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International Advanced Level English Language

Unit 1 WEN01

Language: Context and Identity

**Examiner commentaries on exemplar
responses**

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This set of exemplar responses with examiner commentaries for Unit 1, Language: Context and Identity, has been produced to support teachers delivering and students studying the International Advanced Level English Language specification.

This pack includes feedback drawn from the Examiner Report, examiner commentaries on exemplar scripts exemplar scripts and link to Mark Scheme for ease of reference as the commentaries relate directly to it.

The scripts selected exemplify performance for this component of the examination and commentaries relate to the mark scheme.

This document should be used alongside other IAL English Language teaching and learning materials available on the website here:

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Examiner Report - Section A: Context and Identity

The Report compiled by the Principal Examiner for WEN01 made the following comments and observations about the Section A of the 2016 examination in which candidates answered one question on two unseen extracts. They were required to produce an extended comparative response showing how the presentation of identity was shaped by contextual factors in both unseen texts.

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

- AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
- AO2: Demonstrate critical understanding of concepts and issues relevant to language use.
- AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
- AO4: Explore connections across texts, informed by linguistic concepts and methods.

In the June 2016 examination Text A was the transcript of the speech delivered by American actress Angelina Jolie to the UN Security Council in April 2015. The speech builds on the professional identity of Jolie in her role as Special Envoy to the UN. It presents a prominent self-identity as a concerned individual using the scope of UN Council and her role within it to develop a collective responsibility towards Syrian refugees.

Text B was the personal account of Liberian refugee, Miriam Bah, who settled in Australia in 2005. Bah's account is part of an online collection of the personal experiences of refugees published on Australia's ABC News website. The writer presents a very clear personal identity which combines her sense of personal history, displacement and loss with her determination to build a new life in Australia.

In 2016 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 refugees and the fact that both were produced by women. 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 Jolie and Bah. Only the very best offered considered/detailed exploration of the way in which the personal identities of the two women were constructed and presented and those that framed their analysis through this central focus were rewarded.

The range of specific analysis was extremely broad in this series. A significant majority of responses were able to identify rhetorical features and offer comment on the general features that shape a persuasive text and, as such, were more comfortable with the Jolie speech. Many were able to describe method and effect but struggled to apply specific language terms to their consideration of how – and why – these effects were produced. A more systematic approach, whereby comments are supported by evidence drawn directly from the source materials would have provided candidates with the opportunity to explore the language from which this evidence was comprised (applying concepts, terms and frameworks) and would have enabled them to reach the requirement for higher bands of achievement provided in the mark scheme. 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 bands difficult.

Successful responses to Text A looked at Jolie's construction of her personal identity and its presentation to the UN Council via her speech. They offered consideration of the context in which the speech was delivered, exploring (and analysing) Jolie's use of generic convention to achieve her persuasive and informative purpose. They looked at the conventions applied to structure and sequence the speech and linked these to the context in which it was delivered. They cited the personal involvement of Jolie with the refugees, and her very personal and family-focussed response to their plight. They were able to comment on how this informed style, voice and identity and were able to explore the language choices made by Jolie in order to convey her emotional stance on the issue and the rhetorical devices used to address, challenge and persuade her audience. These were often able to extend the potential audience of the speech via a consideration of a broadcast context. The very best also offered comment on the individual experiences referenced in the speech and how this developed the personal identity of those cited by Jolie. Responses that were placed in the highest bands of achievement supported comment and assertion with evidence directly drawn from the speech which was used to explore the specific language choices made, applying terminology in good range at word, sentence and whole text level.

Less successful were those responses that offered generalised comment on the context of the speech and which adopted a very descriptive approach to its content. Those that offered limited exemplification and limited specific analysis of technique were anchored in the mid/ lower bands of achievement. Limited consideration the personal identity of Jolie also negatively impacted on the potential for reward.

Successful responses to Text B looked closely at the context of the account and its link to the Australian NBC website through which it reached its audience. The most successful also looked at the context of the overall collection and extended contextual comment to account for the ABC context, audience and purpose. They showed awareness of the conventions of personal accounts and the language used to comply with these, both in terms of the individual personal account, and the nature and structure of the account itself. They were able to comment on the personal identity constructed by Bah (and her host website) and the subtle changes in this identity as she recounted her experiences in Liberia, Sierra Leone and Australia. The best were able to provide specific evidence that English was not Bah's first language and were rewarded for this. A successful few detected shifts in register/tone/complexity and offered considered speculation on the possible contextual reasons for this. Many were able to explore the gender-specific threat recounted and comment on Bah as representative in this respect. Many commented on Bah's strength in adversity and considered the founding of the Migrant African Women's Association terms of what this reflects about Bah's identity and the use of her personal experience and suffering to help other women.

As with the Jolie text, less successful responses offered generalised comment on the context of the account and adopted a very descriptive approach to its content. A significant minority made judgements about Bah's use of 'incorrect' English at the expense of exploring the specific characteristics of her voice and the language through which it was constructed. Those that offered limited exemplification and limited specific analysis of the language used by Bah were anchored in the mid/ lower bands of achievement. Limited consideration the personal identity of Bah also negatively impacted on the potential for reward.

AO4 requires candidates to explore connections and contrasts between the source texts. Successful responses seized the many opportunities for comparison and contrast – many adopting an integrated approach to this aspect of the task. Many offered comment on the differences in scale and tone afforded both by the writers/speakers that produced them. Many explored the purpose of the texts and developed links through the persuasive function of each (one explicit/forceful; the other subtle). Most picked up on the fact that both texts are clearly linked by the issue of refugees; better answers

explored the fact that both convey personal experiences — although Jolie is a witness and Bah a victim. Many made interesting comments on gender based on the content of each text and the perspective of the women that produced them. The fact that Jolie's account is more graphic about the suffering than that given by Bah prompted some interesting comparisons about the identities of the two women. Jolie's speech contains personal accounts from individual refugees which offered opportunity to make links to the account of Bah. Many recognised the clear contrast between the overriding optimism of Bah's view of her personal future in contrast to Jolie's bleak evaluation of what the future holds for Syrian refugees.

