



Examiners' Report Principal Examiner Feedback

Summer 2024

Pearson Edexcel International Advanced Level
in English Language (WEN01)

Unit 1: Language: Context and Identity

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Summer 2024

Publications Code WEN01_01_2406_ER

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

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: Context and Identity
Question 1 (35 marks)

Candidates answer one question on two unseen extracts selected from 20th and 21st century sources. They are required to produce an extended comparative response showing how the presentation of identity is shaped by language and contextual factors in both 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 2024 examination, **Text A** was an edited extract of an article published on the BBC India website in 2017. The article discusses the film, *Dangal*, a 2016 Indian Hindi language biographical sports drama directed by Nitesh Tiwari. The film is set in Haryana in northern India. The article develops the identity of the Phogat family, who are the subject of the film that documents and dramatizes their ground-breaking journey to world-wide success in women's wrestling. The central figure of the film is the father, Manvir Singh Phogat, an Indian amateur wrestler and senior Olympics coach. He is presented as a determined, often harsh, yet open-minded, coach to his elder daughters, Geeta and Babita Phogat who are also presented in the article. Phogat is a man prepared to make sacrifices and challenge embedded attitudes towards women in sport in India. The identity of the actors who take on the roles of the family are also presented, especially Bollywood 'superstar', Aamir Khan, who plays Phogat. The article references the opinions of authors Rudraneil Sengupta, and Shamyas Dasgupta, who both present as Indian men that celebrate the involvement of the family in this traditionally masculine sport as a significant challenge to broader Indian society and the restrictions it places upon women.

Text B was drawn from the written record of a talk delivered by Kely Nascimento at the *TEDxWaterstreet* conference in New York which was subsequently published on YouTube. Nascimento's professional persona as public speaker and documentary producer is clear. She presents as someone deeply committed to the rights of women across the world; one determined to tell their stories through the lens of sport. In this she draws upon, and celebrates, her heritage as daughter of Brazilian footballing icon, Pelé, to promote sport as a tool for diplomacy and a catalyst

for dialogue. She advocates the power of sport, and football in particular, to transcend barriers such as language, culture and religion. Also presented is Laisa, an aspiring female footballer from the favelas of Brazil, who struggles to overcome poverty and gender bias in her home country to pursue her footballing dreams in the USA. It is this struggle that prompted the intervention of Nascimento's brother-in-law and subsequently inspired the documentary referenced in the talk. The collective identity of the female football team in Zanzibar is also developed as a group of young women courageously facing the dangerous obstacles placed upon them by society to pursue their passion for football. The sense of sisterhood in sport is tangible through the message they relay to their counterparts in the USA.

The question asked candidates to analyse and compare how the language of both texts conveys personal identity. Three bullet points offered additional prompts and guidance directly linked to the Assessment Objectives (and the mark scheme) for this component and reminding candidates of the specific areas of study they should apply to the task:

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

Centres are advised that the format and focus of the question will be consistent across the lifetime of the specification. Actual wording may, inevitably, change depending on the nature and content of the two unseen texts presented. However, the focus of assessment is clearly stated in the question stem with its prompt to consider and compare how personal identity is constructed and presented in the source materials. The bullet points remind candidates of the areas of study they should apply to this comparative exploration and are linked directly to the Assessment Objectives applied by examiners to their responses.

The mark scheme contains indicative content and may well provide centres with a useful resource when preparing their students for subsequent examinations, but centres are advised NOT to use its subheadings as a template/framework for answering the questions as this will inevitably lead to repetition as there is considerable overlap between some frameworks. They are also reminded that in order to achieve well at AO1/2 that answers must approach their investigation approach their investigation analytically – using linguistic and literary frameworks as a basis for this investigation.

The texts were clearly linked by the issue of gender and sport and there was much opportunity for candidates to explore the links and contrasts between them. A significant focus of the question was the construction and presentation of **personal identity**, and the ability of candidates to incorporate this into their analysis proved something of a discriminator, with a significant minority struggling with this concept. Those that framed their analysis through this central focus were rewarded.

In June 2024, responses to Section A covered a full range of achievement. Most candidates offered consideration of the genre and context of both texts and were able to draw links between them based on their central focus on the issue of women in sport. They were also able to offer comparative consideration of the differing audience and context of each text and shape these – with varying success – through the differing perspectives and circumstances of the writer/speakers.

The source texts proved to be accessible to most candidates and the majority offered a balanced, often analytical, consideration of both and the theme that linked them. Most candidates could differentiate context well and most responses across the range could point to more complex aspects of each.

