

International Advanced Level English Language

Unit 1: Language: Context and identity

Exemplar Scripts and Commentaries

January 2024 Series





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Introduction

- The purpose of this pack is to provide teachers and learners with some examples of responses to International Advanced Level English Language Unit 1: Language: Context and identity.
- The responses in this pack were taken from the January 2024 examination series. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on teachingenglish@pearson.com



Overview

WEN01 introduces learners to how language is used in data from a range of sources. Learners explore how the contexts of production and reception affect language choices in spoken and written texts. Learners also explore how language reflects and constructs the identity or identities of the user and varies depending on the contexts of production and reception. Learners apply appropriate methods of language analysis to a range of written, spoken or multimodal data taken from 20th and 21st century sources using the key language frameworks and levels. They also demonstrate their understanding through the creation of a new text for a specified audience, purpose and context.

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

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



Section A: Context and Identity

Question 1

Section A, question 1 asked learners to analyse and compare how the language of both texts conveyed personal identity. There are 35 marks available for this question.

The three bullet points below offer additional prompts and guidance directly linked to the Assessment Objectives (and the mark scheme) for this unit and remind learners of the specific areas of study they should apply to the task.

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

Question 1 is assessed by 4 Assessment Objectives:

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.

The following scripts exemplify level 5, 4 and 3 performance.

Script 1

Text A develops the personal identity of Elizabeth Wathuti as an activist and as someone actively involved in changing the status quo that led to climate change in Kenya. It emphasizes her youth, ~~rather than~~ ~~pointed~~ while pointedly implying a lack of care from most older generations, that she uses to plead her case to the reader. Text B develops the identity



of ~~the~~ the journalist Sasha Abramsky and her role as an observer of the declining weather patterns in Europe, ~~mentioning~~ highlighting her function of documenting these patterns, and brief moments that humanize her as a mother and 'everyday' citizen.

Both texts place an emphasis on the speaker's sense of powerlessness, especially the disparity between the ^{so-called} 'common' man and their government-ents / political figures. By doing so, it presents personal identity in a deeply individualistic way, and through this it speaks to a pessimistically critical aspect of humanity ~~self-interest~~, ~~self-interest~~ that centers the self-ourselves, our home, and family.

Both articles order the reader to reflect on how a large part of our personal identity is protecting what we hold dear, which helps ~~both texts~~ excel in ~~its~~ ^{their} quest for increasing public awareness towards global warming. However, where Text A differs is that the speaker places more



responsibility' onto the shoulders of the audience, while Text B details political failure as a cause of global warming, appealing to ~~resignation~~ the audience's resignation at being unable to singlehandedly bring about ~~needs~~ societal change that occurs on such a large scale.

~~The~~ Firstly, both texts seem to serve the same function, text A and B aiming to raise awareness for these topics, as well as encouraging the audience to take action. ~~Enough~~ Text A does this in a more explicit way, i.e. the repeated declarative of 'open your hearts'. However, it can be argued that Text A's audience is slightly more niche. While the speech would've also been shown to the average working class viewer/listener, it is noted that it was primarily aimed to address 'world leaders'. This ties in with the function, however, this appeal to authority is done in a slightly unconventional way. Though



one might expect a speech of such importance to be written in a strictly formal, factual register, it takes on an almost musical cadence, the repetition of 'please open your hearts' and the ~~the~~ range of sentences used; complex, compounded sentences as well as

repeated imperatives. Though "open your hearts" by itself is an imperative, the added hedge of "please" ~~for~~ presents a multifaced tone that is presented throughout. When presented with just literal meaning, the reader may assume this is to save negative face, i.e. avoid imposing onto the leaders (and thereby recognizing the inherent ~~as~~ hierarchy present in the interaction). However, within ^{the} previous context of the article, such as the anecdote detailing "young children crying" after being unable to find water after "walking twelve miles" - ~~a~~ completely changes the tracked-on "please". Instead, it can be read as an appeal to emotion, to plead ~~for~~ for



an action. Therefore, while it technically
serves negative face in an isolated reading,
within the whole article, and the
increasing urgency of each
re-iteration, it almost paradoxically
takes on the role of an imperative,
functionally. Furthermore, the use of 'heart'
uses metaphorical, non-literal language

to reinforce Wathuti's ideas. ^{The noun} 'heart'
has connotations of vitality, humanity,
and emotion - so the use of non-literal
expression here ~~is a metaphorical~~
invites the addressee to feel empathy
by 'opening that aspect of themselves.'
The use of direct address through a
second person perspective and ^{identify you} personal
pronoun 'you' ~~for this~~ displays this
further. In this way, ^{the speaker} the speaker
emphasizes the role of empathy
~~In text B6~~ however, as a part of
her own personal identity, while
simultaneously ~~is~~ presenting it as
a core part of the audience's
identity as well.



