

Pearson Edexcel Level 3 GCE

English Language - Advanced Subsidiary – 8EN0/01

Paper 1: Language: Context and Identity

The purpose of this pack is to provide centres with marked exemplars of responses to the Summer 2016 examination.

Included in this pack:

- questions from May 2016 paper with exemplar responses
- scripts
- examiner commentary on scripts and marks.

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SECTION A: Language and Context

QUESTION 1

- 1 Texts A-C all feature ways of addressing someone on the occasion of a wedding anniversary.

Analyse and compare how contextual factors affect language choices in these texts.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(25)

Please refer to the Specific Marking Guidance when applying these marking grids.			
		A01 = bullet point 1	A03 = bullet point 2
Level	Mark	Descriptor (A01, A03)	
	0	No rewardable material.	
Level 1	1-3	Recalls information <ul style="list-style-type: none"> Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. Lists simple information about context. 	
Level 2	4-6	Broad understanding <ul style="list-style-type: none"> Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. Describes contextual factors and language features. 	
Level 3	7-9	Clear understanding <ul style="list-style-type: none"> Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. Explains clear contextual factors and language features. Begins to link these to construction of meaning. 	
Level 4	10-12	Consistent application <ul style="list-style-type: none"> Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning. 	
Level 5	13-15	Discriminating application <ul style="list-style-type: none"> Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. Evaluates contextual factors and language features. Able to discriminate when making links to construction of meaning. 	

Level	Mark	Descriptor (A04)
	0	No rewardable material.
Level 1	1–2	General and descriptive <ul style="list-style-type: none"> Makes no connections between the data.
Level 2	3–4	Broad understanding <ul style="list-style-type: none"> Notices obvious similarities and differences. Recalls basic theories and concepts.
Level 3	5–6	Clear understanding <ul style="list-style-type: none"> Explains a range of connections across data. Mostly supports with relevant theories, concepts and methods.
Level 4	7–8	Consistent application <ul style="list-style-type: none"> Displays a consistent awareness of connections across data. Supports with carefully selected theories, concepts and methods.
Level 5	9–10	Discriminating application <ul style="list-style-type: none"> Analyses connections across data using an integrated approach. Critically applies theories, concepts and methods to data.

EXEMPLAR RESPONSE A

All of the texts feature a way of addressing someone on the occasion of a wedding anniversary. All of the texts are of a written mode. Source A ~~has~~ ^{is} a written mode but with spoken expression "Soooo grown up." This follows the conventions of a text message and shows that people are now using text message to communicate nowadays. Source B's mode is in a written mode and shows informal address "My Darling Wife" which reflects that he is writing this letter for his wife. The source is in a letter form, which reflects that it was written in 1972 because nowadays nobody sends a letter to wish anyone a happy anniversary due to them using text message nowadays, which is reflected

by Source A. In comparison Source C's mode is spoken originally, but ~~recorded~~ written down for reference. Source C is a podcast and so its purpose is to be ~~used~~ listened to, which reflects that nowadays we use technology to teach. Source A's ~~field~~ ^{topic} field is what a nice couple they are "Anniversary lovely couple", which reflects that it is their anniversary and their friends are saying happy anniversary and what a nice couple they are. Source B's field is a wife "My Darling ~~wife~~ wife." This shows that the letter is meant for his wife and so is informal. Source C's field is English language "Learning English as a second language", which shows that the audience would be people who can't speak English.

Source A's function is to inform the couple that they wish them a happy anniversary "Happy ~~to~~ anniversary sister". This shows that they are informing ~~her~~ ^{them} that they wish them a happy anniversary, which used to be sent in ^Pcard form, but it has become popular to send

by text message. Source B's ^{primary} function is ~~to~~ entertain his wife by making her laugh ~~and~~ "20 ~~min~~ minutes maybe". The secondary function is to describe his feelings to her, which is shown where it says "my happiness keeps on increasing." Source C's function is inform people of the English language and English customs "Happy anniversary." Source A's audience is the couple of who's anniversary it is "Happy anniversary lovely couple." In comparison Source B is directed at one half of the couple who's anniversary it is by the other half of the couple "your husband of 20 something." This shows that the letter is from a husband to a wife who's wedding anniversary it is. Source C is directed at foreign people "responding to a Chinese student." This means that she doesn't originate from England and so won't know the language fluently.

EXEMPLAR RESPONSE B

The language choices in each text change due to all having different contextual situations and function. Text A is a group chat on a social network so multi-modal talk is used, and the function is to wish a friend happy birthday, whereas text B is a formal letter so more prestigious language is applied and text C is a transcript so is context bound to the podcast. They vary in that text A and C are in electronic mode, compared to text B which is in the written mode.

The fields of all three texts change depending on the audience, function, and context. Henceforth, the lexis in text A is restricted to the subject of wedding anniversaries and multi-modal talk can be found. This contrasts text B, as although Reagon is writing to small audience (his wife) the language used is more elaborate. We can link this to Bernstein's theory of elaborated code, the sentence structure and choice of vocabulary is much more extensive. Text C, is telling the reader of what the podcast what to say, so the lexical choice is very specific to the subject of English language.

Text C, language choices are effected by the grammar in the text.