AO4 is a key discriminator for this question. It requires candidates to explore connections and contrasts between the source texts. Effective and integrated comparative work was usually helpful in lifting responses into Level 4 (at least), enabling candidates to demonstrate a more discriminating approach to the data. There was a pleasing increase in responses that approached this comparison in an integrated manner this series with the most **successful** responses seizing the many opportunities for comparison and contrast. For example, many explored the purpose of the texts and developed links through the persuasive function of each. Most picked up on the fact that both texts were clearly linked by the issue of gender and sport, specifically the challenges and restrictions faced by sportswomen. They recognised - and evidenced - differences in form, geography and the specific sport referenced. **The best** recognised that both project to a future with greater opportunities for women in sport and in broader society. **Less successful**, however, were those candidates who lacked confidence to deal with the texts in an integrated comparative way, often dealing with them in separate sections. This negatively impacted on the potential for reward. Other responses outlined the links and contrasts between the two texts but failed to develop any but the more obvious connections or to explore the language which evidenced these. Such responses were characterised by an essentially descriptive approach. A significant minority simply summarised the content of the texts which is not a useful approach to achieve marks. This proves reading ability but not an ability to analyse language features in use.

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 levels difficult.

At **AO1 /2** most candidates were able to describe method and effect but many at the mid-lower levels of achievement struggled to apply specific language terms to their consideration of how – and why – these effects were produced. **Successful responses** supported comment and assertion with evidence directly drawn from the texts which was used to explore the specific language choices made, applying terminology in good range at word, sentence and whole - text level. These linked comment to the concept of 'voice'/persona as constructed/presented thereby developing the meaningful links between form and function/effect that signals a successful response. Key to success was the comparative approach required at **AO4**.

Most candidates could offer analysis at word level. **Successful** responses applied a **lexical** framework in their analysis of **Text A** which moved beyond identification of features to link form to function, thereby meeting the requirements of both **AO1** and **AO2**, e.g. the predominance of high-frequency lexemes to contribute to the overall tone and reflect the voice of the contributors ; the influence of American culture on the lexis deployed e.g. 'tees', 'meaner' and links to the film context; positive adjectives to promote, e.g. 'inspirational'; placement of traditional/modern clothing in opposition to develop challenge and cultural contrast: 'veil' / 'shorts and tees'. When exploring **Text B** at a lexical level they often commented on the use of high-frequency lexemes in line with informal aspects of voice, e.g. 'dad' balanced by lower frequency lexemes to convey the serious nature of the issue and achieve a shift in formality/focus, e.g. 'sexism', 'patriarchal'; they often cited the repetition of 'stories'/'storyteller' to consolidate the speaker's perspective on what she does; negative adjectives to relay the struggles faced by women, e.g. 'dangerous'; noun: 'sisterhood' to collectivise/unify women through sport.

Successful investigations of the source materials were more confident with analysing the **grammar/syntax** of the article than those placed in the mid-lower bands of achievement. With regards to **Text A**, many that scored well at **AO1** and **AO2** exemplified the varied use of tense and linked these choices to authorial choice/intent, e.g. present tense to promote the current availability of the film; past tense to reflect the background and achievements of the Phogat family; future tense

to project to legacy and change. **The best** could explore the use of passive forms to present and comment on the patriarchal nature of Indian society, e.g. 'Neither are they allowed' or the use of parenthetical structures to expand/explain. When exploring **Text B** these **successful** candidates offered analytical comment on, e.g. the varied use of tense to convey current situation or to reflect on recent experience – the best picked up on the occasional non-standard use of tense, e.g. present tense to convey past thought/action: 'I'm in a hotel room and I wake up crippled with fear' to achieve a sense of 'flashback'; repeated interrogative structures/tags used rhetorically to emphasise and connect in spoken mode, e.g. 'right?'; tripling for rhetorical effect: 'across borders and ethnicities and cultures'; 'fear and insecurity and anxiety'.

Less successful at **AO1/AO2** were those that offered little (or no) analysis at sentence level. Some failed to support somewhat sweeping comments on form with evidence drawn directly from the source materials. This 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 levels of achievement provided in the mark scheme. Some responses used a range of impressive language terms to describe language features but did not go beyond a descriptive/feature spotting approach and marks had to be restricted because of failure to link to context/purposes. **A list-like approach/feature spotting is not a successful way to tackle this question.** At the lower levels of achievement there was evident insecurity with terms and frameworks and frequent technical lapses, e.g. the misapplication of terms relating to word class/sentence type.