Less successful responses outlined the links and contrasts between the two texts but failed to develop any but the more obvious or to explore the language which evidenced these. Such responses were characterised by an essentially descriptive approach.

Commentary on Script Ref: 744259

Level 5 – 31 Marks

This is a successful response to Q1. It offers an integrated consideration of both source texts and makes appropriate links and comparisons between them. All assessment objectives are met with competence and confidence and it fully meets the descriptors for a Level 4 response and meets some of those in Level 5. For this reason it was awarded a mark in the lower-mid range for Level 5.

The response is well structured and expressed. Frameworks and levels are considered systematically with judicious use of evidence from both texts to support assertion and to afford integrated comparison and contrast. There is critical and specific analysis of the language choices used by both Jolie and Bah to meet their objectives and terms of audience, purpose and the presentation/construction of their personal identities. Terms and concepts are applied with accuracy and in good range.

To improve even further:

- Comments at sentence and word level could have been more fully developed and in fuller range
- The Bah account could have been covered in more detail to redress the slight imbalance here.

Field (Subject Matter)

Developed references are made to the field of each text and the links between them through comments on conflict, civil war, refugees, political power/responsibility and personal/familial experience.

Audience

There is recognition of the primary audience of the Jolie speech, and how the conventions of the speech directly address them: *Mr President, Foreign Ministers...* This is extended via content and context to a broader, global audience: *those interested in current events/humanitarian and moral issues...* Links are made fluidly to the readers of the Bah account: *those that want to know about conflict/refugees* with extension here to the Australian context of the account and the website on which it was published.

Function (Purpose)

Points made on the function of each text are well developed and supported. These extend beyond the obvious informative purpose of each to the more subtle aspects of the texts in this respect. Comments on the Jolie speech draw a distinction between the overriding purpose of both to: *bring awareness/give information* to more subtle purpose linked to her personal identity and role and the context in which the speech is delivered: *spark thought and action/indirectly tells the audience this power should be used...* Comments on the Bah account extend to the promotion of the organisation she founded.

Discourse/Pragmatics

There is careful consideration of how the context of each text has influenced their shape, sequence and meaning. Such comments are fluidly integrated into the body of the response and afford subtle links between the two source texts. For example, the response links the opening personal perspective/context provided by both Jolie and Bah: *I have made eleven visits/I was born in 1995* to frame content through personal

experience from the outset of each. Consideration of the structure and sequence of the Jolie speech is linked not only to the genre of the speech and its audience/purpose but to the presentation of Jolie's identity – something that is central to the task: *she does not refrain from directly addressing the parties involved...she is not intimidated by the power these organisations hold...* Specific terms are applied when discussing the mechanisms employed: *discourse markers/generic conventions/address...*

Grammar/Syntax

The response offers consideration of the rhetorical function of both texts and makes developed links between them on this basis. **Jolie speech:** *use of triads (stigmatised, unwanted and regarded as a burden)/repetition (I think)/direct address (your young daughter)/collective pronoun (we are failing to do this).* **Bah account:** *rhetorical questions (who's next?)/ repetition (who's next?).* It goes beyond identification to make developed links between form and function. For example, in relation to Jolie's use of direct address: *is powerful because it makes the audience think of what would happen if their own daughters were forced to become sex slaves.*

There is also consideration of sentence structures employed by both Jolie and Bah and the effect these have on audience and purpose. This is not the strongest element of the response in terms of application of specific terms but the effect of combining short and multiclausal sentences in each text is considered: *provides variety in the speech/increases emphasis on certain phrases.*

There are some valid points made regarding how the grammar and syntax of the Bah account suggest that English is not her first language, such as recognition of the omission of the copular verb in *May be we going to get burned.*

Lexis/Semantics

There are some meaningful comments on Jolie's use of adjective which fully link form and function by considering the effect such choices have on her intended audience: *'inescapable' shows that she wants to tell people that making a change is compulsory ...it cannot be escaped or forgotten.*

There is also relevant comment on the use of pronoun for effect in both texts, with Jolie shifting from personal experience to collective responsibility (with rhetorical effect) and Bah's use of the collective: *the 'we' shows she includes her family and their experiences in this personal account as well.*

Jolie's use of auxiliary (may) is linked directly to Leech and Politeness Principles through which Jolie aims to: *save face of the audience and asks their permission (in a rhetorical manner).*

Comments on the lexical structures employed by Bah relate to the restricted code of a second language speaker and incorporate valid references to Bernstein, thereby meeting the requirement to integrate appropriate theoretical comment.

Social / Cultural Concepts and Issues

Consideration of social/cultural concepts and issues frame the exploration of both source texts through developed reference to civil war, conflict and the resultant refugee crises that are the central focus of each. References to gender – both of the speaker/writer and of the victims they discuss – are well developed and supported. These are linked with fluency to the personal identity of both Jolie and Bah.

Comments on Jolie's speech reference the opening honorific and the precedence given to the President through the sequence of the opening address/triad: starting with the most powerfully elevated. There is reference to the power of the UN to make change and consideration of Jolie's assertion that: this power lies unused. Reference to 2011 conveys the length of the conflict and Jolie's commitment to the cause.

Closing comments on gender and identity reference both Labov's Deficit Model and Zimmerman's Dominance Theory – points are not detailed but the inclusions are apt and are certainly sufficient for a L5 response for this unit.

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 from a speech delivered by Angelina Jolie to the United Nations Security Council in April 2015.

Text B is an edited extract from the account of Miriam Bah, a refugee from Liberia who settled in Australia in 2005.