~~On the other hand~~ On the other hand, Text B ~~was posted on a personal~~ ^{published in} newspaper, which is arguably more lower-stakes (in terms of needing to show overt prestige) ~~as~~ its audience is less geared towards world leaders, and perhaps also geared towards a younger demographic, considering it is online. Despite there being ~~less~~ of a need to show formality (and, arguably, professionalism), Text B includes more statistics and factual information than Text A does. While it does still open with an anecdote, and a rather conversational, truly humorous one at that: "I trod in melted asphalt ... the road I was walking on had literally begun to melt" - ~~it~~ quickly begins to delve into facts and figures across a wide range of countries. This is shown throughout the excerpt: "22 planes", "66 aircraft", "40 properties" - ~~as~~ however, despite the clash in method, its aim is close to



Text A's. Through using figures, it ~~is~~ ^{emotional} tries to elicit a tangible/response from the audience, helping them create an image in their head for the current state of affairs, even though it doesn't appeal ~~from~~ to emotion like Text A. ~~It~~ Despite this, it almost ~~desensitizes~~ desensitizes the reader: a sympathetic audience is more likely to react to Text A's anecdote about "three young children" than the "40 burned properties". Both texts still try and focus on bringing about a call to action, however Text A is more sensational and conversational, ~~shown~~ while Text B carries a more factual, down to earth register.

Furthermore, it can be argued that ~~there~~ each speaker's own identity plays a critical role in how they write and speak (with both texts being arguably multimodal, despite Text B conforming to more aspects of written mode in order to present its facts in a more concise manner). ~~With~~ With both addressors



being women, there is a mention of motherhood in both texts as well. Text A develops the anecdote further, but both texts mention the mother in these stories as an almost afterthought in a dependant, subordinate clause; ~~Compare~~ "with their mother to find water" versus "my kids and I". In both texts, removing the second clause would still ensure that the sentence is readable, albeit less impactful.

Text A does mention "The children..." towards the end, but the lack of personal pronouns makes it more impersonal. It is necessary to consider whether this was a ~~direct~~ ^{deliberate} choice on the part of both authors, as observed by Simone de Beauvoir, women are often confined to their role as mothers and homemakers, and their statements may lose credibility in society's eyes if more emphasis is placed on that aspect of it. ~~The~~ The difference model of gender-based linguistics reinforces this, with society



assumption being that women's conversations tend to center their family over personal ambitions. Therefore, it is important to note that both authors had an added initiative to disregard their ^(literal or potential) roles as maternal figures in order for them to be taken 'seriously' by their audience.

Finally, class consciousness and power dynamics play a role in ~~both~~ shaping the identity of both

speakers and their community, there is a thinly veiled layer of impersonal address towards those in the implied audience of Text A, and a ^{distanced} criticism towards the same group in Text B. Text A starts with the speaker introducing her vocation as a climate activist, and while this fits in the ~~field of~~ discourse of climate change and setting (COP28), it distances herself from the ^{audience with} more 'prestigious' careers as world leaders. In her



direct address, she states that
(the children) "cannot live on ^{empty} words and promises" – the oxymoron
'empty promises' implying statements
said for bureaucracy rather than
tangible change. Similarly, text B
describes leaders realising a state of
emergency, but ^{uses a} declarative to say
"the crisis is worsening" – there is
no deterioration to shown action being
~~taken, and this ideal just taken~~

Examiner comment and mark

This is a successful response to Question 1. The mark of 31 places it in Level 5, the highest band of achievement, but towards the mid-lower end of the Level. It consistently exhibits the discrimination and control that characterises a Level 4 answer and sometimes presents the critical and evaluative features of a Level 5 response with sufficient development to justify the placement in the upper level.