At **AO3** those that developed comment not only on the background context of the texts but also on key aspects of the production and reception of each (including key generic conventions) were rewarded. The **most successful** integrated contextual comment to afford comparison and analysis thereby hitting AOs simultaneously. They demonstrated awareness of the generic conventions of both source texts, e.g. the conventions of an article as applied in **Text A** e.g. headline, date, attribution and the uses of subheadings sequence and signal content or the conventions of an informal speech as applied in **Text B**, e.g. sign off, direct address. They considered how audience, mode and function influenced the language choices of each producer. They also presented integrated comment on broader contextual factors. Regarding **Text A** there was frequent consideration of the role of the BBC in covering world news and culture, the restrictions placed on women in Indian society, attitudes towards women in sport in India and globally. Comment on **Text B** included the perceived contrast in opportunities for, and attitudes towards, women in Brazil/Zanzibar and the USA; the differing cultural reasons for the restrictions placed upon women globally; sport as a means of connection across cultures.

Less successful were those responses that offered generalised comment on the context of the texts and the issues upon which they were based. These often made generalised comment on the context and/or adopted a very descriptive approach to the content of the source materials. Those that offered limited exemplification and limited specific analysis of the language used were anchored in the mid/ lower bands of achievement.

The following excerpts are taken from a response that was awarded a mark of 26 for Question 1. The mark places it securely into Level 4 as it demonstrates the discrimination and control that characterises this Level. It scores well at the comparative AO4 as there is a clear attempt to structure the response via the connections and contrasts between the sources and integrate these into the broader investigation and analysis. This non-sequential system works well for this candidate. Analysis at sentence level is sound enough with terms applied with accuracy and linked, although with varying success, to function, audience and context, enabling reward at AO1, 2 and 3.

Analysis of grammar/syntax is sound but again could be broader. There is a slight imbalance in term of coverage, with the candidate clearly finding Text B more accessible/engaging.

It promises an integrated and comparative analysis from the start, with clear consideration of how context and function influence the choices made by the producers of each text. All AOs are touched on, in what is a great start.

Text A is ~~is~~ ⁱⁿ written mode due to it being in the form of an article published on the BBC India website. This means that it has been edited ~~many~~ numerous times because of its publishing on a global news network website. In contrast, text B may have been "edited", giving it some written features, but it was initially spoken, as it was "a talk delivered by Kely Nascimento." Furthermore, text B was written with the purpose of promoting the film "Pangal" to the large, ~~national~~ and international audience of the BBC website.

There is consideration of the construction and presentation of identity – a key focus of the task. This is linked to the function of the texts and the voices they incorporate. This integrated approach affords a balance across the investigation of both texts which facilitates reward at AO4. Here the candidate recognises the conscious language and stylistic choices are made to establish the credentials of the speaker/writers. With regards to Text A there is link between the declarative nature of the voice of Rudraneil Sengupta, author of a wrestling book which also recorded the Phogat family's story, and the credibility he has as an expert. This, in turn, is cited as a promotional/persuasive tool regarding his audience. This links AO1/2 although the effects on the reader lack the sophistication/development of a L5 answer:

Firstly, text A conveys ^{the} personal identity of Rudranail Sengupta and his use of a declarative ^{phrase}. ~~In the quote~~ Sengupta states that "Daugal is a big boost to wrestling for the public mind", and here he states his opinion of ~~on~~ the film. By declaring his opinion, he sways the audience to agree with him and fulfills the ^{article's} purpose of promoting the film and influencing the audience to go see it. This develops his identity as ~~having influn~~ being an influential person. ~~Next, low frequency lexemes are used throughout the text, like~~

In Text B, the links are clear with comments relating to the development of the voice and credentials of Kely Nascimento through her use of anecdote. The reference to Grice in this section of the response adds little, however:

By ~~con~~ illustrating her

personal experience with Luisa and girls soccer in Brazil, she is presented as well informed on the topic due to personal experience with it. This affirms her ability to discuss text B's field of ~~girls~~ the lack of opportunities for girls soccer in Brazil. Her sharing the anecdote also links to Grice's Maxim of Quality because she's being truthful and honest, ~~is~~ developing her identity as reliable and trustworthy to the audience.