The choices are made specifically to aid the podcast, everytime

there is a micro pause it allows the audience to reflect on the

language previously used. Also, we could say that the language

becomes convergent, as there is a lack of sentence structure due to

the text being spoken. This means that the text is restricted to

the subject of English as a second language, as it is required to

fulfil the primary function of the reader, which is to

educate/inform about Chinese students.

We can contrast this to text A, as the primary function is to

congratulate, so exclamative language^{and punctuation} is used to express

emotions "Happy anniversary!" "Thanks guys!" By emphasizing how happy

they are, it suggests a close tenor between all participants and this

is also furthered through the use of emojis, which represent

familiarity. Also, as the conversation is occurring on whatsapp and

messages are instant, grammatical features are not likely to be

found and we could say this is why the messages are often

simpleistic but also serve the primary function.

The Phonology of text C is based on spoken language. We can assume

that as it is for a podcast, the main purpose is to answer

questions and this can be done quicker and most efficiently by describing

so that the audience (Chinese students) can gain a better grasp

of the English language. This is shown in "Some other ways you

might wish somebody a happy birthday." If the text was in the written

mode then you might be limited to what you can describe, but

the points can be elaborated. Also, by having the audience of only

Esia, it can allow points to be softened as she has chosen to ask questions, so the responses are going to be in her own interest.

We can conclude by saying, that language choices are effected by the context. Text A has a wider audience, but they are a group of friends so more familiar and emotive language can be used. The other two texts are very intimate by having a smaller audience, which effects the choice of language.

EXEMPLAR RESPONSE C

Text A is a highly informal group of messages between friends on the messenger application Whatsapp. The conversation is between all women so I believe this impacts the context, the line 'Hope you got some sleep last night', is humorous and highly context dependent. The audience would only be those in the group chat so they are able to act on a very informal manner. Text B while clearly more formal than text A is also very humorous and does have some informal features such as the misspelling ~~out~~ of the words 'don't' and 'isn't', while the writer of this letter may be the Governor of California to his wife Nancy he was just his husband, therefore there is no need for the level of formality which he would usually use.

Text C is very different to the first two texts as it is a transcript of a ~~radio~~ podcast, it

is the only text out of the three to have a male and female conversing. ~~The~~ podcast are usually highly informal however it is aimed at students using English as a foreign language, therefore it must not use very complex language and as shown by the pauses in the transcript it ~~is~~ is spoken slowly so that it is easy to understand. Unlike the first two texts there is no humor in the podcast. Both the ~~male~~ male presenter and the female presenter seem to talk about the same amount discussing the theories from the 70s showing that ~~men~~ women talk more than men, a recent study by Tager has found that there is no real difference in the amount men and women speak.

Context is the most important thing to look at in all the texts. The first being a message between friends it is ~~probably~~ definitely the least formal and Text C the most formal. All three have very different lexical choices and fields, while they are all in the field of communication, the first ~~is~~ text uses congratulatory language text B uses many lexical items from the field of love and happiness such as 'my happiness keeps increasing', and Text ~~B~~ C uses words from the lexical field of education such as 'teacher'. Language choices in Text C are very important as the presenters have to make sure to use standard English so that they are using

understood. ~~The text~~ Text B is ~~very~~ interesting. Text B has a very interesting choice of lexis, as it is a love letter to Ronald Reagan's wife, because they had been together for 20 years it means that he can act very informally while still letting his wife know that he loves her, there is also odd some words from the field of war such as 'diabolical' and 'perpetrated', this is partly for humorous value but Ronald Reagan would have written alot of letters in the field of war so it comes naturally to him to use this kind of language. We can tell it is to ~~be~~ be funny because of the ~~ph~~ 'Cha!', in brackets at the beginning of the letter.

Text A is very short in comparison with texts B and C. This could be to do with how language has changed in the past few years. Language taboos have become less taboo. In text A we even have references to sex which we ~~to~~ would never see in Text B as it would be unheard of to mention something so personal. While Text C is also a modern transcript context means that there would not be any references to sex as in Text A 'Hope you got some sleep last night', it would also not been seen as Text C is a podcast for English as a foreign language students and it is uncommon to be taught about anything other

than standard English. However the female in text C
uses less formal language than the man. Deficit approach?

EXEMPLAR RESPONSE D

All three texts refer to weddings and anniversaries ~~and~~, however as their context differ so does the language use. Text B is the only text with a singular and ~~is~~ fully written mode and this is clear from the official heading that starts the discourse and also the elevated and superfluous lexis such as 'diabolical'. However, this does adhere to the convention expected as the writer, Ronald Reagan, is the ~~Governor~~ Governor of California and therefore has positional power which he upholds even in a letter to his wife. Text A, however, in contrast to this, ~~is~~ has a multi-modal electronic mode as it's a ^{group} conversation ~~in a group~~ on Whatsapp. Following this context, the informal register and footing seen in the use of emoji's, ~~as~~ non-

lexical interjections ~~and~~ such as 'awh' and non-standard grammar such as the elongated 'soooo' are contextually expected. They are therefore effective as they carry the emotional well wishes of close friends to other friends on their anniversary. Contrarily to both texts A and B, text C is ~~is~~ primarily in the ^{spoken} ~~written~~ mode with non-fluency features such as 'ah' demonstrating this in a similar way to the non-lexical interjections in text A. However, as this text is a pod-cast there will be some element of rehearsed speech and therefore the written and permanent mode. For example when the presenter is reading the question, they know that was going to happen then so they could steer the discourse. As a result they follow the expected convention of a pod cast and achieve a friendly bonding with their audience as a result, which is important and effective as the presenter wants people to watch.

