# WEN01 Script Commentaries

Unit 1 is assessed by examination of 1 hour 45 minute's duration. Candidates answer two questions: one question from Section A and one question from Section B. The paper is marked out of a total of 50 marks with 35 allocated to Section A and 15 to Section B.

## SECTION A

### Q1

In responding to Q1 candidates are required to produce an extended comparative response showing how the presentation of identity is shaped by language and contextual factors in two unseen texts.

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

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression.

AO2: Demonstrate critical understanding of concepts and issues relevant to language use.

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

AO4: Explore connections across texts, informed by linguistic concepts and methods.

In the June 2018 examination Text A was an extract drawn from the diary of Nafisa Khanbhai which documents her experiences as a disabled woman in Kenya. The diary presents her as an intelligent woman whose ambitions to study law are thwarted in her home country by attitudes to her gender and her disability. She turns these negatives into positives in her drive to raise awareness of, and bring about changes in, the insular and discriminatory attitudes in Kenya. It is this determination, plus her own creativity, that informs her voice and style.

Text B was an article containing the transcript of a speech delivered Alex Brooker, co-presenter of UK TV programme, 'The Last Leg' in which Brooker reflects on the man that has inspired him, Italian Paralympian, Alex Zanardi. Brooker's speech reflects on his own disability in a manner that presents him as an honest, humble and anxious individual much different to his television persona. Brooker's homage presents Zanardi as a man who has turned personal tragedy into triumph in a way that has transformed attitudes towards disability.

## Script 1

**This is a successful response which was placed at the top of Level 4. It consistently applies the 'discriminating and controlled' application expected at Level 4 and does this across all AOs.**

The response offers valid and integrated and demonstrates effective reading of both texts from the outset. It is well structured and expressed.

There is a system to the answer which links to the frameworks outlined in the mark scheme but the candidate is judicious in selection and coverage tailoring content to task with some fluency. This evidences the discrimination needed to secure a place in Level 4.

Comments on each framework are applied with some insight to both texts and form is linked with competence to function/effect. It is this that marks it out as a high-level response

There is careful consideration of the concept of voice/persona and this is integrated throughout the response and is often subtle and well developed, as in the differentiation of the voice of Brooker from the writer of the article both graphologically and linguistically.

When exploring language at a lexical level the candidate integrates consideration of choice with form and function. For example, the discussion of Text A develops insightful links between the 'sophistication' of the words used by Khanbai (and the lexical sets into which they fall) and her presentation of self and the cultural and personal factors that have shaped her voice and perspective. This is also true of sentence level analysis where the sentence types deployed in each text are liked with clarity to their function and effect.

## Script 2

**This is a relatively successful response which placed it at the lower end of Level 4 close to the border with Level 3.**

Responses at this Level will demonstrate 'discriminating and controlled application' that typifies a L4 response. However, the placement of this script towards the bottom of the Level indicates that there will be instances when it presents the 'Clear and Relevant 'characteristics of a Level 3 response.

This script presents a systematic and thorough investigation of the source material and there is evidence that the Centre have used the mark scheme to ensure that all relevant frameworks for analysis and investigation have been covered. This is encouraging, although discrimination should be applied as the document is not necessarily a template as comments relating to the frameworks can often overlap and this may well impact on the structure and focus of the response. This is sometimes the case with this script, for example in the sections in which Field, Function and Audience are investigated. Had the approach (and certainly the analysis of language choices) been better integrated a higher mark would have almost certainly been achieved.

There is a clear and consistent attempt at integrated analysis and comparison and the candidate detects and evidences some of the more subtle points in this respect, such as the shared motivational purpose of each and the broader agenda for social change that is evident in Text A.

Examples are selected with some care to demonstrate the candidate's understanding of issues and concepts such as the racism experienced by Khanbai. These are not explicitly linked to the concept of 'voice' and presentation of self until the concluding paragraphs, however.