Analysis at word level is relatively strong although the range is rather limited. There is effective consideration of lexical choice, which is linked competently to effect and function. Links are also drawn via the deployment of parentheses in both texts to explain cultural concepts and lexis. Here in Text A the candidate contextualises their comment through the writer's conscious objective to make Hindi lexis accessible to a broader international audience. Reference to Grice is valid enough here:

Parentheses are utilised

again for clarification of the ~~word~~ ^{noun} noun "Dangal (a Hindi word which means a wrestling competition)", which depicts Grice's Maxim of Manner, which ensures the reader ^{clearly} understands the substance of the article. The use of parentheses ~~for~~ for clarification ~~also~~ is also an example of convergence, as the author, Sudha G Tilak, of that section wants to relate to an international audience rather than ~~as~~ a solely Hindi speaking one.

And in Text B comments are made regarding the accessibility Portuguese lexis with links to the diverse nature of Nascimento's audience (either live or online) and the overarching function of the speech. This score well across AOs.

Similarly, Text B also uses low frequency, Portuguese lexemes, like the noun "favelas", and explains its meaning to the audience ~~with~~ which is very diverse as it is made up of fans of the football icon Pelé, those interested in girls and women's sports opportunities around the world, and people who ~~frequently watch~~ were present at the ~~TD~~ TED x Water Street conference. Due to the international audience, Nascimento aims to converge with them in order to gain mass traction and engagement, which will fulfill the article's purpose of informing society of ~~the lack~~ women's opportunities in sports, ~~mainly~~ predominantly the lack thereof.

There is some effective comment on grammar and syntax which is similarly comparative and which scores across all AOs, here relating to Text A:

Moreover, the syntax of Text B serves a rhetorical function, with backed up by the consistent use of ~~the~~ interrogative phrases ending in "right?" and "what" ~~the~~. This leads to an audience reflecting on the points she is making and agreeing with Nascimento's statements. Next, the text flows between a retrospective account, using anecdotes and past tense*, to ~~an~~ present tense, and this develops Nascimento's identity as thoughtful and reflective of the past*.

Consideration of tense shows some insight:

→ and the use of present tense reflects the ongoing nature of the issue at hand, within the field of sports around the globe. Nascimento further utilises tense to convey hope through the use of future tense.

The candidate does not try to force the comparisons which is sensible and discriminating. For example, it deals with the incorporation and function of monetary and statistical data into TEXT A

without seeking out 'equivalent' comparative data from Text B. Comments here score well against AO3:

The use of statistics in text A further pushes the film to the audience because by claiming "more than \$50m (£41m)" was made by the film in the box office, it raises the interest of the audience towards it. Therefore, the function of promoting the film is fulfilled by including a monetary statistic which conveys the movie's quality and popularity. Also, the parenthesis stating the currency conversion into pounds " (£41m)" raises engagement of international audiences.

Further contextual comments relate to the BBC as host website to the article (Text A) and to the extension of audience this affords:

Furthermore, text B was written with the purpose of promoting the film "Dangal" to the large, national and international

audience of the BBC website, making it so that ~~a~~ Indian viewers see the article, those interested in the film see it, and any user who frequents the BBC India website views it. The ~~too~~ large audience that the website has means that many demographics are reached, which fulfills the primary function of the text ~~to~~ to promote the film. It is written in a formal register to attract a larger audience.

The following excerpts are drawn from a response which was awarded a mark of 18, which places in mid-Level 3. It is mostly clear and relevant, but there are descriptive components which prevent movement upwards within the Level. The answer also exemplifies the points made in the body of this report regarding the use of the headings provided in the Indicative Content of the mark scheme as a template/framework for answering the question. This candidate adopts this approach and is often repetitive and struggles to achieve at AO1/2, treating technical analysis as a separate 'heading' rather than integrating it into their investigation.

It opens with a basic reworking of the given contextual information about each text as provided in the Source Booklet. The second sentence does offer a concise link via function, however:

Text A is an edited extract of an article that was published on ^{the} BBC India website in 2017 while Text B is an edited extract from a talk delivered by Kely Nascimento at the ~~TEDx-~~ ~~Water~~ TEDxWaterStreet conference in New York.

Both texts talk about the struggles and oppression that women have experienced, specifically in the domain of sports, and the hope that women will gain more power in that specific area through great stories of female athletes.

There is consideration of the audience of each text. Points are valid enough and link to the context of production and reception thus scoring at AO3. Exemplification here might have afforded some analysis of specific technique, however:

Text A, through its context and inspirational message, presents itself to an audience of young aspiring female boxers but also as a drama and a ^{in the Bollywood industry as} ~~titant~~ ^{as} Bollywood's highest-grossing film, it attracts and is addressed to wide variety of drama and film enjoyers, male and female alike. Text B, in a ^{similar} regard, mainly addresses itself to young oppressed female football players ^{who yearn to succeed in field dominated by men} around ~~through~~ the world. However through the touching stories that Nascimento seeks to present, it also talks to an audience of leaders or individuals ^{have the power to} who are able to change the ~~situats~~ situations that the young female footballers around the world face.