There are some minor lapses but, overall, the response is well structured and expressed and clear engagement with and understanding of the source texts is evident throughout. There is a slight imbalance in terms of coverage to the texts, with more close detail and attendant analysis provided for Text A. This, in part, accounts for the placement towards the bottom of the Level. The sections on gender towards the end of the response deviate a little from the focus of the task and this also restricts upward movement through the level – although the learner was not penalised for their mistaken assumption that Abramsky is female.

The response opens with consideration of the construction and presentation of personal identity that bodes well for the address of this key requirement of the question. This approach is evident throughout the response with insightful and well-developed connections drawn across both texts and the frameworks applied to their analysis. This analysis is applied with confidence – and competence – at word, sentence and whole-text level. The response considers, by way of example. The differing registers employed by Wathuti and Abramsky and the contextual reasons behind these which frequently link with clarity to aspects of audience and function. The differing backgrounds/roles of the speaker/writer are also used to develop valid and well evidenced points of contrast.



The integration of analysis, and inclusion of terms, concepts and frameworks with links to their function and effect is often impressive. This enables considerable reward at AO1 and AO2. For example, the comments made when investigating the register and construction of Wathuti's speech and the technical investigation of the repeated imperative 'Please open your hearts' integrates thoughtful comment on language choices made by the speaker to meet the requirements of her audience, function and the context in which the speech was delivered. This enables considerable reward at AO1, AO2 and AO3.

There are considered comments on generic form and aspects of production and reception coupled with reflection on the contextual issues that shape the content and focus of each text that afford significant reward at AO3.

There is a clear and sustained attempt to integrate points of comparison and contrast between the source materials that scores consistently well at AO4, with judicious selection of evidence to support this. This comparison ranges across frameworks and is supported with judiciously chosen evidence and its subsequent analysis.

Level 5, 31 marks



Script 2

Text A is a multimodal text, ~~text~~ an edited extract of Elizabeth Wathuti's speech, who is ~~a~~ ~~an~~ youth climate activist from Kenya. ~~text~~ Whereas Text B is a written text, an article ~~by~~ ~~is~~ written by Sash Abramsky and lives in the USA. ~~text~~ In Text A, Wathuti explains the dire situation occurring in Kenya due to climate change. She speaks about the future consequences that Kenyans and many other Sub-Saharan Africans will face if the governments do not tackle the problem that climate change provides. Similarly, Abramsky, in Text B discusses the problems that Europe faces ~~is~~ because of climate change. She ~~criticizes European leaders~~ also mentions the "record breaking temperatures" that have occurred in France, as well as ~~also~~ in Spain, Portugal, Greece, Hungary and France. In Text A, Wathuti is successful in evoking empathy on the readers and listeners, and her speech could have encouraged people to cut off things that worsen climate change. As well as this, she may also be a voice for Sub-Saharan Africans that suffer hardship, ~~which could potentially encourage the~~ Wathuti being a youth climate activist ties into her personal identity as a voice for those lacking courage to speak up about their



situations, which makes Wathuti ~~to~~ demonstrate bravery and passion for her people and the world. In Text B, Abrammsky uses ^{an} anecdote to illustrate realism and remind people that climate change is an issue that many have endured, and that others will begin to suffer the effects. Being a freelance journalist influences her personal identity as she has a responsibility to raise awareness and encourage people ~~and~~ specifically the government - to act quickly to prevent any more damage from occurring. Wathuti ~~is~~ is able to gain the attention and sympathy of Kenyans, Sub-Saharan Africans, world leaders, those concerned with climate change, those interested in COP26, and those who were directly affected by climate change. Abrammsky is able to earn attention and concern from those who were affected, those who read articles, Europeans and fans of 'Truthout'.