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) 3 1001

~~Mode, speech with
context: war (civil war)
audience: national, these intentions to let the
person (POV) all let collect
F.O.S. who are
willing to help.~~



Text A is in the mode of a speech by Angelina Jolie, while

Text B is a personal written account by Luriam Bah. Both people are women who feel strongly about the topic and conflicts associated with civil war and wish to bring about a change.

Text A is targeted towards an audience that is ~~may~~ specifically addressed by Jolie: Mr President, Foreign Ministers, etc. However, the speech also has ~~the audience of~~ those interested in current events that have connection to humanitarian and moral issues who can be a potential audience. Those who have a desire to see change as well. Text B may have a similar audience: people who wish to know more about the conflicts going on in this world and want to know a ^{refugee's} survivor's first-hand account and views on it. Since it is published on ABC Australia's ABC News website, a majority of the audience may be Australians who are visitors to the website.

Both texts ~~also~~ have a similar purpose - to bring awareness and give information about the situation that faces countries like Iraq, Syria and Sierra Leone in terms of war and conflict. Jolie ~~and~~ wishes to spark wide thought and action from the powerful organisations and people involved. She mentions, 'but the power lies unused'. Through this, she ~~wants to~~ indirectly tells the audience that this power should be used.

Bah has an additional purpose of telling the audience about her organisation - NAWA, and wishes to get more recognition and support for it. She says, 'I actually formed the organisation... I am really, really proud of that.'



Through this, she suggests that the organisation has been successful and what her views are of that success.

Texts ~~around~~ B both ~~it~~ talk about the topic and theme of civil war, refuge and conflict. The context is given to us by both ~~as~~ Jolie and ~~Blah~~. Jolie says,² 'Since the Syria conflict... I have made eleven visits...³ and Malta'. She gives the context in her introduction and this is able to provide the audience a ground and basis from which to ^{understand} ~~hear~~ the speech. The 'eleven visits' also suggests that Jolie is extremely passionate about this cause and in the four years (2011-2015), she has spent a lot of time for the people who have been affected, even though she may have had other tasks to ~~deal with~~, including motherhood ^{later to} and her career.

Blah ^{uses} gives a similar way of setting the context when she uses the first ~~few~~ lines to say, 'I was born in... 1995'. This gives a general idea to the audience in terms of where she is from and what the conditions were like. It also provides reason for why she chose to go to Sierra Leone.

Text A follows a discourse that talks first about Jolie's experience and her work for the cause, then goes to the problems that exist and finally addresses what should be done and how it can be done. She

does not refrain from directly addressing the parties involved (Security Council) and this suggests that she is not intimidated by the power these organisations hold.



and instead pushes these organisations to do more. She uses discourse markers to give better structure to her speech: 'The first is an appeal' and 'Second, I echo...'. This tells the audience what is to follow as well as shows that Jolie has thought out the solutions and is therefore presenting them in a structural manner.

Jolie's discourse is chronological: it follows her story in terms of when she moved to ^{different} countries for refuge. She starts by telling the audience her starting point (I was born in Liberia) and then says when she left for Sierra Leone (we left in 1996). Finally, she talks about her trip to Australia - which is where she currently lives. This discourse provides a simple structure to her account and this makes it easy to follow and comprehend.

Jolie uses numerous rhetorical devices throughout the speech, ~~in terms of~~ she has frequent use of triads (stigmatised, unwanted and regarded as a burden) and ~~also~~ ^{of} rhetorical questions (will you go to them?). These features are not only conventional features of a speech but provide opportunity for the audience to think and reflect on what Jolie says. She also uses other genre conventions of ^a the speech such as 'Mr. President...' to greet the audience, starting with the most powerfully elevated, and she uses



a conventional 'thank you' to end her speech.

Bah's use of rhetorics also exist, mainly in the form of rhetorical questions (who's next?). Both Tolie and Bah use repetition to provide emphasis on the point they wish to make. Bah says 'who's next?' twice while Tolie repeats 'I think' at the beginning of a few of her paragraphs.

In terms of syntax and point of view, Tolie has a diverse use of different points of view throughout her speech. For example, she starts off with 'I have made ~~it~~ closer with'. She then uses direct address, 'your young ~~daughter~~ daughter'. This use of direct address is powerful because she ~~manages to~~ makes the audience think of what would happen if their own daughter were forced to become sex slaves. The use of direct address ~~is~~ provides space for thought as in this manner, and is an other example of her use of rhetorics. Tolie also uses the collective pronoun in the first person (we are failing to do this). This makes everyone who is ~~an~~ ^{the} audience feel responsible and therefore more concerned about the situation. ~~It is~~ ^{it} also shows that Tolie ^{herself} feels the burden and the responsibility of what is happening in ^{these} war-struck countries.

Tolie uses a combination of mult clause and simple sentences. For example, 'She could tell you what... sex



'done' as well as 'The first is an appeal for unity'. This provides variety in the speech and increases ^{on certain phrases} emphasis. ~~The~~ Dahl has a similar use of short and long sentences to a similar effect: 'I felt really relieved' ^{and} 'When I first came on - try to ~~ignore~~ ignore it'.

Dahl also has a few grammatical lapses that further ^{accentuate} prove that she English is not her first language. 'Maybe we going to get burnt'. The lack of the auxiliary (~~are~~ are) emphasises that she is not from Australia where English is a first language, and give more authenticity to her story. Dahl uses the first person singular voice and switches to ^{collective} plural pronouns ~~let~~ as well ('wee all thought') and ('I was born'). The 'we' shows that she includes her family and their experiences in this personal account as well.

In terms of lexis, Jolie uses adjectives to provide greater depth to her words. Her use of 'excruciating' indicates that the detail that everyone has of the happenings in Harbourside are whole, complete and somewhat terrifying. She indicates that we know it all inside-out and therefore we should be able to do something about it. Her use of the adjective 'inescapable' shows that she wants to tell people that making a change is compulsory and essential. It cannot be escaped or forgotten.