Terminology is applied with accuracy at word level and there are some valid and exemplified assertions regarding the nature of the semantic fields employed by both. Links to these and their function within the text are not as fully developed as they might be had this analysis been integrated into the earlier consideration of (for example) audience purpose and genre. There is some analysis at

sentence level, but this is less assured and terms lack specificity and there are limited links to function/effect.

## Script 3

**This is a less successful response which presents the 'general understanding' characteristic of Level 2.**

The opening section is essentially descriptive although it does afford a relatively sound summary of each text.

There are lapses in expression and the sequence of the response could have been better thought out, for example consideration of audience comes a final 'bolt-on' paragraph.

There are some valid, if undeveloped points on the purpose/function of each text – this is undeveloped but is probably one of the more successful aspects of the response.

There is general comparison between the contrasting tone and perspective of each (Khanbai pessimistic/Brooke optimistic) but this is not fully substantiated or developed.

There is some straightforward analysis at word level with equally straightforward links between form and function. Comment at sentence level is much less secure, with a reversion to the generic 'short' and 'long sentences' or the vague ' Nafisa says stuff like…'

There is limited consideration of context. For example, the assertion that because Khanbai comes from a 'third world country' that her English will be 'stereotypically …broken and syntaxically wrong' is not only unfortunate but the opportunity to compare the 'stereotype ' with the sophistication of Kanbhai's use of language is not really seized in any meaningful way.

## SECTION B

### Q2

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.

In June 2018 candidates were asked to produce a report aimed at the governing body of their college to persuade them to take action to change attitudes towards students with disabilities

## Script 4

**This is a relatively successful response to Q2 that was awarded a mark in low Level 4. It is a very short response but does keep focus on the task – had it been more detailed/developed mid-latter response it would have scored more highly.**

The response is well structured and expressed although it would have benefitted from a concluding section.

The voice of Student Council representative is wholly appropriate to the task and lends itself to the wider context as is the declared intent to be the voice of all students. It achieves a rhetorical 'voice'. This is the most successful aspect of the response and signals both its informative and persuasive function.

The material selected from the source texts is relevant and there is some discrimination in this and it is reworked to reasonable effect.

The use of a bulleted approach is valid given the nature and the audience of the report and the focus on attitudes supplements the more general points on access which brings the list closer to the prescribed task.

## Script 5

**This script was placed into Level 3.**

It drifts away from the central focus of the task at times to comment on the right of the disabled to an education rather that changing attitudes towards those with disability. This does impact on its overall success, but the rhetorical structures employed are rewarded.

The reference to Stephen Hawking is both appropriate and engaging.

The separation of the writer from those with disability (through use of exclusive pronoun, for example) is not helpful given the remit.

The latter sections regain sight of audience and purpose and adopt a more appropriate register.

## Script 6

**This script was place mid-Level 1.**

There is a general sense of audience and purpose but minimal connection with the source data.

Writing is uneven and there are frequent lapses in expression. This leads to lack of focus and consistency. The structure of the response is insecure, but the general choice of a letter format is acceptable given the remit of the task. However there is only minimal evidence of a push to change attitudes .

**SECTION A**

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

1 Text A is an edited extract of the diary of Nafisa Khanbhai, a disabled woman living in Kenya.

Text B is an edited extract from an online newspaper which reproduces, and comments on, a speech made by presenter, Alex Brooker, on *The Last Leg*, a TV programme broadcast live from Rio during the Paralympic Games.

Analyse and compare how the language of **both** texts conveys personal identity. You should refer to:

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

**(35)**

Both texts tackle the issue of living in disability from two people from immensely different backgrounds. Khanbhai in her text tackles the issues she has faced living with a disability in ~~both~~ a third world country and all the challenges she faces as a result of that. While, the field of text B is similar in terms of the subject matter of disability, Brooker takes on a more optimistic outlook adding his 'life is a never-ending privilege' as he discusses the challenges he has managed to face and overcome by living with disability.