The overriding function that links the sources is recognised. However, the response at this point interprets the data rather than analysing it. There is no direct evidence drawn from either text to evidence assertion or afford opportunity for analytical comment on method. As such there is minimal potential for reward at AO1/2 in this section of the response:

Both Text A and B were written in order to raise awareness all around the world about the struggles that women face in the sports industry, but also to show what women are capable of if given the

opportunity and a voice. Text A, through the achievements of multiple Female Indian boxers shows an inspirational story and shows how strong female athletes can be. This shows their advocacy towards giving women more power in the sports industry. In Text B, Nascimento brings light to the harsh situations young female footballers, not only throughout Brazil, but throughout the whole world face and show that through some help, their situation can be improved. This shows her determination to make a change for women athletes in the football scene.

The lengthy section on 'discourse' is essentially descriptive and is a significant factor in the placement in mid-Level 3. This section is more representative of a borderline L2/3 answer. A simple, chronological summary of each text restricts potential for reward. The following excerpt from Text A exemplifies the approach to both sources. Time would have been better spent with a more analytical investigation:

Text A, in terms of discourse, starts by introducing the 'sports drama, Dangal, about ~~two~~ ^{two} female wrestlers' and how well it did in the Bollywood scene. It then speaks of the underlying cast of characters and their heart-palpitating stories that are able to entertain the audience throughout. After, it shows how ~~the~~ the views on women taking up boxing have improved and how the public reputation of female boxing itself has changed for the better. Finally, it concludes with a list of the actors and actresses.

The risk involved with working through the headings of the mark scheme's indicative content in sequence is evident as the key analytical sections are left to the concluding paragraphs of the response. This is a great shame. Had evidence been provided, integrated and analysed throughout the answer there would have been scope for upward movement. At a lexical level there is accurate identification of a word class and some links to function within Text A which scores at AO1/2, but this framework is not applied to Text B:

Text A uses strong positive adjectives in ~~order~~ its article. Adjectives including "remarkable (story)" ^{noun} and "deep (family bonds)" show how the movie was extremely well made and touching, with its ability to inspire people.

Similarly there is reference to the 'juxtaposition' deployed in Text B:

Text B in a similar regard: ~~while contrasting~~ uses a juxtaposition to tell Laura's story stating how "she had no shoes" and "she was so skinny" yet she was able to beat all the boys she played with. This shows what girls are capable of and ~~she~~ presents an inspirational story. Both text choose to inspire^{and advocate for} the female demographic through touching and incredible stories.

Section B: The Creation of Voice

Question 2 (15 marks)

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.

Candidates are expected to demonstrate their own expertise and creativity in the use of English. They are encouraged to incorporate personal and local references. Candidates were expected to draw upon the at least one of the source materials provided in Section A but reshape them to meet the requirements of the context.

In June 2024 candidates were asked to produce the text for a speech to be delivered at a national sports conference calling on governing bodies to support the participation of young women and girls in sport. The question stem was carefully worded to provide candidates with a clear indication of expectation of context, function and audience. 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.

There was some improvement at the **upper Levels** of achievement in Section B responses this series with many achieving marks in Level 4 and Level 5. This is very pleasing, as the 15 marks available for this component can make a huge difference to the final grade awarded. In the **mid and lower** levels, responses were sometimes very brief which severely restricted links to the source materials or failed to fully engage the reader. A few appeared to be very rushed and undeveloped, indicating that

candidates did not manage their time effectively, although most seemed to be more comfortable with handling the timing of the exam this year, A significant, though very small, minority failed to even attempt Q2.

Successful responses effectively applied conventions of a speech and showed awareness of the national context of the conference and the high status of its audience of 'governing bodies'. They seized the persuasive brief and focused their speech on the central issues relating to barriers to the participation of women in sport. These produced clear, well-structured responses and demonstrated an understanding of writing for the given audience, experimenting with register. They demonstrated clear awareness of audience and function, conceding clearly to the context and the persuasive/informative function of the speech they were asked to write. Many drew on personal experiences linked to their own community which contributed positively to some very fluently written and convincing new texts. The best adapted the source material fluidly – for example, drawing upon the rhetorical voice of Nascimento in Text B or referencing, and integrating, the story of the Phogat sisters from Text A.