In Text A, Wathuti ~~uses~~ uses repetition when repeating the ~~declarative~~ imperative phrase "open your hearts". ~~The center~~ This acts as a continuous reminder for world leaders that many are suffering due to not only climate change, but



their lack of action to prevent this crisis from spreading and damaging any more. The lexical imperative "open" ~~has~~ may have some ~~egg~~ urgency and could be successful in truly "opening" their hearts and ignite ~~feelings~~ ~~emotional~~ emotions of sympathy and determination. In text B, Abramsky criticizes Europe's preparedness as she uses the lexical conjunction "but" when ~~is~~ stating "France does have ... 22 planes". The lexical conjunction "but" acts ~~as~~ as a criticism that despite ~~having the best~~ ~~best~~ ~~equipped~~ being the "Europe's best-equipped firefighting fleets", record "breaking temperatures, forest fires" ~~and melting~~ and an increasing number of deaths still occur. ~~and~~ Climate change needs more than that and these methods are not adequate enough to do enough. In text A, Wathuti is using covert prestige and standard English to communicate to the world leaders. This implies her passion and determination to ~~to~~ ~~aid~~ ~~her~~ ~~people~~ and those affected by climate change, ~~to~~ ~~his~~ correlating with his personal identity and representing the troubled ~~and~~ people. Similarly, Abramsky uses standard English and covert prestige to discuss



climate change in the article, this emphasises her obvious concern towards the ~~consequ~~ effects of climate change and her criticism to world leaders and governments for ~~their~~ their inadequate form of prevention to climate change. Again, this ties into her personal ~~identity~~ identity as a passionate and ~~determin~~ frustrated with the concerning crisis. Both Abramity and Wathuti using standard English and covert prestige demonstrate intelligence and class as received pronunciation ~~to~~ convey these two qualities. This may ~~help~~ get world leaders to listen and act, as both ~~there~~ were able to explain and draw climate change properly. As well as this, both Abramity and Wathuti's criticisms to the world leaders may act as a face threatening act to the world leaders. ^{Lexical complex sentences} ~~phrases~~ like "European leaders have ... agreements," ~~is~~ stated by Abramity, and "The children cannot live ... act", uttered by Wathuti, threaten the positive face of world leaders as their desire to be ~~praised~~ praised and trusted by their own countries may be tarnished due to their delayed actions against ending suffering, and relying on ^{simple} ~~simple~~ agreements may make citizens lose their faith in them. The ~~text~~ lexicon "climate",



"starvation", "dry", ~~the~~ "crisis", mentioned in text A, and "melt", ~~street~~ "heat", "fires", "deaths" mentioned in text B all ~~con~~ connote to the lexical ^{field} ~~field~~ of climate change. In text B, Abramsky mentions that during walk on a mountain ~~road~~ road, she discovered "glob of hot, sticky ~~tar~~ tar" stuck on her leg. The lexical adjectives "hot" and "sticky" connote to the ~~verb~~ noun 'heat'. They make the reader feel as if they are in her place, since these ~~lexical~~ adjectives ~~entire~~ ~~are~~ evoke emotion of discomfort. This could make people realize that climate change is truly a crucial crisis that must be solved. As well as this, the lexical phrase, "literally, begun to melt" is in italics, this ~~could~~ could imply the absolute disbelief that Abramsky felt when ~~she~~ she witnessed the road melt. This could bring the attention of readers as a road melting is rather unbelievable, but it helps people ~~read~~ ~~under~~ understand that climate change must be prevented. In text A, Wathuti uses personification ~~in~~ in the ^{utterance} ~~sentence~~ "Every day we see that... after w" to humanize the trees and remind listeners that humans are not the only ones suffering. As well as this, she could



be offering a solution to world leaders that may work if they "opened up their hearts."

In conclusion, both Wathuti and ~~an~~ Abramity ~~to~~ conveyed bravery and passion to prevent climate change. Wathuti ~~to~~ could feel responsible to be the voice that many of the suffering people may rely on to remind people of the consequences, which influence her personal identity as a representative and ~~has~~ having the opportunity to deliver a speech to world leaders at COP26. Regarding Abramity, her role as a freelance journalist may give her the opportunity to speak out and ~~can~~ criticize ~~the world~~ European leaders. This links to her personal identity ~~as~~ to serve as a reminder that the planet needs help, and that climate change must be stopped.

Examiner comment and mark

This is a reasonably successful response to Question 1. It was awarded a mark of 24 which places it in the middle of Level 4. It is well structured and expressed and engages with system and balance with the source materials. The mark suggests that the answer consistently presents the clear and relevant characteristics of a Level 3 response with some, more successful, elements that evidence the discrimination of Level 4. These Level 4 elements are sufficiently well developed to merit the movement to the upper Level.