The primary fields of all three texts A, B and C are weddings, and ~~prim~~ most prominently anniversaries. However, each of the texts also has a deeper field. Text A is

primarily an informal construction between friends seen in the repetitive utterance of 'happy anniversary' as would be expected. Text B, however, has a ~~primary~~ ^{field} of secondary field of love ~~to~~ seen through the semantic field of ~~the~~ happiness which runs throughout the text alongside excited, exclamative, minor sentences such as 'ha!' to portray ~~their~~ ^{people's} own happiness. This would be expected as he is writing personally to his wife about their own anniversary - an event they share. Text ~~B~~ ^C, however, contrasts again from texts A and B and has a secondary field of the English language and a tertiary field of English conventions. This can be clearly seen throughout the text as the presenter uses the ~~word~~ ^{term's} 'common' and 'popular' to describe the phrase as well as repeating utterances on many occasions ^{situation} of 'happy ~~&~~ anniversary'. This reinforces the primary field but also begins to appear as though it is flouting Grice's maxim of quantity as this has been said multiple times. However, due to the context of the podcast being for those learning

English as a second language then ~~there~~ this is not flouting the maxim of quantity but is actually adhering to the maxim of manner where the presenters are being clear which effectively enables them to put their answer across to listeners - the purpose of the podcast.

The function ^{→ primary} ~~primary~~ of texts A and B is to congratulate or celebrate with the ~~other~~ recipient of the message. This is seen in the exclamative utterances ~~to~~ such as 'Happy anniversary sister!!' in text A and the affectionate mode of address ^{adorning wife} ~~adorning~~ 'dear sister' in text B. In both of these contexts it is clear they are celebrating. However, text B also has a secondary function to entertain the recipient. This is achieved through otherwise bizarre lexical choice such as 'puzzlement' and 'perpetrated' which even in a K172 letter would be unusual, especially ~~to~~ in a letter to one's wife. Text C, however, varies completely in function from texts A and B as it is ^{primary} to inform. This is seen through

a consistent use of ^{the} 'I' personal pronoun from the presenter showing where the power in the conversation lies and also through the ~~impair~~ mitigated imperative 'you could say' rather than 'you will say'. This provides the audience ~~still~~ with some choice but is still a face negative face threatening act as the audience now has to make a decision. However, as this is an instructional podcast this is expected to occur as the presenter are imposing information and this threatening act is therefore contextually expected and accepted.

The audience of text A, primarily is the couple being wished happy anniversary and this is clear as ~~the~~ Josie responds with 'Thanks guys' showing their messages were clearly directed at her. However, there is a secondary audience of the whole group in the app that can see the messages but in this particular context they are irrelevant as they are not the focus, nor are they communicating with each other. Similarly to this text C also has two audiences - The primary audience is the person who specifically asked the question - in this case 'Eliza' as she is

pointedly named and the presenter spends time answering her question and using personal pronouns such as 'you' to directly address her. However, as this is a podcast ~~text~~^{there} is a secondary audience of people learning English. Though this is not specifically spoken to the context shows that others will be listening. ~~even though this~~ This is expected and the presenter isn't being rude by ignoring them but could be answering what is a common question. Text B, however, only has a single audience - Reason's wife. It is a letter directly addressed to her and uses personal pronouns such as 'you' to continue this personal address throughout. The vague language at the end of the letter ~~is~~ is a diegetic expression as Reason states he's her husband of '20 something or other' and only she will accurately know what he means by this. Therefore, contextually, she is the only intended recipient, ~~of this~~ and therefore audience of this letter.

EXEMPLAR RESPONSE E

In text A the mode is written as it is in a text format and therefore ~~include~~ the discourse includes many ~~exclamative~~ exclamative ^{minor} ~~simple~~ sentences 'Whose you got some sleep' 'Flipping eck!' which reinforce the idea that it's not a planned or revised structure as they are just quick replies. The omission of the subject in a few of the simple sentences 'Still can't believe I'm married sometimes' also ~~is~~ shows ~~how~~ the low level of formality in the text due to it only being a group chat among close girlfriends. This mode opposes the mode demonstrated in text C - spoken discourse from a podcast, which is portrayed in the ~~features~~ features of hesitation such as the pauses ~~between~~ between each clause showing the improvisation of the text, even though some extracts are ~~not~~ just read out 'Eliza said (.) my...'

It also demonstrates ~~various~~ features of back channel behaviour such as 'hmm' and 'ah' which are given in response to the speaker to reassure ~~them~~ ^{the speaker} that they have their attention, which is necessary in this context as ~~it~~ there is clear turn taking between the male and female presenter so they ~~talk~~ bounce off each other.