Many, in the **mid-range** of achievement could adopt a tone or 'voice' which was convincing even if the technical accuracy in written English was lacking.

Less successful responses struggled with the precise purpose of the speech or with maintaining its generic form. Some appeared to lack the vocabulary and control of syntax to fulfil the requirements of the task. Some were often restricted by flawed written expression – these proved essentially self-penalising. Some struggled to sustain a consistent tone/register and this was often exacerbated by limited assimilation of the source materials.

Centres are advised that, although the paper is weighted across the two tasks (with 35 marks allocated for Q1), the 15 marks available for Q2 can be the difference between several final grades. Candidates are urged to set aside sufficient time to understand the specific requirements of the task in terms of genre, context, audience and purpose and to produce a meaningful and, hopefully, engaging response. They are also reminded that they **MUST** draw on the material from at least one of the source texts – there were some very engaging responses that failed to do this and were essentially self-penalising.

The following extracts are taken from a script which was awarded full (15) marks for this question. It is not without very minor flaws in expression, but these never impede clarity and the examiner felt, rightly, that the candidate covered all aspects of this creative task to produce an impressive and viable speech under examination conditions. It is well structured and convincing and draws, with discrimination, on the source materials which are reworded creatively and fluidly to task.

The opening shows sound grasp of generic convention, of the stated audience and function. The tone is wholly appropriate given the context:

Good day everyone, Ministers and Governors and guests.
 Let me start by saying Thank you, Thank you for giving
 me this opportunity to give this speech, about such an
 eye opening topic, participation of Young women and girls
 in sport.

It employs a variety of rhetorical features. The extracts below evidence parallel syntax via listing for emphasis and scale; rhetorical questions to engage and challenge. The focus on the central aspects of the task in terms of audience, function and context is sustained.

I would like to start by reminding everyone that
 times are changing, people are evolving and views are
 becoming widely accepted, dynamics are changing. The

but what of areas like sport? don't women and girls
 have the right to participate? Shouldn't there be equality
 in all things? Well to my last question there should.

The audience is referenced directly, with the respect that acknowledges its status. Note also the effective use of discourse marker to structure and signpost shift in content, in this instance to reference the story of the Phogat sisters:

Let me deviate a little, pardon me,

The candidate does more than reference the story that is central to Text A. They draw conclusions from it and craft them into effective imperatives directed powerfully to men and to women in the audience (both live and online):

things i captured from this; one, men, it is a plea now, men should imitate women, encourage women, encourage daughters, sisters and even wives to participate, let go off all that restrictions, and two women, break boundaries, break barriers, show these men what we are made

As it draws towards its close it voices its appeal on behalf of women directly to the powerful audience assimilating details fluidly from the sources as it does so:

females need the governing bodies to open their eyes and help them, they need you to see their potential and include them in such activities, they are tired of being left out, some want to use this as a means of escape from the harsh face of adversity, but how would they overcome that when they aren't allowed to participate no voices are made for them and in some communities women don't even join the audience, neither are they allowed to practice, leave alone train with men. The

The following extracts are drawn from a response which was awarded 5 marks for Q2 - this places it mid-Level 2. As such, it demonstrates the general understanding that characterise this Level. It is very brief, which is self-penalising due to the limited scope for rhetorical development and reference to the source materials that results.

It opens with some promise with a reasonable sense of audience and the given purpose of the speech. Technical issues with expression are apparent from the start but do not overly impact at this point:

Greetings, ladies and gentlemen,

I'm standing here in front of all of you to ~~address~~ ^{discuss} you an issue which should have been addressed years ago which til now, I am immensely disappointed to talk about,

There is a worthy attempt to personalise perspective to reflect the gender discrimination at the heart of the source texts. This is undeveloped, however, and expression clouds meaning slightly:

I, someone who enjoys and has passion when it comes to sports, I dream to be like one of my favourite football player. However I'm prevented to achieve my dream as sexism in sports still lives to this day.

It speaks with a degree of conviction, albeit briefly, although the limiting of aspiration to 'fun' detracts:

It is such a shame to see women being treated in a way that destroys their source of happiness. I believe sports, no matter if it's masculine or not, should be available and accessible

to any gender. Let no sexism
prevent us all from having fun.

The persuasive slant as the response concludes is appropriate, if undeveloped. There is no concession to the given audience here, however:

I encourage all girls to be strong
and dream big and stand against
sexism to make a change in the
sports industry.