The opening sections explore the content of each source text drawing out the contextual factors that shape each and developing effective points of comparison and contrast between them, thus scoring at AO3. For example, consideration of the geographical context of each text is used to reflect on the voices (and identity) of both Wathuti and



Abramsky, with some interesting consideration of Wathuti as a representative voice of those suffering in sub-Saharan Africa. This affords reward at AO3 and AO4. The construction of these voices could have been analysed in more specific detail. However, there are missed opportunities at AO3, for example the limited consideration of generic form or the specific nature of audience.

There is a clear attempt to compare which affords some reward at AO4 although this is not always fully developed.

There is more success at AO1 and AO2 when there is some examination of technique, such as the imperative deployed by Wathuti to persuade her audience to reflect on the plight of those suffering from the effects of climate change and the conjunction used by Abramsky to signal and criticise the inaction of politicians in Europe. Links between form and function are clear here. Subsequent comments on prestige, though essentially valid, are overworked considering they offer only limited potential for reward. Choices are linked with some clarity to audience and function but overall, the analysis is mostly at lexical level (including accurate identification of word class) with limited extension to sentence or whole text level.

Level 4, 24 marks



Script 3

Text A is a multi-modal excerpt of a speech delivered by Elizabeth Wathuti at the UN annual climate change conference in 2021.

Text B is a written article by journalist Sasha Abramsky published in ~~the~~ Truthout newspaper in 2022.

Both texts share the theme of climate change and its effects on different ~~cent~~ geographical centres of the globe... Elizabeth tackles the effects of climate change in Africa (predominantly her country of origin, Kenya) and Sasha discusses the effects climate change has had in Europe.

Both texts aim to fulfill the functions of informing on climate change and its effects. Additionally, Text A aims to persuade its audience to take initiative in the fight against climate change.

Text A caters to a primary audience of attendees of the COP26 conference. Secondary audiences include climate change activists and all other parties interested or involved in the topic at hand.



Text B has a primary audience of readers of the truthout newspaper with secondary audiences being climate change activists, readers of Sasha Abramsky and the general public.

On the discourse of the texts, both follow a cohesive and coherent flow of communication. Text A starts off with an anecdote from Elizabeth on the effects she has seen climate change have in Kenya. It follows on to discuss the effects in other African countries e.g. Algeria, Uganda and Nigeria. She goes on to explain how she is taking initiative to fight climate change and further urges us to all do the same.

Text B starts off similarly with an anecdote from Sasha of how the roads were literally melting due to extreme heat. She goes on to discuss the effects that global warming has had on France, the United Kingdom and Europe at large. She ends by outlining Europe's strong rhetoric on



climate change and further reminds us of the focus and urgency it merits.

Both texts have lexical fields pertaining to the topics of climate and geography. This is evident in Text A through words such as "rivers, harvests, floods, celsius, Kenya, etc." These ~~are~~ words fall within the field of discussion and convey Elizabeth's identity as a youth climate change activist.

Text B features lexis such as "heat apocalypse, mountain, region, France, etc." Similarly, the words are relevant to the topic of discussion and they convey Sasha's identity as having ^{seen} ~~experienced~~ the effects of climate change.

Throughout both of the texts there is the use of strong powerful

nouns ~~to further explain~~ and adjectives to further explain and paint the picture of climate change for their audiences.

Text A features "soul searching" while

Text B features "ghastly realities,

rampant fires, heat apocalypse." These

fit into context of both the topic at



hand and go hand in hand with Elizabeth's identity as an activist and Sasha's identity as a writer.

On the syntax of the Texts, Text A features short powerful sentences that give direct address to deliver a strong punch to her audience. The repetition of the phrase "please open your hearts" paints her persona not only as an activist but as a person advocating to her audience to help her ^{in the} ~~change~~ ~~for~~ fight against climate change. It also presents her as a representative for her country, to bring their voices to the international stage.

Text B features more complex and longer sentences with low frequency jargon tailor specifically for Sasha's audience. This fits with Sasha's occupations dialect as an author, conveying her identity.

The semantics in ~~Text A~~ Text A and Text B both tie between connotations and denotation to appeal to their audiences. Elizabeth uses the phrase 'soul searching' in the first paragraph to convey how much ^{for} ~~and~~ how long she has pondered over



the words she ~~wasn't~~ chose to speak at the conference. This stresses how important it is for her to ~~person~~^{have} the platform to communicate to her audience and voice concerns. In Text B, Sasha uses the phrase "the road I was walking on had literally begun to melt." She uses this to outline the reality of the effects of climate change, insinuating it isn't an overexaggeration but something that is real and ever present.