Khanbhai aims to persuade and inform people about her plights living in Kenya with a disability. She chooses to inform the reader of her diary extract on the challenges she faces in order to persuade them to be more sympathetic and supportive when dealing with persons with disabilities as well as do more

to improve their overall standards of living.

While the function of text B mainly aims to inspire persons living with disabilities by providing an honest yet optimistic outlook. He can be said to inspire anyone who has a disability or deals with a person ~~of~~ with disabilities in their life that all things are still possible therefore portraying himself as a hopeful yet realistic optimist when it comes to dealing with the challenges in his life.

The audience of Khanbhai's diary is anyone who lives with a disability especially those living in a third world country but at the same time she still appeals to a larger global audience to raise awareness. The fact that these are her primary and secondary audiences shows that she is aware of the seriousness that the issue of persons living with disabilities deserves showing her awareness and sensitivity while dealing with it.

The audience of Brodker's speech on ~~to the~~ "The Last Leg" is fans of Alex Brodker and Formula One primarily. The secondary audience are persons concerned with disability as an issue and the larger ~~the~~ global audience who show interest in the paralympic games. Fans of Alex Zanardi would also show interest in how he overcame his challenges to become a Formula One driver.

The mode of Text A is a diary extract as it is a personal account. Khanbhai expresses her thoughts as a diary entry to add a personal feeling to it and create a perlocutionary effect. It emphasizes her plight as a Kenyan Asian woman who lives with a disability as a diary entry helps express her thoughts and attitudes towards how her life has turned out.

The mode of text B is an online newspaper as it shows clear evidence of editing to add a sort of journalistic neatness. The text was originally a spoken text but was later transcribed and this can be seen through the amount of editing used to add to the journalistic neatness of the piece. This could be seen as an attempt to make the text less ephemeral while adding a multi-dimensional aspect to the text drawing from both Brooker's and Zamardi's words in order to make the text more credible in order for the personalities of these two hopeful men to be portrayed to a larger audience adding readers of online newspaper, iNews.

Khanbhai uses hyphens for the purposes of elaboration and emphasis in her text. 'Disabled Asian ~~female~~-' and 'attendant practices-especially... me-has been...'. This is because Khanbhais wishes to express her pride as a Kenyan Asian and a woman instead of simply eliciting pity due to her disability. This

is a contradiction to Tannen's model that women often use language to elicit sympathy and she can be seen to assert herself as a strong, independent woman. As a result of this, the readers of her diary extract may be less inclined to be persuaded as she fails to appeal to their expectations of how women use language according to Lakoff's model that women use more emotive language and Tannen's model that women use language to elicit sympathy.

While text B uses bold text as a graphological feature ~~as a~~ to indicate the heading. It clearly outlines the topic at hand keeping in with the generic conventions of a newspaper article while using a quote to elicit interest. The fact that bold text is used is to attract the readers attention and maintain by using words from the article 'I'll never be fully OK with being disabled'. The use of ellipsis in the text, 'He's incredible... today is 15 years' indicates a voiced pause as he contemplates the implications of his words and enormous weight they carry proving him to be considerate and highly aware of what his words would mean to the audience.

The discourse of Khanbhai's texts follows a chronological sequence as it is written retrospectively. This can be due to the fact that Khanbhai chooses to highlight the most significant moments of her

life. The fact that it follows this sequence shows her growth as a person at the age of thirty having an almost-bildungsroman effect proving to her readers her hard earned maturity as she would normally be considered wise beyond her years.

The discourse of the second text is shown through the varying lengths of paragraphs to show a clear distinction between Brooker and Zanardi, with shortest ~~sec~~ paragraph introducing 'Brooker's speech about Zanardi'. The fact that the article is structured as such shows and creates a clear distinction between Brooker and the writer of the article as he shows Brooker to be strongly opinionated and passionate about Zanardi's challenges in life, 'He's my hero'.