~~Text B~~ Text B demonstrates the semantic ^{and the connotations that come with,} field of 'an anniversary and marriage' for example in the specific lexical choices 'married', 'happiness', 'I love you' which all portray the loving nature of Ronald Reagan and link in ~~to~~ to the text's function of confessing his love as it is a love letter. ~~There is also a secondary field in text B of uncertainty and puzzlement~~ ~~which is~~ ~~20 words~~ ~~roughly~~ ~~the~~ ~~lack of~~ The ~~text~~ use of jargon in the text also link to his identity of not wanting to intimidate or confuse the reader when jargon is used for oppressive effect, however he does use fairly sophisticated language 'a human cannot sustain' which ~~link in with~~ ~~it~~ would probably have been his ^{standard} ~~normal~~ language use, omitting colloquialisms, as he was former president so great intellectual and written skills would've been necessary. This field is similar

in text A where ~~the~~ the primary semantic field involves congratulation and anniversary basis which are also reinforced with the multimodal 'xxx' features which exaggerate the love being portrayed by the girls.

The function in text C is to teach as the main audience aren't native English speakers and so they therefore included pauses between each clause to break ~~it~~ up the discourse which ~~is~~ makes it easier for the audience to understand and they also use ~~use~~ emphatic stress 'let's', 'first' to engage the audience before they can begin to teach. There are a lot of colloquial terms 'yeah' used to also create a relaxed tone ~~with~~ with many simple sentences including basic conjunctions 'there's also celebrating your day' which avoids intimidating the listeners as they ~~aren't~~ ^{won't be} familiar with complex terms and structures. This is dissimilar to the function of text A which is to congratulate and this is shown to be repeated throughout the extract by a series of the girls sending ~~many~~ similar messages to two members of the group who had recently celebrated their wedding anniversaries and

syntactic parallelism took place with the collocation
~~the~~ 'Happy anniversary!'

The audience in text B is Ronald Reagan's wife and therefore the lexical choices are made more direct and personal, for example the extended use of the personal pronoun 'I' ^{love you} and the collective pronoun 'we've been married' to make the letter seem more intimate and meaningful. ~~I~~ ~~also~~ The letter ~~is~~ also begins with the attributive adjective 'My Darling Wife' which ~~is~~ ~~an~~ ~~indicator~~ is ~~an~~ ~~indicator~~ an indicator to his wife of what is going to appear in the letter - something of importance and ~~and~~ emotion. The audience of text C is a more wider audience aimed at students learning English as a second language which is the audience of production but there is also an audience of reception aimed at the broader audience of generally young people. 'Sure we can give you some advice' uses synthetic personalisation ~~to~~ to engage the listener and make them feel involved as it addresses them directly.

SECTION B: Language and Identity**QUESTION 2**

- 2** Analyse how the *Big Issue North* street vendor Murph presents himself in Text D.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(25)

Please refer to the Specific Marking Guidance when applying this marking grid.		
AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet point 3		
Level	Mark	Descriptor (AO1 ,AO2, AO3)
	0	No rewardable material.
Level 1	1–5	Recalls information <ul style="list-style-type: none"> Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses. Uses a highly descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data. Lists simple information about context.
Level 2	6–10	Broad understanding <ul style="list-style-type: none"> Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses. Has broad understanding of basic concepts and issues. Applies some of this understanding to the data. Describes contextual factors and language features. Application is undeveloped.
Level 3	11–15	Clear understanding <ul style="list-style-type: none"> Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear. Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way. Explains clear contextual factors and language features. Begins to link these to construction of meaning.
Level 4	16–20	Consistent application <ul style="list-style-type: none"> Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions. Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data. Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.
Level 5	21–25	Discriminating application <ul style="list-style-type: none"> Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style. Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way. Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.

EXEMPLAR RESPONSE F

Firstly the mode of this text is a spoken and planned due to the structured questions called ^{in the} interview requiring Murph to explain his position and gave him a chance to show his gratitude for the job and people to help him on the road to ~~retire~~ rehabilitation. The function was to communicate and explain for the reader and writer to produce the article. The text was not completely informal however contained swearing of "dog's bollocks", this displays Murph as relatable and only human due ~~to~~ to most of the population swearing, it does not make him look any more or less of a person.

Murph is presented as thankful for "them" (customers) due to "without them talking to [him]... [he] would have never made it off the street". This includes personal pronouns of

"I" creating a relationship of sympathy and emotion of care from the reader making a real connection which makes the article more engaging.

Murph is also presented as not being timid or embarrassed about his story as he was more than willing to explain his story with no shame; "When I was into drugs". This comfortability makes Murph more relatable to the audience especially due to the regional language inherent to his location of "Sheffield" as Murph explains how he "was in a secure unit as a lad". The use of the lexical phrase "lad" makes him exclusive to the Northern area and makes Murph even more 'down to earth'.

EXEMPLAR RESPONSE G

Within the text, Murph presents himself in a very positive way, he seems happy and also does not complain about his situation and takes full responsibility for why he is homeless. The mode of the piece is written, however, due to it being an interview it borrows a lot of characteristics from spoken language. We can tell this because of his colloquial text and the first person ~~para~~ singular pronouns which he uses to structure his interview on different parts of his life. The interview is structured with subheadings so that the discourse can move from point to point in a quick easy manner which makes it easier for the audience to read and understand what Murph is going through or already gone through.

The field for this text would be the homeless as

it is an interview for a man who had a hard life living on the streets but made a way through it with the support of the magazine that published the article. A secondary field would be guidance, the audience is presented with a man who conformed to the homeless stereotype and broke away from the labels of alcoholic or drug addict with the help of the organisation. A way in which Murphy is ^{presented by} rehabilitated is with the graphology of the text. It reveals a picture of him, looking happy and healthy. This gives an immediate sense of happiness for the audience as it conveys a happy man who has escaped from the mass poverty.