~~Her~~ ^{Her} use of lexis follows a low, informal register.



that further ~~emphasizes~~^{fixes} her origin. She uses colloquial terms such as 'really huge' ~~and~~^{and} 'little bit'. These are an example of restricted code (Berkskin language theory), where Bah uses informal ~~language~~^{phrases and words} in her language. However, it ~~cannot~~^{is} be also an example of the cognitive deficit - ~~as the~~ experiment, where Bah is able to express profound views and thoughts even while using restricted code.

Bah also breaches the modesty maxim (Politeness Principles by Leech) when she says 'I am CEO of a women's group'. ~~She~~ Even though the second party of the interaction is not evident in the account and could be the audience in general ~~as well~~, she does not refrain from telling the audience her achievements. Tolie also uses politeness principles when she says 'If I may'. The use of the 'may' suggests ~~positive~~^{negative} politeness where Tolie aims to save face of the audience and asks their permission (in a rhetorical manner).

Both Tolie and Bah are women in the 21st Century and the power and status they hold can be seen. Tolie directly addresses the Security Council, for example, and this ~~also~~ makes her personality stronger. She does not fit ~~in~~^{in Robin} Labor's Deficit Model or Zimmerman's Dominance Theory, because in this case, she takes charge and uses declaratives and



(there, all countries and all people are equal)
strong phrases to bring meaning across. Both women
address gender inequalities in this society, such as
sex slavery and rape. Jolie talks about sex slavery,
while Bah about rap^e. It is perhaps because of
a ~~so~~ natural and habitual need for them to
address these ~~facts~~^{issues} because of the fact that
they are women and can therefore talk on behalf
of ^{other} women in general. As woman-kind is often on
the receiving end of these crimes, Jolie and Bah both
use the power of their gender to bring it up and
raise awareness of it.

Each one of them has a strong identity respectively
and they both use their status, experiences and power
in general to bring their ~~so~~ purposes across.



Commentaries on Script Ref: 744258

Level 3 – 18 Marks

This is a reasonably successful response to Q1 which is systematically on task in terms of addressing the AOs for this component of the examination. Understanding is consistently clear and as such the response matches the descriptors for Level 3. It is logically structured and generally well expressed. Comments are apt but lack the depth and development and depth that would afford consideration of Level 4 descriptors. It was awarded a mark of 18.

It offers a reasonably well balanced consideration of both source texts which makes some appropriate links and comparisons between them. However the approach considers each text in turn through a sequenced framework linked to 'topics' such as audience/purpose/lexis and this does restrict opportunity to develop these connections. There are links between form and function – but these tend to be straightforward/undeveloped. Exemplification is patchy – especially in the latter sections of the response. There is also a tendency, especially in the mid-latter sections of the response to describe/narrate rather than analyse. There are some relevant comments about personal identity and its construction/presentation together with a general consideration of the context of both texts. Application of concepts/theories/terminology is restricted.

Field (Subject Matter)

References are made to the field of each text and the links between them through comments on conflict, civil war, refugees, political power/responsibility and personal/familial experience.

Audience

There is recognition of the primary audience of the Jolie speech which is extended to the broader population: *mass population/fans of Angelina Jolie*. The Australian/broadcast context of the Bah account is also referenced as a potential, extended audience. Neither point is fully developed, however.

Function (Purpose)

Points made on the function of each text are appropriate but could have been supported with direct evidence that would then afford opportunity to link form and function. Comments on the **Jolie speech** concede directly to its audience and context: *Encourage members of the Security Council to act/find other diplomatic solutions*. Comments on the **Bah account** extend to the promotion of the organisation she founded: *MAWA the organisation she founded* as well as the overarching aim to raise awareness: *encourage involvement from the citizens of Australia*.

Discourse/Pragmatics

There is some consideration of how the context of each text has influenced their shape and meaning. The UN setting and the political nature of the audience are linked to the lexical choices made by Jolie and also to the 'politeness principles' she employs when using the generic convention of a speech to address that audience. Bah's personal experience as a refugee together with her founding role in MAWA are also referenced. The content of each text is handled in an essentially chronological order which becomes more descriptive as the response continues.

Grammar/Syntax

The response offers consideration of the rhetorical function of both texts and identifies some features (applying attendant terminology) in a limited range in the **Jolie speech**: *use of first person perspective to establish her credentials/Makes her statements more powerful/she herself has witnessed*; rhetorical questions: *why are the Syrian people not worth saving?* Comments on the **Bah account** are essentially descriptive here.

There is some general consideration of sentence structures employed by both Jolie and Bah and the effect these have on audience and purpose. Terms are very limited here but there is some attempt to link the length and content of the sentences to purpose and context. Jolie: *using short sentences along with some data Angelina makes her point while bringing evidence*; Bah: *short direct sentences which give it more directness* (this brevity attributed to the website context).

Lexis/Semantics

Links are made between the texts on the basis of the semantic fields of conflict and refugees they share. Comments on lexis relate almost exclusively to their complexity which is linked to the formality of their context. Words are listed as evidence and no word classes (other than the identification of pronouns) are applied resulting in tenuous/undeveloped links between form and function.

Social/Cultural Concepts and Issues

Consideration of social/cultural concepts and issues do frame the exploration of both source texts through reference to conflict and the resultant refugee crises that are the central focus of each. References to the gender of Bah are linked to MAWA and its aim to empower women.

Jolie's criticism of the UN and the reasons for this are described rather than analysed, something which typifies the latter sections of the response.

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 from a speech delivered by Angelina Jolie to the United Nations Security Council in April 2015.

Text B is an edited extract from the account of Miriam Bah, a refugee from Liberia who settled in Australia in 2005.

