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Script D

Authentication Form

This form must be signed by both the candidate and the centre-assessor, and attached to the candidate's coursework submission. Any candidate unable to provide a signed authentication statement will receive zero credit for the unit.

Qualification (delete as appropriate): ~~GCE~~ / GCSE / ~~ELC~~ / ~~DiDA~~ / ~~GNVQ~~

Unit Number 1	Unit Name English Today Theme One school meals
Centre Number [REDACTED]	Centre Name [REDACTED]
Candidate Number [REDACTED]	Candidate Name [REDACTED]

Notice to Candidates

The work you submit for assessment must be your own. You may be disqualified from at least the subject concerned if you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way.

Declaration of Authentication

I have read and understood the Notice to Candidates above. I have produced the attached work without assistance, other than that which my teacher has explained is acceptable within the specification.

Signed (Candidate)

[REDACTED]

Date

21/12/11

Declaration by Centre-Assessor

I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Signed (Centre-Assessor)

[REDACTED]

Name (Block capitals)

[REDACTED]

Date

22/12/11

By signing the above declaration you agree to your coursework being used to support Professional Development. Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact coursework@edexcel.org.uk

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20/09/11

Edexcel GCSE

Unit One

Controlled Assessment Task

Theme One - School Meals

Taste, Health and School Meals

Write an article for your school website ^{about an issue relating} in which you persuade to school meals.

Did you know? 18% of Primary students that are eligible to take school meals don't do so. This also applies to a larger 27% of secondary students, but why is that? (<http://www.Nationalarchives.gov.uk/schoolmeals>, 7/8/11)

Most students complain about the taste of their healthy food. We have made an indecisive rule that school meals can either be healthy but lose their taste, or tasty but at the same time unhealthy. This is not true, healthy meals can be tasty.

Firstly, the use of salt. Salt is ~~essential~~ one of the things that are a must in our everyday diet, but the use of it in pre-prepared food is huge that it no longer becomes healthy. Most schools use pre-prepared food (canned) which is nowhere near the healthiness of fresh ingredients. For this reason, healthy school meals should use fresh ~~and~~ ingredients and limit the use of salt so by it remains healthy but some ingredients are not so easy to come by.

Secondly, organic food. Organic food is the best to use in our school meals but is the hardest to get, ~~but~~ why is this? Organic food is harvested in low quantities compared to crops that have used pesticides. Most organic ~~food~~ ^{crops} do not survive the insects that eat them so therefore they shrink in quantity. Due to the fact organic food is usually the more expensive crops so price also plays a role in this.

Thirdly, pesticides. Pesticides are extremely dangerous for humans. An example of a pesticide is Carbamate which ~~attacks~~ attacks the nervous system, ~~it~~ it could lead to certain death if too much is taken in. ~~Pestici~~ Pesticides are some times vital to some countries. Let's take the United Arab Emirates as an

These points do not follow from the original sentence

Unit One

Controlled Assessment Task

Theme One - School Meals

Topic: Health and School Meals

Write an article for your school website in which you persuade to

school meals

Did you know? 18% of primary students that are eligible to take school meals don't do so. This also applies to a larger 21% of secondary students, but why is that? (<http://www.Nationalistic.gov.uk/schoolmeals>, 17/11/11)

Most students complain about the taste of their healthy food. We have made an incorrect rule that school meals can either be healthy but lose their taste or tasty but at the same time unhealthy. This is not true, healthy meals can be tasty.

Firstly, the use of salt. Salt is essential one of the things that are a must in our everyday diet, but the use of it in pre-prepared food is huge that it is larger than healthy. Most schools use pre-prepared food (canned) which is no where near the nutritional of fresh ingredients. For this reason, healthy school meals should not limit the use of salt so by it remains healthy but some ingredients are not as easy to come by.

Secondly, organic food. Organic food is the best to use in our school meals but is the hardest to get, ~~the~~ why is that? Organic food is harvested in low quantities compared to crops that have used pesticides. Most organic food is not organic. The insects that eat them are therefore they shrink in quantity. Due to this fact organic food is usually the more expensive crops so this also plays a role in this.