There are a number of different functions ~~that can be~~ ^{that can be} detected within this text. The first of which is to inform the audience as to what these people are going through and also helps people to understand why these people try to sell you a magazine and allows you to take it into consideration next time. Another function is to get other homeless people involved in the operation and

do the same for what they have done for
Muph. With the colloquial lexical choice of
'dogs bollocks' it intensifies the grittiness ~~of~~
of the text and emphasises the point that
we are required to make sacrifices as a form
of relief from the true reality.

The audience for this could range from a
huge amount of people. One audience would
be other nameless people who understand the
hard life ~~set~~ that they have to live. They
would be able to take away of knowledge that
they can get some form of job to support
them in difficult times. Another audience could
be people who are interested in hearing about
the truth in reality and like to get an insight
into what life is like for the nameless. Society
are entertained by listening to others problems
and ~~ability to use~~ things they are required
to put themselves through. They would be
able to read the questions which suit their
needs due to the good use of discourse, structuring
the text in an easy to read & article

EXEMPLAR RESPONSE H

The audience of this magazine is anyone who pities the homeless as they are more likely to ~~be~~ purchase this magazine. The interviewee, Murph, presents ~~himself~~ himself as humble and open to the audience. For example, in terms of lexis, he uses the colloquial term "lad". This sociolinguist ~~phenomenon~~ could be considered typical for the area, making him appear no different from the average person. He is not demonised by conversing in "undesirable" gang ~~slang~~ language. This relates to Grice's Capital Punishment Experiment: that regional accents are considered to be more trustworthy.

~~Murph also~~ In terms of syntax,

Murph also uses the subordinate sentence "And I know selling the mag is about getting money..." This suggests that he is self-aware of the connotations of the Big Issue magazine, however it makes him appear more ~~more~~ and honest in the eyes of the readers. This could also be a tactic to make it more likely that they ~~so~~ will purchase another magazine in the future, by ~~making~~ giving the impression of being a 'human'.

The primary function of the text could ~~be~~ be considered to be to persuade the reader: to view homeless people in a new light and to improve sales. This is evident when the interviewee hyphenates the sentence "... come home and have a coffee and be in my garden - that means so much more than anything." The use of the intensifier "so" suggests that Murph has not experienced much happiness/comfort in his life and

that the simplest of acts can unimprove his ~~lifestyle and for~~ fulfilment. This, once again, solidifies to the reader that he ~~is~~ is at a disadvantage yet still warm, personable and average. ~~But they~~ The readers pity him, but they can also see that he enjoys the same simple pleasures as them.

Finally, the fact that no surname is given could possibly be due to the fact that he doesn't want it revealed to protect his identity. However, it could be to make him appear lost, with no roots, so the readers pity him. It could also symbolise the fact that becoming homeless could occur to anyone, ~~by~~ making the situation more identifiable and heartfelt.

In conclusion, the language used in this interview is key to creating Murph's identity. It presents him as open, humble, ~~and~~ simple and honest, through simple sentences, contractions and colloquial phrases ("lad", "mag").

EXEMPLAR RESPONSE I

Throughout this piece, Murph presents himself to be an honest person who is willing to open up about his life and who is a strong minded individual.

This piece would have originally been produced in the spoken mode, due to it being an interview, however it is presented in the written mode for readers of the Big Issue North. Murph shows his idiolect throughout the piece when saying things such as "lad", "mag" and using the profanity "dog's bollocks". Through this, Murph shows himself to be a down to earth individual as he uses words and phrases which many people can relate to up and down the country. This also indicates to Murph's dialect and him being from the North of England as this is the type of language most commonly used by Northerners.

There is a semantic field of desperation used at the beginning of the piece when Murph is talking about his past. The fact that he says he "had a meltdown" and was "begging" on the streets shows Murph to be an honest person as he is being very ~~person~~ open with the interviewer and is revealing very personal parts of his life without hedging them in any way. There is a shift of field towards the end of the interview and Murph ~~is~~ uses a lexical field of achievement. In order to show his development, he uses lexis such as "volunteering" and "helped" which will appeal to his audience as he is sharing how far he has come. By saying "thank you" to people, Murph is able to converge with his audience as people will appreciate the fact that he has not made the interview entirely about him.

The main function of this text is to inform readers of Murph's story and to encourage people to buy the Big Issue North. The graphology on the piece will help achieve this as people will be intrigued to find out who the picture is of. By being very personal and including the personal pronoun "I" throughout his interview, Murph is able to ~~st~~ potentially change the public's negative impression of "street vendors" and make people realise what a good job the company

does to help people in the same situation he was in. This creates a selfless identity for Murph as he is doing the interview for others and not for personal gain.

The main audience for this piece is readers of the Big Issue North. As this audience is relatively unknown, Murph is sure not to direct his interview at anyone in particular in order to appeal to a larger audience and help to sell more copies of the Magazine. The fact that he can now "be honest with people about what I do and my situation" enables Murph to converge with his audience as they know he is being ~~at~~ truthful.