The lexis of Khanbhai's text is very sophisticated such as her diction describing this 'insular world'. This reveals that Khanbhai despite her struggles to get an education was ~~to~~ further educated beyond the Kenyan Certificate of Primary Education which is the equivalent of a Year 8 education. Her resilience to continue her education proves her determination against the odds to become the educated woman she is today as a spokesperson of people living with disabilities.

Her diction using the words "persons with disabilities" uses the more politically correct



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term revealing her awareness of her sensitive dealing with persons of disability reveals her polite mannerisms in this case she conforms to Leech's politeness principles that states that women are more likely to use politically correct or polite language.

The fact that in addition to this she uses words pertaining to the semantic field of disability such as 'wheelchair' and 'callipers' shows that she understands the difficulty of living with a disability and helps satisfy the perlocutionary function due to the connotations that these words carry with them, portraying her as understanding as a spokesperson for persons with disability would need to be.

The fact that Brooker also uses language belonging to the semantic fields of medicine and disability serve ~~as~~ a similar perlocutionary effect, as Zanardi's 'legs were amputated' He creates feelings of shock for the reader and adds to the contextuality of this being an inspiration to paralympians and ~~it~~ it conforms to ~~Leech's politeness~~ Lakoff's model about how men tend to use very direct language.

The fact that Brooker also brings up "Justin Timberlake or Thierry Henry" helps emphasize the importance of Zanardi to his audience putting on the same stage as these international names. This can be seen to conform to

Tannen's model as this is done in order to raise his and Zanardi's status in accordance to Goffman's theory about saving face

The grammar of text consists mainly of complex sentences such as 'However, I noticed that... the organisation runs on a ~~simplistic~~ simplistic ... token approach' This is as Khanbhai is revealing that she is very well educated. This can be compared to text B which uses simple sentences in order to appeal to a large audience, the online newspaper uses simple sentences to add to Brooker's charismatic nature through his ability to speak volumes with what complex language.

Text A also consists of declarative and exclamative sentences such as 'I am a thirty-year-old Asian woman' to both express pride about what she has overcome and also to express her personal instances to inform her audience and persuade them as this serves a perlocutionary function. She ~~appears to have~~ uses her tone in exclamatives to make her audience more sympathetic and reproachable such as 'when the wheelchair was finally brought, the lady made it clear she was expecting a tip!' The exclamation marks used shows feelings of outrage at the discrimination she has faced and shows her lack of complacency with the

stories you.

While text B consists of mainly declaratives 'Last key presenter... ever seen before' to add to ~~the personal nature of this~~ to express his opinions and add to how personal it is. The rhetorical question 'How will I hold my child for the first time?' shows the reader his fears and doubts facing the future as he is not using his language as a form of competition as Tannen's model suggests and uses emotive language in contradiction to Robin Lakoff's models.

They both have lapses in grammatical cohesion such as Khanbhai using the phrase 'I was made to wait' diverging from Standard English exhibiting the effect of Swahili on his language as a Kenyan national and text B uses 'I come on here now' is another non-fluency feature revealing the European heritage of Zamaral, perhaps as an Italian. They both exhibit non-fluency features as Khanbhai fails to inflect modal verbs in accordance with the rules of Standard English and text B borrows from the European societal that is influenced by a vast number of languages in this case particularly Italian.

Both texts display the identity of

Khanbhai, Brooker and Zanardi with Khanbhai being portrayed as a proud, independent, Asian Kenyan woman living with a disability, Zanardi a world-famous formula One racer and Brooker a optimistic hopeful man.

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

**TOTAL FOR SECTION A = 35 MARKS**

## SECTION A

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

1 Text A is an edited extract of the diary of Nafisa Khanbhai, a disabled woman living in Kenya.

Text B is an edited extract from an online newspaper which reproduces, and comments on, a speech made by presenter, Alex Brooker, on *The Last Leg*, a TV programme broadcast live from Rio during the Paralympic Games.