The writers of both texts are women, ~~Elizabeth~~^{however} from two different cultural and social standpoints.

Elizabeth hails from Kenya, an obviously different geographical centre from Sasha who is American.

Elizabeth seems to comply with most conversational theories that differentiate men from women in social settings. In the case of Sasha, she goes against the dominance theory that suggests that men predominantly control a conversation whereas women sit back and agree and tend to be ~~much~~^{less} aggressive in



tone. ~~The~~ The tone set out in Text
D (conveyed through & language) is
strong willed and straight to the point.
Both texts ~~agree~~ agree with theories
on overt prestige that claim that women
gain recognition for the right reasons.

Examiner comment and mark

This response was awarded a mark of 18 that places it in mid-Level 3. As such it is characterised by the clarity and relevance of Level 3 but rarely moves to the discrimination of a Level 4 answer. Expression and the overall structure of the response is sound. There is a systematic movement across frameworks that enable address of the AOs, but lack of detail/development is a restrictive factor.

The opening sections are relatively straightforward and tend to the descriptive, but comments are relevant to the task. They summarise and compare geographic context and focus and generic form and merit some (limited) reward at AO3 and AO4. The response moves to comment on audience and function and again, although interpretation is sound enough, comments essentially summarise content and approach. There is some evidence of connection and contrast that again merits some reward at AO4 but the tendency to describe/summarise content limits the potential for reward at AO4.

The answer presents some relevant, if straightforward, elements of lexical analysis. Obvious connections via lexical fields are made in relation to the common theme of climate change. Evidence is relevant but attendant analysis is thin, with inconsistent /vague application of specific word class, for example. Links to the personal identity of both Wathuti and Abramsky are there – and are most effective in the section on syntax where although there is some insecurity with sentence types and their function exemplification does link to the construction of identity and thus achieves reward at AO1 and AO2.

Concluding comments on gender theory add little.

Level 3, 18 marks



Section B: The Creation of Voice

Question 2

Section B, question 2 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.

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

The second part of the question:

'In addition to your own ideas you must refer to material from at least one of the texts in the Source Booklet' highlights a key requirement of the task, which is the need to adapt some material from one (or both) of the source texts into the article.

The following scripts exemplify level 4 and 3 performance.

Script 1

Climate Change And Our Future :
Has the time to act passed?
By Sanjana Santosh

There isn't a person out there who's
unaware of ^{looming, global threat.} the ~~global~~ ~~beige man~~
that appears on our TV screens and
is the ^{subject} ~~center~~ of many fierce debates
and heated conferences in recent years

I am, of course, referring to ~~climate~~
~~change~~ global warming.



Though public awareness is lightyears ahead of what it used to be, ~~exposed~~ fuelled by worsening ~~externs~~ research figures and the initiative of our younger generation - action seems to be lacking, laws that were supposed to be enacted decades ago still

dragging their feet to this day, tangled in bureaucratic red tape, ~~finds~~ funds rapidly lining the pockets of ~~poor~~ our politicians.

Why?

The answer, in its most clear, concise terms is simple. We, as a society, are becoming ~~so~~ complacent. Gone are the days where thousands flocked to the streets to demand radical change, the days where schoolchildren's burgeoning needs ~~as~~ ~~and rights~~ to advocate for their own futures was treated as a right, and not a nuisance or inconvenience



to ~~be~~ stifled by disillusioned
guardians and teachers.

What we tend to forget is the sheer urgency, the dire straits that we, and more importantly, our children find themselves in. In 2021, climate activist Elizabeth Wathuti brought attention to the over two million

Kenians dying due to climate related starvation, an astounding, disgraceful mortality rate to ~~see~~ observe in the 21st century. Rainy seasons in Kenya take as much as "12 months" to return, forcing another burden onto an already crumbling state of affairs.

'What has been done to remedy this?' you ~~ask~~ may find yourself ~~asking~~ asking. The answer, of course, is nothing. And it may be bleak, but in today's world, where our youth are constantly bombarded with images of ~~death~~, worsening climate, ~~and~~ economic



crisis, and sky-rocketing figures of carbon emissions, we have been conditioned to accept it with our heads down and hung low.