This interview has a large target audience as Murph uses lexis that many people may relate to. By using phrases such as "I lost it", he appeals to a younger audience as this is a phrase typically associated with teenage slang. He contrasts this when saying his marriage "broke down" which will appeal to people in the same situation he is in.

Overall, Murph is able to portray himself as an honest, selfless person ~~etc~~ who many people can relate to thanks to his honesty and openness about his past and his variety of lexical choices.

EXEMPLAR RESPONSE J

Murph presents himself as someone who has been through a lot, but is now happy. He presents himself as grateful.

One way Murph presents himself as having been through a lot is by describing his downfall as spiralling. The connotations of 'spiralled' imply that he had no control of his life at that time, and presents his past self as pitiful.

Murph ~~shows~~ presents himself as grateful and happy through the ~~speech~~ declarative "I'm quite happy."

Murph uses the taboo phrase 'dog's bollocks' to mockingly describe ~~those~~ people higher up in the hierarchy, which presents himself as grateful because he no longer wants to be the 'dog's bollocks' because he's grateful.

for what he has. The use of this taboo phrase makes him seem down-to-earth and perhaps more friendly and relateable - not just a strange man from a magazine interview.

The continual use of the first person singular pronoun 'I', could perhaps show that ~~he~~ Murph is ~~staying~~ keeping the interview on himself and his story.

In the first paragraph, it could be argued that he is seeking sympathy in sharing his story as he uses emotive ~~language~~ language such as 'meltdown' and 'I lost it' to present his feelings and his point.

In terms of function, text D appears to be informative, as ~~he~~ Murph informs the unknown audience of his past, present and of the role of 'Vendor rep'. This informative function could be Murph presenting how he has climbed back up into society from the streets.

The audience is unknown to Murph, as they

are mostly strangers to him. This means that Murph is presented to have courage to speak about his life to such a wide, * unknown audience.

The formality of text D is quite low because of the language choices Murph makes (eg 'lad', 'decent' and using minor sentences such as 'ten times over:'). However, ~~text D doesn't~~ text D is a magazine interview, and therefore doesn't need to be high register.

Murph presents himself as an active member of society through his 'interest in politics' and 'volunteering for ... church group.'

This is said so that Murph is seen as a valued member of society, who does his part and it is said to make him seem more likeable.

Over all, Murph presents himself as grateful for the help of 'Big Issue North', as an active member of society and a content man.

COMMENTARIES AND MARKS

SECTION A - QUESTION 1

EXEMPLAR RESPONSE	COMMENTARY	MARK AO1 & 3	MARK AO4	TOTAL MARK
A	<p>The initial comment shows some uncertainty as the texts are described as written but the candidate does show some broad understanding by identifying (but not explaining) the spoken aspects of ‘sooo grown up’. The comments about Text B only contain some simple information about context and although the candidate organises their ideas with some clarity, there is little terminology.</p> <p>Some further evidence of some understanding of context (and terms associated with context) are evidenced in the discussion of field but the analysis lacks focus on language features but there is some attempt here to compare and note some similarities and differences across the texts. Further basic understanding is illustrated by the mention of ‘inform’ – the candidate clearly understands what contextual factors are but the analysis is not developed. The discussion of tenor in Text B is slightly more convincing and the writer identifies multiple functions but there is a lack of terminology (beyond simple context terms). This continues in the final section on audience.</p> <p>Overall, ideas are expressed with some clarity and there are some appropriate examples. The candidate uses some basic terms associated with context but the application is underdeveloped. Because the candidate does offer some comparisons between the texts, they are able to achieve level 2 for AO4.</p>	4	3	7
B	<p>This candidate opens with some comments that show a broad understanding of aspects of context with references to ‘multi modal’, ‘prestigious language’, ‘field’ and ‘function’. At the end of the first page, the candidate starts to develop the response but although a relevant concept is referenced (Bernstein), the writer does not explain how this is relevant and no specific examples are used to support the assertion that the vocabulary is more extensive. The candidate does make an interesting observation about the ‘instant’ nature of messaging in Text 1 but again does not offer clear examples. However, the written expression is clear.</p> <p>The subsequent section provides some evidence that the writer is comparing the texts and they show an ability to describe context with the comment on ‘contextual identity and lexis’. The use of terms such as ‘personal pronoun’ shows they are able to use relevant terms, but the range is narrow.</p> <p>By having separate sections for each text, the candidate is not able to access the higher levels of AO4 but they do not treat the texts as separate entities and do show some ability to explore connections. There are some key terms here, such as ‘converged’ but, like previous sections, they are applied without clear examples and quite generally. The end of this section shows a slightly more developed section on function and the writer uses some language features to support this but the response lapses into description towards the end.</p> <p>The response as a whole is structured logically but the range of specific examples is narrow. Some relevant terms are used. There is a tendency to describe contextual factors but although some are explained and linked to meaning, this is not consistent enough to reach level 3. Connections across the data tend to be obvious but there is an effort to compare/contrast.</p>	6	4	10