Analyse and compare how the language of **both** texts conveys personal identity. You should refer to:

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

**(35)**

Both texts A and B are based on disabled lives and how difficult and challenging it is. Texts A and B are both sharing personal experiences ~~and~~ using a variety of linguistic features. Nafisa Khanbai in ~~I~~ text A not only shares her personal story but also conveys the message to her audience that living with people out of your own community is as difficult as being disabled. Text B is presents to the audience an inspiring speech of Alex ~~Zanardi~~ Brooker about his "hero" — Alex Zanardi.

~~The mode of Text A is~~ Both the texts have a written mode as Text A is an edited extract of the diary of Khanbai, a disabled woman living in Kenya. Khanbai uses simple language but standard

English and has an articulate grammatical and syntactical structure. However the extensive usage of the first-person pronoun 'I' sets a conversational tone and makes the text seem convincing to be a spoken mode. ~~The mode of text B is~~ Text B is an edited extract from an online newspaper, 'News'. It has excerpts from a speech by Alex Brooker about his 'hero' — Alex Zarnadi.

The field of both the texts is same which is that of disability. ~~but~~ However both the texts teach us that ~~physic~~ being physically handicaped or fatigued ~~is~~ can be challenging but is a lesson through which we learn to be stronger. Hence both the texts are very motivational. The field in text A ~~also~~ broadens to racism where Khanbai shares the discrimination she faced as ~~not~~ being a part of the Asian community : "...it was a sad discovery to realise that the prejudices that I have to ~~be~~ encountered amongst the Asian community in Mombasa exist amongst other Kenyan communities as well". The field in text B broadens to encouragement where Brooker ~~shares~~ narrates ~~to~~ about Zarnadi who "is not

only is he a world class athlete but his attitude to disability is unlike anything I've ever heard before."

The ~~fo~~ function of text A is to inform and share about Khanbai's challenging life story : "I am a thirty-year old Asian woman. I have a disability caused by a spinal injury, but ~~this~~ is perhaps the easier part of my problem." Therefore the speaker over here shows how powerful racism was prevalent in the society as she says that ~~but~~ she ~~not~~ being a part of the Kenyan Asian community was a bigger problem as people would not realise easily about her disability. Hence the hidden purpose of text A is to convey to people to "look deeply into its beliefs towards persons with disabilities and establish structures of social support for them". The function of text B is to again share a motivating story of Alex Zanardi and his attitude to disability. Both the texts have the same function of inspiring people but does it in different ways.

The audience of both the texts will be fairly large. ~~Text A~~ Both the texts ~~will~~ have targeted

audience who are the people interested in knowing about how the speakers in both the texts deal with their disability and ~~also~~ consider the positive sides when moving on in life. The audience for both the texts is limited to ~~have to be~~ educated people as the mode is written, so the message will reach out to those who can read. Text B's message may have probably reached out to a larger audience compared to text A because the speaker in Text B made his speech on a TV programme, and television being the favorite pastime for many people, the message may have ~~been~~ reached out to a lot of people.

The discourse of text A is well-structured. Khanbai follows a chronological order and is pretty formal in her approach. She begins on an informative note ~~by~~ introducing herself to her audience: "I am a thirty-year-old Asian woman." Khanbai then moves on to the message that she wants to convey which is that ~~the is~~ the racism that she faced is a bigger problem than her disability. Khanbai ~~has~~ ~~is~~ ~~personal~~ has a personal tone in a couple of places in the text when she talks

about her school days and how she was restricted to only a few physical activities. She talks about the discrimination that she faced from friends in the Asian community and sometimes from the extended family. Khanbai ends on a note of request where she uses an auxiliary verb "must" before saying 'must' highlighting the urgency and importance of her request: "I must insist that the Asian community in particular needs to look deeply into its beliefs towards persons with disabilities and establish structures of social support for them." The discourse in text B is not so well-structured as it is an edited extract & and takes in excerpts from Brooker's speech. Brooker starts with ~~&~~ talking about Zanardi's car accident ~~but~~ yet how encouraging and brave he was: "I feel very lucky, I feel my life is a never-ending privilege". In the middle Brooker ~~talks about~~ delivers his speech about ~~Ian~~ Zanardi which shows his respect towards Zanardi. Brooker too ends on a positive note: "But to see someone like that talk the way he does, to me it means the world and it inspires me and it makes me proud to be disable".