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) 18Q01

This is an analysis of two texts, one is a transcript ~~the~~, which I will refer to as text A, while the second text will be referred to as text B and is a personal account.

The audience of text A are the people participating in the UN Security Council meeting in New York in 2015.

It could also be to the mass population to inform them about the situation in Syria, and fans of Angelina Jolie who makes this speech.

The audience of text B are people who read the Australian ABC News ~~are~~ who are interested in the topics



of civil war^{and} refugees. ~~and people who~~

The purpose of text A would be to encourage the members of the security Council to act, and help ~~it~~ with refugees to a greater extent, by for example supplying refugees with ~~boats~~ ~~the~~ safe transport out of their country, and to find other diplomatic solutions.

The purpose of text B would be to promote MAWA, the authors association which aims to empower female migrant and refugees from Africa who have migrated and need help and support to settle in.

The text could also have a purpose on informing the population of Australia about the situation in Africa and to encourage involvement from the citizens of Australia.

~~Text~~ Both text A and B are single modal while text A is a transcript of a speech and text B, being a personal account for a news website.



The context of text A involves the UN Security Council, refugees of Syria, Angelina Jolie, the famous actor and the UN High Commissioner for Refugees, set in 2015.

The Text B is also in the context of refugees, but ~~also~~ is regarding Africa rather than Syria, ~~and~~ empowering female migrants and refugees, published on an Australian news website.

The lexis of text B is very complex, this is because Angelina Jolie being an educated celebrity, and because of the situation which involves the UN Security Council with the topic of refugees. This means that Angelina, who gives the speech has to be very polite, using the positive politeness principle as she is addressing a sensitive topic, to a board of powerful respected people such as the President. So to be taken more seriously and being very polite she uses lexis such as "Your Excellencies", "Ladies"



P 5 0 5 9 2 A 0 4 2 0

and "Gentlemen",

However Angelina comes with an aim to get these politicians of the UN more involved and so she has to be powerful in the way she speaks to ~~it~~ have a higher influence.

She does this by using terms such as misery, crimes, and torture, to help describe and influence her audience as ~~she~~ makes it very tangible.

The lexis has the semantic field ~~The lexis of text B~~ of refugees and international conflict which influence her choice of words.

The lexis of text B is also polite and has a high register of formality, same as text A, however instead of having to address the UN, the author of text A is ~~is~~ appealing to the readers of the Australian ABC News website and so she chooses to use complex lexis to be taken seriously as the topic of refugees needs to be taken, and to promote her women's empowering association.



She uses words ~~in~~ related to the semantic field of refugees, civil war, peace, ~~and~~ ~~eg.~~ migration and female empowerment.

Such words include "community", "culture", "peaceful", "safe", "visa", "rape" and "killed".

It also shows and encourages migrants as the author herself was an immigrant to Australia, and by showcasing her English skills, along with a brief description of her new lifestyle.

~~The syntax~~ Text A contains mostly short ~~and~~ direct, yet complex sentences, this is because it is a transcript of a speech. So by using short sentences along with ~~numbers~~ some data and plenty of quotes of Syrian refugees, Angelina makes her point, while bringing evidence ~~and~~ without boring the audience.

She also talks a lot using the word "I", which includes her self into the



~~the people helping and~~ the topic and makes her statements more powerful and proven as she herself ~~has~~ actually has witnessed the horrors ~~of~~ the refugees are experiencing.

She uses rhetorical questions such as 'why are the syrian people not worth saving', which makes the audience think about it and ask themselves the question, and so has a powerful effect.

~~For~~ Text B has a broad variety of sentences including ~~the basic~~ simple, complex and compound sentence structure. However the most commonly uses sentence type would be short direct sentences, similar to text A, which gives it more directness, ~~and makes it more~~ which is important when writing for news websites, as people might have short attention spans and might be discouraged if long, complicated sentences were displayed.



Similarly to text A, text B also uses the pronoun "I" a lot ~~them~~ before a sentence.

This is because the author is describing ~~from~~ a personal experience and so by using "I" the writer singles herself out as she ~~expressed~~ ^{however} it was a personal experience, ~~yet~~ by doing this it could encourage ~~to~~ ^{or} be relatable to people ~~who~~ who have experienced something similar, as in their heads they might think "I" have been through this myself too.

Text A starts off by a polite introduction, then goes on to share ~~her~~ ^{the} information and experience about the syrian refugee crisis, along with plenty of quotes and examples of ~~that~~ ^{conversations} ~~refugees~~ ~~have~~ or statements made by refugees, through out the middle part of the text using short paragraphs.



She then goes on to somewhat criticize to UN security council saying they are not doing enough to help, although they have the power to do so, ~~not~~ saying that there is no lack of information only lack of ~~the~~ political will.

She then makes an appeal ~~to~~ on behalf of Syrian refugees, and goes on to give a sort of solution, ~~to~~ ~~that~~ and then ends the ~~speech~~ speech ~~and ends~~ with a "thank you".

Text B begins with a brief description of the authors background, being a victim of two African civil wars.

Then goes on to explain her move to Australia which involved a bit of racism and difficulty as she did not fit in to the culture as society.



However later explains how she finally has settled in well, being married, having children, attending university and even starting her own womens empowering association called MAWA, which helps women of her background settle in, to become productive, happy members of their new communities.

She ends the text by saying how she misses her country and home, remembering what she has been through and how grateful she is to be in Australia.

~~Text~~ Text A contains short, and ~~big~~ large paragraphs, although the short ones are more common.

Text B has mostly medium length paragraphs.

Fonts and ~~text~~ and size of texts stay the same through out the texts.



All in all both texts were very different, as they had different genres, but because of their contexts they were both relatable to each other.