C	<p>This candidate begins to show their knowledge of context with references to formality and audience. They identify the writer's as women but as yet have not explained how this may have affected the messages and they do not explain the potentially interesting comment on the 'highly context dependent' phrase about sleep but they do show a clear ability to explore connections by mentioning the humorous and informal features of Text B but it is a shame that the non-Standard punctuation of B is identified as 'spelling'. However, the candidate does realise that Regan's status as husband is the primary one here and so shows a clear link to context.</p> <p>The opening of the next paragraph on Text C shows that the candidate is bearing in mind the importance of exploring connections and the observation that this text is not as informal and lacks complex language because of the audience shows clear awareness of the affect of context but could have been developed with reference to a specific language feature and clear examples. However, the writer does maintain a focus on comparisons with a mention of humour across the texts. It is a shame that the reference to gender theory is quite general but its presence does show some ability to support the exploration with relevant links to concepts and issues.</p> <p>An ability to structure writing in a logical and clear fashion and to make clear links to context continues in the next section but this also shows the lack of detail that is preventing the candidate from reaching level 4. The exploration of the different lexical choices is valid and the features are clearly linked to the audience but the section lacks terminology and links to specific language features beyond references to 'lexical items' and 'lexical field'.</p> <p>The response ends with some more general comments about the length of the texts and although the references to sex etc could be interesting, they are not developed.</p> <p>This candidate mainly structures their ideas logically and written expression is always clear. The response includes relevant examples. Contextual factors are explained but awareness is not consistent and candidate begins to link these to the construction of meaning with the occasional lapse. There is evidence throughout of exploration of connections across the data.</p>	9	6	15
D	<p>The discussion of field shows effective application of linguistic knowledge and there is use of terminology such as 'semantic field', 'excited exclamatives' and 'minor sentences', alongside effective examples to support the exploration. Again, the writer shows awareness of the importance of exploring connections by carefully referencing all texts in the same section. Although, there is some lack of terminology when discussing 'common' and 'popular', there is a clear focus on the influence of contextual factors and the introduction of Grice is successful and shows an ability to support an analysis with carefully selected theories.</p> <p>The final section on audience continues the consistent approach and is again confidently structured with consistent awareness of connections across the data. The awareness of the subtleties in audience across the given data shows further evidence of detailed awareness of context but does become a little long winded before becoming more focused when discussing Text B.</p> <p>This response shows close analysis of the data throughout and there is a range of terminology from various language levels and frameworks. The structure is confident and controlled and there are effective transitions between sections. The awareness of context is consistent with some aspects of evaluation and links to construction of meaning are also consistent. The candidate considers connections across the data throughout with some carefully applied theories.</p>	12	8	20

E	<p>The opening section of this response shows a clear focus on context and observations such as that on the 'missing subject' show discriminating application of terminology and moves beyond the general language features used to support ideas often found in lower level responses. The candidate compares this directly to Text C and so starts to show aspects of an integrated response. The written expression is clear and fluent and in an appropriate style.</p> <p>Further evidence of level 5 characteristics are shown when the writer turns their attention to Text B and a discussion of how the sophisticated language found in this text can be linked to its writer and comparisons to Text A further illustrate this candidates ability to analyse connections using an integrated approach.</p> <p>The candidate's ability to use a range of linguistic terminology accurately and with discrimination is evidenced when they start to discuss function in Text C. The writer uses features such as the pauses, clauses and emphatic stress to illustrate how language has been shaped to match function and examples of most of these are integrated clearly.</p> <p>The section that focuses on the audience of B continues to show level 5 characteristics. Knowledge of how context affects audience is clearly evidenced with the discussion of the 'direct and 'personal' lexical choices and terminology such as 'attributive adjective' is successfully used to illustrate the point. Again, this is successfully compared to another of the given texts.</p> <p>The writer of this response shows consistent analysis that is often discriminating in nature, examples are integrated throughout and there is a range of appropriate terminology from multiple language frameworks and levels to support the exploration. The writing is consistently structured in an appropriate style and there are effective transitions between sections. The depth of exploration shows an ability to discriminate when making links to the construction of meaning and the integrated analysis means that the exploration of connections is highly successful.</p>	14	9	23
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SECTION B - QUESTION 2