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The graphology of text A is again well-structured. The text ~~begins~~ has a caption in bold which introduced the node of the text and also introduces the speaker, Khanbai. The caption is followed by a sub caption in bold to catch the eyes of the readers. Khanbai mostly uses long paragraphs, but the sentences used are fairly short probably because she does not want to lose the attention of her readers. The graphology of text B ~~is not very well structured~~ as also contains a caption in bold which again introduces the readers to the text type and the speaker. The caption follows a sub caption in bold which is eye catchy and has powerful words: "I'll never be fully Ok with being disabled". ~~A lot~~ The text is heavily punctuated as we can see that lots of quotations has been used and ellipsis has been used: "He's incredible... ~~not~~ today is 15 years!" The text ~~also~~ has long paragraphs and long sentences used.

The lexis of text A is ~~semi-formal~~ formal and there is a formal tone in the text in lots of instances. The words used are belonging to the

semantic field of ~~discrimination and~~ disability: "spinal injury", "disability", "health", "elbow crutches", "calipers". There are also words used from the field of racism: "community", "discrimination", "prejudices". The text in text B has motivating words like: "lucky", "privilege", "never-ending", "inspirational", "hope", "incredible", "confident", "inspires", "proud", "optimism" — all of which have positive connotations. There are words belonging to the field of disability: "car crash", "hand and arm deformities", "bone", "amputated", ~~"scars"~~ "accident", "disabled".

Text A has factual statements. The speaker uses direct, assertive sentences as she is informing: "I am a thirty-year-old Asian woman", "I started school at the age of three years but my physical activity ~~was~~ was severely limited due to the nature of my disability". The speaker uses Standard English and there is no grammatical error. Single sentences have been used in the beginning. There are ~~complex~~ compound sentences: "The word pity and its attendant practices — especially ...". There is an imperative statement where the speaker

concludes by making a request : "I must insist that the Asian community...". Text B ~~also has~~ has mostly compound sentences used. Text B also has factual statements and assertive sentences used. Standard Grammar has been used but is informal compared to text A. Text B uses contractions which set an informal tone to the text : "he's", "Here's", "that's", "I've", "I'll", "I'm".

The socio-cultural aspect discussed in both the texts is ~~a~~ physical disability but how the speakers see the positive sides to it more than being pessimistic all their lives. Text A ~~to~~ also discusses ~~the~~ issues about racism, but the final message ~~to~~ ~~highlig~~ portrayed is that nothing comes easy in life and all these difficulties in life is to make each one of us stronger. ~~Text~~ The speaker shows us how she ~~from~~ never considered ~~her~~ her physical disability as a problem and ~~moved on~~ was content with whatever life gifted her. Text B ~~shows us a through a~~ highlights the inspiring story of a disabled person, Zaradi from another disabled person, Brooker ~~therefore~~ teaches us that both these people are ~~lucky~~ ~~to~~ have faced

on life and is ~~tricky to~~ feels that "life is a never-ending privilege".

-x-o-.

## SECTION A

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

**1** Text A is an edited extract of the diary of Nafisa Khanbhai, a disabled woman living in Kenya.

Text B is an edited extract from an online newspaper which reproduces, and comments on, a speech made by presenter, Alex Brooker, on *The Last Leg*, a TV programme broadcast live from Rio during the Paralympic Games.

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

**(35)**

mode - type of the text
field
function → underlying function
Audience / targeted audience
Discourse
syntax
lexis → positive
Graphology
Grammar
Theories.