(Total for Question 1 = 35 marks) **18**

TOTAL FOR SECTION A = 35 MARKS



P 5 0 5 9 2 A 0 1 1 2 0

Commentary on Script Ref: 549083

Level 1: 6 Marks

This response to Q1 was awarded a mark of 6 (Level 1). It is very brief /undeveloped. A significant proportion of the response is a straightforward reworking of the question and its bullet points/prompts. There is limited analysis and a tendency to describe/paraphrase. Terms are applied in very limited range and with minimal links between form and function. Connections between the sources are minimal.

The overall structure of the response is reasonable as is expression but the investigation is essentially superficial. Exemplification is very patchy and comments are undeveloped and lack any analytical edge.

Field (Subject Matter)

Generalised/descriptive references are made to the field of each text: *murders, separation of their families...* Basic links are made – but these are undeveloped.

Audience

There is recognition of the primary audience of the **Jolie speech**: *the president, foreign ministers and excellencies*. The categorisation of the audience as upper class is very straightforward but there is an attempt to support this through reference to the nature of the vocabulary deployed by Jolie. There is some attempt to contrast with the audience of Bah which is described as: *the general public*, but, as is characteristic of the response as a whole, this is not developed.

Function (Purpose)

Points made on the function of each text lack development and support. There is an imbalance in the handling of the texts. The general purpose of the Jolie text is grasped: *to reach out and communicate the problems people in Syria are having/to help the refugees*; however there is no evidence offered to support this assertion. Comments on the purpose of the Bah account do not extend beyond: *Miriam is Jolie's objective* which, given the geographical context of the texts, makes little sense.

Discourse/Pragmatics

There is minimal consideration of how the context of each text has influenced their shape, sequence and meaning.

Grammar/Syntax

There are some basic points made regarding how the grammar and syntax of the **Bah account** reflects her 'social status' through recognition of the omission of the copular verb: *saying things such as 'maybe we going to get' instead of saying 'maybe we 'are' going to get*. Comments on the language used by Jolie do not extend beyond the comment that is 'formal' (with examples of low frequency lexis to support this). No links are made to genre /form/broader context.

Lexis/Semantics

Comments on lexis/semantics do not extend beyond basic comments on Jolie's lexical choice in terms of its formality/complexity: *she uses words such as eloquently, stigmatised and excruciating.*

Social / Cultural Concepts and Issues

There is recognition of the significance of the UN with regards to Jolie's speech. Closing comments on the gender of Bah and her involvement in MAWA are of some (limited) relevance.

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 from a speech delivered by Angelina Jolie to the United Nations Security Council in April 2015.

Text B is an edited extract from the account of Miriam Bah, a refugee from Liberia who settled in Australia in 2005.

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) 6 Q01

Thousands of people are suffering due to murders, separation of their families, and slavery like such as woman being used as sex slaves. All this and much more horrible stuff is happening to people all over the world like in Syria or like in Liberia. This topic is discussed by two women in these two texts by two women who are very distinct but share the same purpose. The language they use, their social, and cultural background show us their personal identity.

One of these women is none other than the famous Angelina Jolie. As a member of United Nations (UN), she gives a speech addressing the refugees. Angelina uses a very high level of language. This is due to the audience she had. Her audience were the president, foreign ministers, and excellencies. All people of upper-class. Angelina is an upper-class woman herself so she has no problem using a very high level of vocabulary. You can see this by the way she addresses her audience, uses words such as eloquently, stigmatized, and exonerating. Very formal. Now the second woman, Miriam Bah, her language is different from compared to Jolie's language.



A reason being that her audience is completely different. Miriam's audience is to the public in general so her language used is more informal.

* Saying things ~~for~~ such as "maybe we going to get..." instead of saying maybe we "are" going to get. This shows that social level may not be as high as Angelina's.

The mode, function, and audience are also different for both Angelina and Miriam. Text A is a speech while text B is the personal account of Miriam on a website. Angelina's purpose for her speech was to reach out and communicate the problems people in Syria are having. She wants to help the refugees. While the purpose of the personal account of Miriam was to communicate her story of being a refugee that is safe.

~~Basically~~ Basically Miriam is Angelina's objective.

~~Miriam being a woman influences what she says and does. She talks about women.~~

Miriam being a woman influences what she says and does. She creates her own group called MAWA. ~~It~~ It stands for the Migrant African Women's Association. She dedicates her time to women refugees as she is a woman and "understands the challenges women face when they arrive - with the language, the culture etc."



Section B: The Creation of Voice

The Report compiled but the Principal Examiner for WEN01 made the following comments and observations about the Section B of the 2016 examination in which candidates were required to write the text for a broadcast appeal drawing upon the source materials provided in Section A but reshaping to an audience of their peers from their local community.

Section B of the examination is assessed against AO5: 'Demonstrate expertise and creativity in the use of English to communicate in different ways' with a total of 15 marks allocated for this component. As such the task assesses both the fluency and accuracy of written expression and the ability to generate an original and (hopefully) engaging text.

The task generated a full range of responses but many struggled to fully address the question in full and candidates are advised to spend time working through the question to be sure of its requirements in terms of genre, context, audience and purpose. The format of the question will be relatively constant but wording will, inevitably, change according to the nature of the creative task set. As this is a creative response examiners will accept any approach that concedes to the prompts provided.

The 2016 question stem was carefully worded to provide candidates with a clear indication of expectation:

Write the text for a broadcast appeal to raise awareness of how people your own age can support refugees settling in your local community.

The second part of the question:

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

highlighted a key requirement of the task, that is the need to incorporate some material from one (or both) of the source texts into the broadcast appeal. This proved problematic to a significant minority of candidates but is a key requirement which must be taken into account.