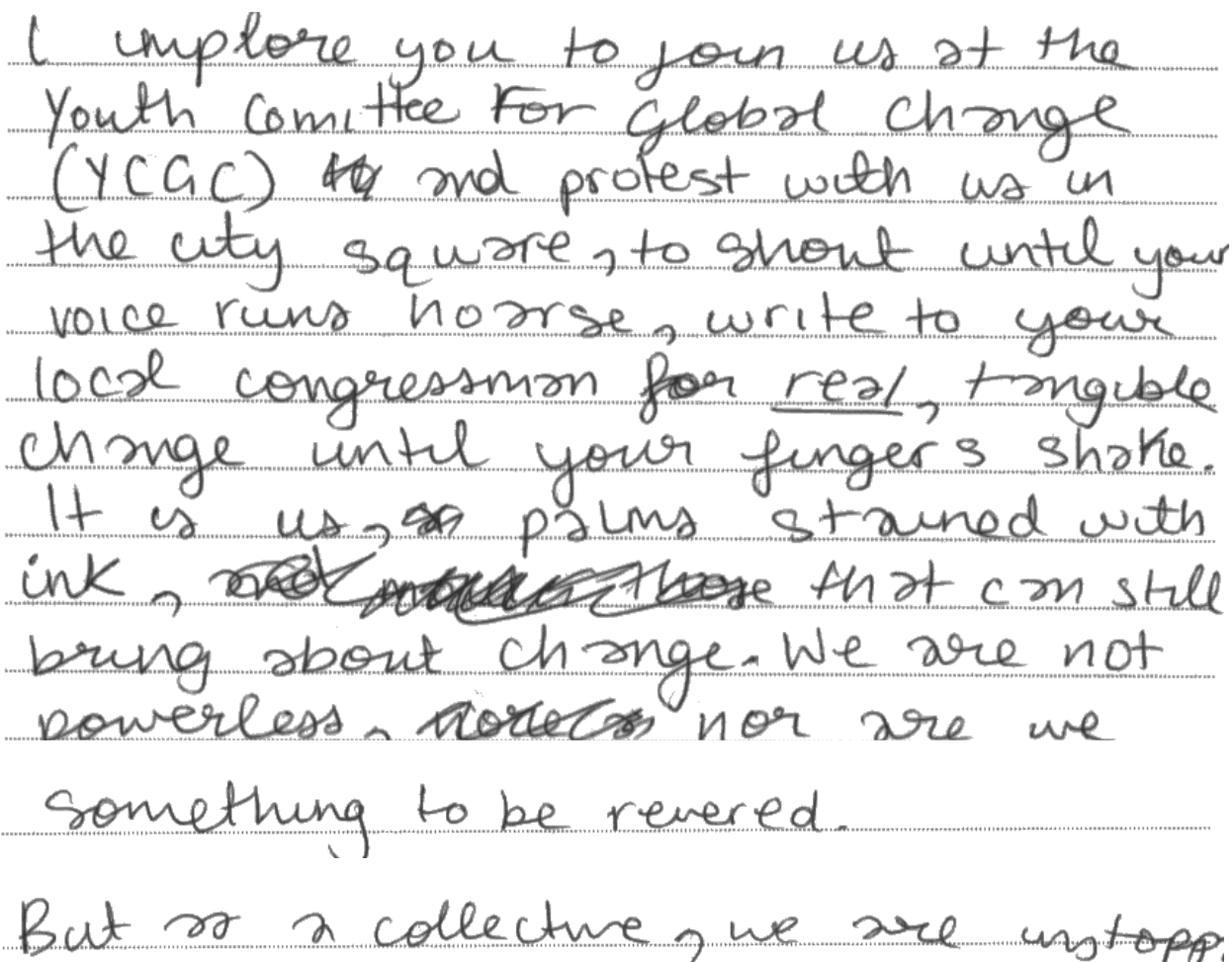
Now, ~~these~~ colloquial readers, ~~ones~~ who find themselves separating our world ~~with~~ by where our borders lie, may scoff at my sentiments, may be so caught up in a worldview that labels countries with a

straight-edge set of labels, first to third, and dismiss this crisis as something affecting ~~the~~ only other

I can assure you that is not the case.