Both text A and B are ~~thematically~~ linked as they both speak about disabilities and the trials and hardships disabled people encounter. The mode of text A is written as it was extracted from the diary of Nafisa Khanbai and text B is in written mode as well although ~~theyre~~ their are ~~quat~~ quotations from Alex Brooker's speech which was first in spoken mode but is in written on the online newspaper. Text A is in narrative form as she starts of by introducing herself and continues to speak about her personal encounters, this ~~discourse follow~~ text follows chronological discourse. Text B's discourse follows ~~ab~~ Alex Brook's struggles being explained and introduction of who he is then speaks about how Zanardi gave Alex hope and then finishes off with Brooker's speech about Zanardi whereby he speaks about Zanardi's tragic experience that motivates ~~him~~ and inspires him.

The function of Text A is to inform people ~~about~~ from a first-hand disabled person what their background ~~was~~ is and how living with a disability is like ^ and to inform people about the cruel behaviour toward disabled people from Asian ~~communities~~ communities. The underlying function for text A to inform people ~~the cruel acts and behaviour of Asian communities in Kenya towards disabled people, also the~~ about her play, Dear diary. The function of text B is ~~m~~ to

motivate people with the inspiring story of Alex Zanardi also informing people that a disability is something that is easy to accept and live with.

Although Nafisa Khanbai comes from a third world country (Kenya), stereotypically her English is supposed to be broken and syntaxically wrong, However both texts have articulate grammar and syntaxical structure. Text A has the use of emotive lexis ~~such as " sad ...~~ and negative lexis such as " sad", "discrimination", "prejudices", "crushed" all have unhappy connotations of repression. Text A ~~has alot of~~ creates and emphasises alot of empathy towards Nafisa and disabled people in general. Nafisa says stuff like " one more item on the pile of losses", ~~and~~ " dashed hopes ... ", and "My dream of becoming .... crashed as well" all show that Nafisa is not quite a motivation person by looking at her idiolect and doesn't have much hope, ~~S~~ On the other hand Alex in text B is much more positive and has more motivation than Nafisa as he expresses hope and inspiration as he gives examples of someone like Zanardi who seemed to have lost it all but later or became incredibly successful. In text B Alex uses positive lexis such as "incredible",

"great", "inspires" and "proud" all these terms motivate and inspire the readers rather than the readers feeling empathy toward disabled people.

In text A their is the presence of ~~for~~ subject specific lexis such as "calipers" ~~and~~ and "elbow crutches" this shows that Nafisa is knowledgable about her disability. ~~and~~ This also acts as a jargon to readers who have no or very little knowledge about equipment used by disabled people although in this case move away from the bigotry usually associated with jargon language as there is no use of slang. In text B there is also the use of subject specific lexis such as "paralympic Games", someone who has no idea about disabled sports will have no clue of what paralympic games are and this shows that Alex Brooker is knowledgable ~~at~~ on disabled sports as he knows about the paralymic games and disabled sports athletes such as Alex Zanardi.

In terms of ~~the~~ graphology ~~there~~ in both texts there is the use of numbers for example in text A "1989" and "2006" and in text B "15 years" and "50 minutes". when numbers

are written in digits and not words they stand out more to the readers and become more memorable to reader as they will easily remember the amount when written is digits. In both texts mostly there is the use of long paragraphs as their more descriptive and ~~fewer topics are to be discussed but are dis~~ topics are discussed broadly.

Text A is in first person narrative and the use of the personal pronoun 'I' is frequently used. This brings down Nafisa ~~fro~~ to the same footing of as the ~~redr~~ readers, and makes them feel closer to Nafisa, and makes them understand and feel the problems she has faced as a disabled person. There is also the use of short sentences in text A " I am a thirty-year-old . . . " this short sentence makes a statement as an introduction. Text A also has the use of long sentences such as " I traveled to the UK . . . . " simultaneously text B has long sentences as well. Long sentences make description longer and in more depth giving more information to the reader.

Both texts have the use of abbreviations in text a their is the usage of UK which stands for ~~means~~ united kingdom and in text B the usage of OK which stands for okay. Abbreviations are used to shorten words and ~~have~~ are a norm since everyone understands them.