Successful responses demonstrated clear awareness of audience and function, conceding clearly to the broadcast context and the persuasive/informative function. There were some very fluently written and convincing new texts. The best adapted the source material fluidly – drawing upon the rhetorical voice of Jolie or the experiences of Bah (especially her experience of racism) to target an audience of similar age and locality to the candidate. The breadth of personal experience that many brought to this task, linking to the specific experience of refugees within their home country was interesting and something that should be encouraged if the specific task allows. Many fully engaged with the broadcast context some involving the audience directly, others using music/sound effects or using co- presenters/interviews. Such creativity was rewarded whenever possible provided that the central issues of the tasks were addressed.

Less successful responses were often restricted by flawed written expression – these proved essentially self-penalising. Some failed to address a local/peer audience using language that was not fully appropriate to either. Others did not concede to the broadcast context. A key discriminator was the incorporation on the source data; at the mid-low bands of achievement many made no concession to the source and all, others simply quoted directly from the texts, struggling to integrate the material and therefore disrupting the fluency of their response.

Commentary on Script Ref 878558

Level 5: 13 marks

Script D demonstrates clear awareness of audience, conceding to the broadcast context and the persuasive/informative function. It was awarded a mark of 13 which places just into Level 5.

Although there are minor issues with sentence structure, a well expressed and convincing new text is generated. It makes clear reference to the source materials, drawing directly on both to support points made for example directly incorporating, and integrating, the words of Jolie or relating the experiences of Bah (especially her experience of racism). Bah's organisation is also worked into the promotion of volunteer work.

The audience is clear. References to laptops and TVs establish a cultural link to the peer audience specified in the question and this is consolidated by comments on A-levels and university applications here to encourage young people to volunteer: *it looks good in your application and as a credential to present to universities.*

Language choices are largely appropriate to the task. Rhetorical features are integrated in order to fulfil the persuasive brief. These include direct address: *you must be wondering how this matters to you* and rhetorical questions: *Simple. Right?* Devices are employed to lower formality in a manner appropriate to the young audience, these include colloquialism: *whiff* and are balanced with higher levels of formality in keeping with the serious nature of the subject matter. Although the broadcast context is not explicitly referenced the voice and content works as an appeal.

SECTION B

Write your answer in the space provided.

- 2 Write the text for a broadcast appeal to raise awareness of how people your own age can support refugees settling in your local community.

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

(15) 1302

Beyond our country borders, war is happening right at this very second — ~~people~~^{innocent} lives are being wasted because of the hateful ~~fight~~^{crimes} happening around them that they ~~can't control~~ have no control over while we, on the other hand, have the privilege to idly watch the television on our couches, stream services on our laptops, blast music through our speakers, ~~eat three or more~~^{eat three or more} meals a day that we sometimes choose not to take and many more everyday things we take for granted.

There are thousands upon thousands of refugees fleeing their countries just to have a whiff of our lifestyle who, as Angelina Jolie said on her speech to the UN Council, 'drawn on the doorstep of the world's wealthiest continents', who 'witness the lives of their children (sic) except out of desperation'.

You must be wondering how this matters to you as a person that is barely making it through A-levels and being a student — in all actuality, it doesn't. But it does to the person, ~~you can~~^{to the refugee} you can help.



Another question that you might be wondering the answer to is: 'Well, how can I help?' ~~But just a student~~ and you also must be thinking 'I'm just a student, I barely make enough to pay-off my cellphone bill.' (If you aren't then maybe now you are.)

Helping or supporting refugees can be very easy and you can start off with little things. Ms. Miriam Bah, for example, left Sierra Leone because of the civil war there ~~and~~ ^{then} travelled to Australia on a refugee visa experienced racism ~~at~~ the first time she came here; one simple thing you can do as a sane and functioning human being is to not be racist. Simple, right? Treating others with respect no matter what race they are or ethnicity they are, ~~and~~ ^{is} one of the simple things you could do in life to better not only yourself but also the community around you.

Volunteering in organizations for ~~helping~~ ^{helping} refugees is also another way to help or support them. A few hours of volunteer work can go a long way. Ms. Bah, in addition to also being a volunteer, is the CEO of a women's group called MAWA - the Migrant African Women's Association that empowers women to be productive and happy in the community; local organizations like these help a lot of people in many different ways and volunteering can involve you in that.



Not to mention volunteering can also benefit you. ~~It~~
It looks good in your applications and as ~~a~~ credential
to present universities or other companies. It's a win-win
situation, really. (But please join with the mindset of
helping and supporting the refugees, not just for extra credit)

While volunteering can be a great form of support
and help, I know a lot of us barely have any time to
spare admit all our exams, revision, school and maybe
even work, so another way would be to donate to
charities and/or organizations — a dollar or two is
enough for them to provide food, water, clothes and
other necessities for refugees or even houses, depending
on what the charity/organization is for.

There are many ways in which one can help; helping
someone with directions or the language, accepting them
in the community and all those little things can go
a long long way for someone in search of a better future
away from the circumstances of war. ~~(etc)~~

"Our times will be defined not by the crises themselves, but by the
way we pull together as an international community to address
them"

— Angelina Jolie to the UN Council (New York; April 25, 2015)



Being a ~~united~~^{on} and overall good ~~community~~^{person} that accepts these people who had to face unfortunate hardships which were out of their control and helping them, supporting them in all the little ways that you, as a student, can will not only contribute to the happiness of these people but also to the betterment of the community, as a whole, and in our unity as an international community.

"I miss my country because I came here and left everything behind. I still remember the war, thinking about how my mother was going to be, if people would survive, how life would have been if I was still there. I think about it all the time. But I am so grateful to be here."

- Ms. Miniam Bah, a ~~fe~~ refugee who experienced civil war twice turned CEO of a women's group called MAWA on Australia's ABC News website.



Commentary on Script Ref 838269

Level 4: 11 marks

Script E is a reasonably successful response to the task. It was awarded a mark of 11 which places it in the middle of Level 4. It functions as a spoken text and it is framed by introduction and sign off. There is limited obvious concession to the broadcast context, however.

