the end, some comments become rather less analytical or evaluative, such as 'make the paragraph more catchy, catching people's attention and wrapping the blog up with an impact'. This candidate's response for Section A achieved a proportionally slightly higher mark (on the Level 4/5 boundary) than their commentary (mid-Level 4).



- Time your responses and make sure you leave enough time for Section B.
- Plan your commentary carefully – be organised and systematic.

Paper Summary

See above for information.

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>