~~Are~~ lastly the audiences of text A is people who may be interested in stories of ~~B~~ disabled people and the audience of text B is readers of iNews but since iNews is a big public ~~w~~ online newspaper it can attract a wider range of audience.

| Script 4 | |
|---|---|

**SECTION B**

**Write your answer in the space provided.**

**2** Write a report for the governing body of your local college on how to improve attitudes towards disabled students.

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

**(15)**

Sometimes, we forget to see past our differences on the outside, letting us miss out on what really matters: what's inside. Being disabled is difficult enough, being isolated by the communities that they are supposedly part of is harder.

We are the student council. We were elected because the student body has seen our capabilities to be leaders. We were elected to be the voice for everyone else and today, I want to voice out for our fellow students with special needs.

I have come up with several suggestions on how to improve their stay here in school as well as people's attitudes towards them.

1. We should make more infrastructure like ramps, elavators, priority parking spaces, etc. readily available.

2. We could create support programs such as peer-tutoring, counselling, and other things.

3. We incorporate it into our lives by starting activities such

as fund raisers and campaigns and donate a portion of those to charities that assists the needy in society.

5. ~~(Our echo)~~ Along with the Theatre Arts Group, we could organize our own rendition of Nafisa Khanbai's play, Dear Diary, to emphasize to many the necessity of raising awareness concerning disability.

6. We should discourage bullying and discrimination and create a safe environment for all.

7. We could establish a Paralympics alongside our regular sports tournaments to get them to feel more included.

| Script 5 | |
|---|---|

**SECTION B**

**Write your answer in the space provided.**

**2** Write a report for the governing body of your local college on how to improve attitudes towards disabled students.

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

**(15)**

In today's world, everyone have the right to education. Be it a young kid or an 50-60 year old gentle man or a ~~gentleman~~ lady. In today's world the disabled and the poor too have the right to education. Everyone in Society have the ~~wi~~ right to education. But, when these kind of people go to colleges or Schools, they faces a lot of ragging, discrimination and Sociabilising problems.

For example a person who cannot walk, have to take a wheelchair to school or College. But that doesn't mean he have no right to education. Yes, he might be a little different from the others, but how different. He is just physically disabled, not mentally. Some disabled human beings have change the thinking of the world, humans like Stephen Hawking. Disability is a state and not a disease. Some of the people in school or college, they don't wants to mix with these kind of people, because they think it is a disease, and if they spend time with them, then they are going to get disabled too.

The schools and colleges need to take some action against this kind of bullying. Disabled people are also human beings, they have feelings and they do need the help of family and friends. They shouldn't be looked down upon. *

If he cannot do any physical activity like Cricket or Swimming, then there should be something different arranged for him. They should get an equal right and freedom that we do.

I sincerely request the governing body to look upon this issue. And I believe that disabled humans have an open heart and they are really blessed so let's stand up for them, let's help them, lets make them feel better. As we say, "Let's make it a better place for you and for me."

* There are many disabled people who don't want to go to school or college, because they think that they will be looked down upon and won't be accepted in their schools and colleges. But that is not the case. They must be encouraged to join schools and colleges. There must be equal job opportunities too. They are a part of society and they deserve their own rights.

| Script 6 | |
|---|---|

**SECTION B**

**Write your answer in the space provided.**

**2** Write a report for the governing body of your local college on how to improve attitudes towards disabled students.

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

**(15)**

Dear government body,

I'm writting this reponrt to talk about [redacted] attitudes towards disabled students. Many students are getting disabled from local colleges, etc. We should all read this problem and try to solve it. Lots of people trying all their best to succeed and improve. We should all help and support them and treat them amazingly. I've read several stories before about disabled students and I was teaming and very speechless.

During the dificlites that the disabled student have faced, they were still confident and proud of themselfs and very possitive, this is what I loved about them.

Hope you can make a point of view and think wisley about the problem and improve it to better...

negards,

Bahdja chigni