Although there are some issues with tone/register, which is sometimes rather formal, the response is generally well structured and expressed.

The audience is relatively clear and specific reference to the age of the listeners consolidates this.

Inclusive pronouns unite speaker and listener in accordance with the 'peer' brief: *we teenagers*.

Language choices are largely appropriate to the task. Rhetorical features are integrated in order to fulfil the persuasive function in what is one of the strongest aspects of the response. These include contrasting pairs: *so close to home, but so far from our thoughts*; repetition: *I am here today*; triadic structures: *same needs, same dreams and same rights*; pronouns: *they seek respite amongst us* and rhetorical questions: *how do we welcome them?*

The main issue with the response is the fact it makes limited direct or stylistic reference to the source material – a key discriminator for the task – and this does impact negatively on the potential to reward.

SECTION B

Write your answer in the space provided.

- 2 Write the text for a broadcast appeal to raise awareness of how people your own age can support refugees settling in your local community.

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

(15) 1 k02

~~Dear citizens of Dear residents of Sydney, I have Respected Principal, Dear Teachers and Fellow Students. I am very grateful for this opportunity to address this gathering a message for you, so~~ ^{listen carefully}

I am here today to speak to you all about an issue in our local community. An issue we have consciously or subconsciously pushed away to the back of our minds ^{and} stacked up in the pile of previous days' newspapers. An issue so close to home, but so far from our thoughts.

I am here today to talk about the refugees from Africa who have fled to our country, our hometown, in a desperate attempt to save their lives. They seek respite amongst us, but how do we welcome them? How much more likely are they to 'live' amongst us than to merely exist like they did before?

These refugees consider us humans, just like them.



but we must show them that we are humane too. We must stop sneering at them in local buses or judging them for their appearance or lifestyle. We must look at them as equals, who have the same needs, same dreams and same rights as us.

How can we support these people in their struggle to start new lives? How can we rekindle faith in them? We, ~~teen~~ ten teenagers, ~~sit~~ sixteen to seventeen year olds, what can we do? Yes my friends, we can do things. We can make change and help these ~~poor~~ people.

One of the simplest ways in which we can offer help is to visit these refugees. This way we can show them that we ~~can~~ can and see what they are going through. We can understand how what it is that they are expecting from their new homes and neighbours. We can help them find jobs and emotional support by getting them to contact NGOs and groups such as MAWA (Migrant African Women's Association).

We can help refugee children of our age and younger to catch up on their studies and find



hobbies to pursue by starting tuition for them and taking them to libraries and skating parks etc,

We can consult our schools and our parents teachers and other adults who can help them find legal support and make them aware of their rights and responsibilities. We can encourage our eighteen year old friends and family to vote for parties that take the rights of ~~us~~ refugees seriously.

My dear friends, it is our moral duty, our responsibility as human beings, as promoters of peace, as the future generation, to help these refugees. We must end racism ~~amongst~~ ~~us~~ towards these people and discourage isolation of these people.

What better opportunity will we get to prove that we can make a difference? What and that we are a promise to a better future? We have refugees in our hometown who need help and support from us and by being there for these people, we can set an example to our siblings, juniors, seniors ~~seniors~~ seniors and even to other countries!



One kind act from you and me can start a
global movement for peace. The power is in
your choice, your actions.

Thank you.



Commentary on Script Ref 744243

Level 2: 6 marks

Script F was awarded a mark of 6 (Level 2) as it has a general understanding of audience and function and makes some attempt to craft the presentation of data. It is a very brief response and technical lapses impact negatively on the potential to reward as quality of expression is a key assessment objective.

There is limited obvious concession to the broadcast context, however there is an attempt to craft a spoken text and the greeting directly addresses the youth audience and signals a level of formality that is appropriate: *Heya students*. There is an attempt to sustain focus on this audience but this is inconsistent and/or unrealistic in terms of suggested activities. It is not fully coherent as a complete text.

There is an attempt to persuade including the inclusion of some rhetorical features such as the triad: *war, impoverishment, loss of life* and use of pronoun: *... it is us! We are young* and though this one of the more successful elements of the response it is restricted by lack of development.

Some data is used from the source texts: *conflict began in 2011/4 million Syrians displaced* and direct quotation from the Jolie speech itself. The Bah account is referenced as an example of what refugees can achieve – but detail is sparse. Integration of this material lacks fluency and focus on what is relevant in terms of content/location.

SECTION B

Write your answer in the space provided.

- 2 Write the text for a broadcast appeal to raise awareness of how people your own age can support refugees settling in your local community.

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

(15) 6 Q02

~~Dear Hello everyone,~~

~~To students - young students and part-timers who want~~

Heya
~~Dear~~ students,

We are living amongst a time of war, impoverishment and loss of life. ~~That may not sound too familiar~~ You may not realise this as it is not going on in ^{side} front our homes, but it is sitting right on our doorsteps. Since the Syrian conflict began in 2011, around 4 million Syrians have been displaced in refugee for events they have no part in.

These people are currently receiving little to no help and as American Actress Angelina Jolie put it, "are ^{stigmatized} unwanted, unwanted and regarded as a burden." If anyone in our communities should be helping, it is us! We are young and have plenty of free time to help these struggling people to find homes and be part of a society once more.

For example, look no further than Mariam Bah, A female refugee who, when moving to Australia in 2005 had the freedom to express herself and started organisations and went to university. These people need help and with it can be functioning members of society. To help, write



to your local communities to encourage opening homes to refugees, # Show support of government ideas in helping refugees cross into our country and provide food and water to incoming refugees. ~~with such a small effort~~ IF we put in the effort together, I am sure we can positively effect the lives of ~~the~~ refugees.



P 5 0 5 9 2 A 0 1 3 2 0