EXEMPLAR RESPONSE	COMMENTARY	TOTAL MARK AO1,2&3
F	<p>The opening of this response shows some broad understanding of context with explanations such as that of the function being ‘explaining’ to the audience being broad and general. Additionally, the written expression, while being generally clear is not fluent.</p> <p>There is some focus on the construction of identity within the comment on swearing but it is not developed and moves just beyond listing and being highly-descriptive. This basic focus on identity is shown at the start of the next section with the phrase ‘Murph is presented as...’ but the section is very descriptive and the links to language features, such as the pronouns, are not wholly convincing or clearly explained.</p> <p>The borderline narrative approach continues in the final section. An example is given and the writer considers how this may link to the audiences’ response so they are showing some ability link language features to context/identity and construction of meaning (such as the mention of ‘lad’) but it is severely underdeveloped.</p> <p>This response shows a candidate who can recall information but has not showed significant levels of understanding. The ideas are often unstructured and not well linked and there are few relevant terms. There is a descriptive approach with some paraphrasing but there is some evidence of an ability to move just beyond listing information about context.</p>	5
G	<p>The candidate’s opening is a general introduction that indicates that they understand the focus of the question. Exploration of context is shown by the comment on mode and, although underdeveloped, the writer shows understanding by mentioning both written and spoken language and using some appropriate terms such as ‘colloquial language’. As yet, however, these have not been linked clearly to the construction of meaning and/or identity.</p> <p>The broad understanding of context continues in the section of field. Potentially interesting comments on ‘guidance’ are not developed by being precisely linked to identity and supported with relevant language features. This accurate but superficial approach continues when the candidate discusses function. Potentially interesting and relevant features such as informing the audience about homelessness and the ‘gritty’ nature of the text are mentioned but lack clear analysis and explanation.</p> <p>Mistakes regarding audience lessen the impact of this section – it is unlikely that the homeless themselves are a key audience. The final sections of the response lapse into general description.</p> <p>Overall, the candidate shows broad understanding. Ideas are organised and expressed with clarity and there are some appropriate examples but the range of terms is narrow. The candidate generally avoids paraphrasing but the approach is sometimes descriptive with underdeveloped application.</p>	9
H	<p>The start of this response indicates a clear focus on identity and the candidate uses a language feature (colloquial language) to support their initial exploration and in doing so is showing clear understanding of how this term impacts the audience’s relationship with Murph.</p> <p>The candidate attempts further focus on specific language features in the comment on syntax and, although the reference to ‘subordinate sentences’ is slightly confused, the link to the construction of meaning shows some clear links between language and context/identity. Additionally, the structure of the response so far is confident and clear.</p> <p>In the next section, an understanding of function is expressed clearly and the writer is able to link the specific language feature ‘intensifier’ to an implication about Murph’s life experience. This section shows some sophisticated exploration</p>	14

	<p>and shows aspects of level 4 descriptors as the candidate has a relevant example and uses it to make clear and consistent links to the construction of meaning. The candidate's ability to highlight interesting aspects of the data continues into the final section on Murph's name.</p> <p>Overall, this candidate's response has been limited by the quite narrow range of aspects of the data that have been discussed. For the few areas that have been raised, contextual factors are explained clearly and linked to language features with analysis being applied with some consistency. Written expression is clear and appropriate throughout.</p>	
I	<p>The candidate shows some detailed awareness of context by outlining some aspects of mode and they are able to link their examples to the construction of meaning when they offer comment on how Murph presents himself as down to earth. This section could have been improved to a more secure level 4 (or even level 5) with a clearer focus on terminology and some additional exploration of Murph's dialect and how it relates to the construction of identity.</p> <p>The writer is able to structure their response effectively as evidenced by the start of the next section on 'desperation'. The examples used here are relevant, successfully integrated into the response and used to explore links to the construction of meaning but it is a shame that specific linguistic terminology is not used and that the candidate does not speculate on how Murph's being 'open' about his life may affect the audience's perception of him. However, some detailed understanding is demonstrated when the candidate contrast these negative terms with the lexis that shows he has 'developed' and so a clear focus on the construction of meaning is maintained.</p> <p>The reference to graphology is suitably brief and there is evidence of ability to comment on specific language features with the mention of pronouns. This brief section shows further clear analysis and there is a clear attempt once again to link this to the construction of meaning with the comments on 'selfless identity'.</p> <p>The response concludes with a section on audience, which like the previous sections shows a confident structure. Effective examples are used to illustrate the comment about the larger audience but the lack of terminology and pinpointing of a specific language feature stops the candidate from moving higher in the mark level. This limitation is illustrated further in the next paragraph when the language and inaccurate term 'phrase' is applied to the example 'I lost it'.</p> <p>Overall, this candidate's response shows consistent understanding of the data, explains context clearly and consistently makes links to the construction of meaning and identity. The examples are clear and relevant and the structure of the response is very confident. It is prevented from achieving a higher level 4 mark because of the relatively narrow range of features discussed and some limitations in specific language features and terminology.</p>	16
J	<p>The initial opening of this response indicates a candidate who appears to understand the focus of the question and a point from here is picked up in the first part of the analysis. A linguistic term 'connotations' is used to describe the effect of their chosen example and the clear focus on the demands of the question is shown through the use of 'presents'. The written expression is clear and fluent and the example is integrated successfully.</p> <p>The next paragraph demonstrates that this candidate is not able to employ effective transitions between sections but the structure is logical and expression is clear. The point is valid and the terminology (declarative) accurate, but the writer would have benefitted from more depth with a specific focus on the adjective phrase 'quite happy'.</p> <p>The firm focus on how meaning/identity is created through language continues into the section on minor taboo. The clear links to how this presents Murph shows consistent understanding of the data and the writer considers how the audience will respond to him.</p> <p>This candidate's approach of a discreet paragraph per point continues into the next section on pronouns and emotive language. The latter section is a little more</p>	18

	<p>observational and would have been improved from a specific language feature and a clearer focus on how presenting 'his feelings and past' affects the audiences perception of Murph.</p> <p>The candidate is also able to acknowledge context explicitly as evidenced by the section on function and shows a clear ability to link contextual factors to identity and the construction of meaning. This continues in the section on formality where effective examples are integrated into the body of the analysis and the candidate hints at some discriminating knowledge when they link the informality not only to Murph's identity but also to the context in which the interview appeared.</p> <p>Overall, this candidate has a consistent focus on the construction of meaning and identity and shows an ability to explain contextual factors. Although reference to specific language features could be stronger, they are able to explain their significance. Written expression is clear and the overall structure is logical. Examples are relevant and successfully integrated into the body of the response.</p>	
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