Thirdly, pesticides. Pesticides are extremely dangerous for humans. An example of a pesticide is Carbamate which attacks the nervous system. It could lead to certain death if too much is taken in. Pesticides are sometimes vital to some countries. I do not like the United Kingdom as an

$$\frac{6}{13} + \frac{4}{7} = \frac{10}{20}$$

20/09/11

example. Due to the desert climate, it is nearly impossible to grow crops, therefore pesticides are needed. Pesticide use can also be limited to reduce human threat, but in other countries, pesticides should not be used in school meals as it ~~poses~~ is a threat to the students eating it.

Fourthly, air miles. Referring back to the United Arab Emirates, imports of food is needed as crops ~~grown~~ ^{grown} in the country are low and of few variety. The more food travels, the less healthy it gets. Countries like the UK can get their ingredients from local farms so there is no need to import it's food. The UAE should then decide to import from closer countries. This is because air planes release a huge amount of CO₂ gas that damages the environment. Food travelling from ~~New York~~ New York, USA to Abu Dhabi, UAE which is a range of 7049 miles, ^{which} that is 2538 Kg of CO₂ released when travelling on a plane compared to 2049 Kg of CO₂ when travelling in a car and this is only the ride on ^{the aeroplane} a plane. Then ~~imagine~~ imagine what an orange from ~~Florida~~ Florida would travel. (www.organiclinker.com/food-miles.cfm, Food Miles, 7/8/11)

Fifthly and Finally, the use of preservatives. Preservatives are used widely as most of the world's food is shipped to other countries. Some of these preservative if taken in can cause some health problems. Fresh food is healthy food so schools should try to get their ingredients as fresh as possible and make the food every day just before it is served. An example of a preservative is Sodium bisulfite, this kind is used to stop small microbes from infecting the food. Preservatives have a limit and after that the food starts to rot.

Coming to an end, students ~~must~~ must eat at the very least one healthy meal per day and many schools do provide them. Eating healthy results in a good diet that can protect ^{us} from diseases. Parents ~~also should~~ Parents should also play a part in persuading their children to eat the school meals and try to avoid making their children avoid the consequences of a bad diet that may also affect their future lives. Healthy students are educated students which are the pride of their nation in front of the world.

The ideas contained in this piece are interesting in their own right but I am not exactly clear as to the purpose of the piece. The content is ~~in~~ ^{is} ~~excellent~~ ^{excellent} in it. At some clarity and the use

interesting statistics

example. Due to the desert climate it is nearly impossible to grow food in the desert. In other countries, better should not be used in desert areas. It seems to be a threat to the world's food supply. Referring back to the United Arab Emirates, imports of food is needed as crops in the country are low and of low quality variety. The more food harvest, the less healthy it gets. Countries like the UK cannot their ingredients from local farms so there is no need to import its food. The UAE should then decide to import from other countries. This is because airplanes release a huge amount of CO2 gas that damages the environment. Food travelling from New York, USA to Abu Dhabi, UAE which is a range of 7049 miles, that is 2.58 kg of CO2 released when travelling on a plane compared to 2.14 kg of CO2 when travelling in a car and this is only the air in the plane. Then imagine what an average plane from Florida would travel. (www.organicvalley.co.uk) Food miles 11/11. Fifthly and finally, the use of preservatives. Preservatives are used widely as most of the world's food is shipped to other countries. Some of these preservatives is taken in can cause some health problems. Food that is healthy food so experts should try to get their ingredients as food as possible and make the food even healthier before it is served. An example of a preservative is sodium benzoate, this kind is not a bad small molecule from entering the food. Preservatives have a limit and after that the food starts to rot.

Causing it to rot. Students must eat at the very least one healthy meal every day and many schools provide them. Eating healthy results in good diet that can protect from disease. Preservatives in food should also play a part in providing their children to eat the school meals and try to avoid make their children avoid the consumption of a bad diet that may also affect their future lives. Healthy students are healthier schools which are the pride of their nation in the world.

In this essay I will compare and contrast the two texts of the school food trust website (referred by SFT) and the mortarboard blog article (referred by article). I will review each point once at a time for both texts throughout this essay. These two texts are about school meals.

Firstly, the main ideas and writers perspectives. SFT has the main idea of encouraging healthier food and working together while the perspective is to transform school food and skills as well as working together. We get the main idea and perspective from the welcome message "Our remit is to transform school food..." as well as the five coloured text boxes in the center for the working together part. The writer here uses presentation to guide the reader to the main ideas and his perspective, I will discuss this later in the essay. Following on, for the article the main idea and perspective (writer) are that healthy food can be appealing. We understand this from nearly the end of the text. Further detail on the language will be discussed later in the essay but for now we get this from "It is possible to make healthy food that tastes good."