At hutton airport, flights ceased as temperatures soared, just as buses and metros came to a grinding halt.

Climate change is no distant boogeyman of the global East - it can and will affect you.



This is a successful response to Question 2. It was awarded a mark of 11, placing it securely into Level 4. It demonstrates the discrimination and control that characterises this level. There are small lapses, but the article is generally well structured and expressed.

The persuasive brief is clearly followed, and the deployment of rhetorical features is one of the most effective elements of the article. The inclusion of a campaign together with the targeting of the inaction of politicians hits the prompts embedded in the question very effectively.

Level 4, 11 marks



Script 2

CLIMATE CHANGE STARTS WITH YOU!

By: AUYAH NIMANTI.

PUBLISHED.

1st Jan 2024.

Climate change has been an issue for as long as we remember it. Is there anything being done about it? Sure, the European leaders might be creating climate change agreements to tackle the issue, BUT WHAT ARE OUR LEADERS DOING?

The effects of climate change are very obvious and hard to miss, really. We have famine, for example. At first, it may not seem like it's an issue caused by climate change but it really is. Why do you think the animals die? Why do you think the people die? Why do you think the diseases exist to begin with? It's

all because of climate change! The abrupt increase in heat causes all diseases to fly around with their wings spread far apart. Enough to reach our farmland.



~~Now~~ Now, what could be the reason to why the ice in Antarctica is melting? Maybe it's the polar bears - oh! or the penguins, right? **WRONG!** It's the heat! Climate change is so bad that it's causing global warming. This means that the O-zone layer protecting our beautiful, beautiful planet earth is breaking. Hell, it may have already cracked and shattered. And why is that?

It's because our leaders are too busy trying to look out for their own welfare to see ours. Well, why don't we show them that we matter?

"How do we do that," you must be wondering. It's simple, just click the link below - at the end of the page - and join the campaign.

I believe this campaign will help us take

all the starving and dying people and animals off the street. We may just stop the climate change!



We just need to come together as one!

Examiner comment and mark

This response to Question 2 was awarded a mark of 8, placing it securely into Level 3. It demonstrates the relevance and clarity that characterises this level and sits away from the borders between Level 2 and Level 4.

There are lapses in expression and inconsistencies in register that negatively impact on the potential for a higher mark. There is some reference to the source materials, but this is not as evident as it might be.

The heading, attribution and date reflect the generic form of an article and the later addition of a link to the 'campaign' addresses the online context of the text. There are some effective elements of persuasion here. The actual nature of the campaign is not fully developed but the targeting of politicians and their inaction is clear.

Level 3, 8 marks



Script 3

Support the refugees of extreme weather

By Sreeharayanth

Published

11-Jan-2024

My experience with extreme weather events are pathetic. I have stood on a melting road because of the extreme heat waves and the heat triggered housefires and car breakdowns. Three young children stood beside me crying for a sip of water. I'm sure you the readers could feel the intense.

One of the freelance journalist based in USA has an similar experience and presented a article about his personal experience in climate crisis. "My personal experience of this week's "heat apocalypse" in Europe involved

discovering large globes of hot, sticky tar stuck to my leg after I tried in melted asphalt on a mountain road in France" even a Europe's best-equipped firefighting fleet failing.



Let us all join our hands in campaign demanding that the political leaders of our country should take action to support those suffering from the effects of extreme weather events.

This campaign will surely make a positive progress in the actions of our dwarf leaders.

Better citizen! Better Nation!

Let us all join our hands on 15th of January 2024 in island grounds, France.

Examiner comment and mark

This response was awarded a mark of 7, placing it at the bottom of Level 3. This indicates that it meets the descriptors for Level 2 and the 'General Understanding' that categorises the Level. There is a general sense of direction to the writing but a lack of technical accuracy.

There are occasions when the response moves slightly beyond the 'general' to a degree of clarity and relevance that merits the movement across the border into Level 3. For example, the heading, attribution, and reflect the conventions of an article, despite the awkward construction of the heading itself.

Source materials are referenced, although their assimilation lacks any real fluency. There is a sense of 'campaign' and of the criticism of political inaction in the face of the climate crisis. The persuasive nature of the task is also addressed. Overall, this is very much a borderline script.

Level 3, 7 marks

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