Secondly, the audience of the two texts is quite similar which contains people who are interested in the subject. The difference is that for the SFT text, it includes all who are concerned with school catering but, for the article, it is limited in a way to blog readers who are interested in school meals. For the SFT, we understand get the audience target audience from the wide variety of the coloured text boxes which include schools, parents and carers, and children (young people). For the article, since it is in a blog, it is limited to blog readers that are interested in the subject (school meals).

Moving on, thirdly, the two texts have a wide variety of language devices used but there are some similar devices to the two texts. These devices are technical vocabulary, and the use of personal pronouns. Technical vocabulary is used in both text to impress the readers therefore it keeps him attracted to the text. In SFT,

"Remit, Statutory guidance, legislation" are some of the technical vocabulary used while in the article, "Carbohydrate" is also one of the technical words.

Other language devices used includes Personal pronouns are used to keep the reader involved so he keeps reading the text. To describe the writer's actions

Other language devices used were incomplete quotation, repetition, ellipsis for the SFT and rhetorical questions, quotations, ~~and~~ emotive language for the article. The use of an incomplete quotation in the SFT website left the reader wondering about the other part of the quotation so the reader would be interested in finding out what the other half of the quotation said. The use of ellipsis also had the same impact of the reader, "~~the~~ value for...". The logo of the SFT has the device assonance "oo" which interests the reader and is easy to remember. The slogan below the logo also played a part as it has the repetition of the word better as well as having an instructive force to it "Eat better, Do better." The article on the other hand had the use of rhetorical questions that were used to put the writer's perspective into the reader "Is healthy healthy food that tastes good. Isn't it?" The also used many full quotations to support her ideas such as the use of "All the vegetables come out of the can." Finally the use of emotive language "disgusting" increases the power of the text which makes the reader more aware of what the writer is saying. Language is used carefully in the article to guide the reader the writer's perspective.

Furthermore, the two texts have an even larger variety of presentation devices. The ones in common are colour, large font, logo, pictures and links. Colour is purely put to attract the reader to the texts in both cases. The use of large font is ~~also~~ used to attract the reader first to the certain part of the text which the writer wants the reader to read first. Logos are used as an identity to the text so it is easily remembered by the reader. Pictures in both text are also used as a object to attract the reader with some significance to it. Finally, links are also used to justify the ~~text~~ writer's points and are used quite frequently through both texts.

Other presentation devices used were different font for SFT. Presentation is more important to SFT than the article because it is used to guide the reader to the writer's perspective for example the use of the coloured boxes in the center containing the audience also leads to the perspective of working together. Therefore the significance of presentation is greater to SFT than the article.

Good analysis

of language
→ passive
→ detailed
B4

good
B4

useful
comparison

good
comment
could have
said more

perceptive
B4

Fifthly and finally, the purpose of the two texts were different. Inform for SFT and review, argue for the article. Although both texts had the same theme with similar language and presentation devices (as well as a similar audience), they both had different purposes. The SFT website had the purpose inform which we understood by the way it introduced information and from this "... website contains information and guidance to ~~be~~ help you help us achieve our goal." The article had the purpose of review and argue which we understood from the fact that the writer had been going over what happened to him/her last week, "Last week, my son's teacher" The purpose argue also has a significant part as the writer is arguing that schools do not give healthy food that is appealing.

The presentation is mainly informal for SFT as part of the audience is young children therefore colour and attractive shapes are needed. The language is mainly formal eg "Our remit in SFT but in the article, presentation is mainly formal as it is in a near format to a newspaper article but the language is mainly informal due to certain words such as "...it's nota...."

In conclusion, both texts have similarities between them such as language and presentation devices but the purposes are not the same therefore writers have chosen different paths. In my opinion, I think that the School Food Trust website is more effective ~~effective~~ ^{than the} ~~the~~ ^{because it} ~~the~~ ^{mortarboard} blog article" seems to be missing references as the writer assumes we know what he is talking about.

1A

Good selection of examples for comparison and analysis - some of which was really quite insightful. In other instances, the student might have developed his ideas more, particularly regarding the comment on technical vocabulary.

