

Examiners' Report
June 2016

GCE English Language 8EN0 01

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Introduction

This was the first sitting of Component 1 of the new AS English Language specification and it was clear that centres had worked hard to prepare candidates for this examination. Question 1 required candidates to write a comparative essay on the influence of contextual factors on three short texts concerned with wedding anniversaries and Question 2 asked candidates to write an analytical essay exploring identity/presentation of self in response to a vendor profile taken from The Big Issue North magazine.

Each individual question is considered in this report and examples from candidate's responses are also given for each question. However, a general summary may be of benefit to centres.

In Question 1, most candidates were able, at some level, to compare the texts, and comment with some effectiveness on mode, audience, field and function.

A minority of candidates seemed to experience timing issues, perhaps because of the requirement to read four pieces of data and the demands of planning their response in timed conditions. In some responses quantity outweighed quality, especially for Question 2, with the material submitted not always clearly focussed on the data.

At lower mark levels candidates did not tend to connect language to meaning and often offered vague or descriptive links to contextual factors with minimal reference to language features. Candidates who achieved at higher levels were characterised by a firm grasp of language features from a variety of levels and a systematic exploration of all contextual factors across all three texts equally. Comparisons between the texts were often limited in lower bands and often a text by text approach was taken with only a few comparative phrases used at the start of paragraphs. At higher levels, comparisons between texts were more sophisticated and an integrated or 'side by side' approach was used.

In Question 2, although there were some very good responses to this question, on the whole performance was lower than for Question 1. In responses awarded marks in the lower levels, there was little attempt to reference and analyse the language and candidates often produced narrative accounts. When theories were introduced at this level, they were often not explained or were not plausible. Many of these candidates seemed unsure of how to tackle the question and failed to engage with the text on a meaningful level. In contrast, responses placed in the mid and higher levels referenced theories such as convergence theory, face and footing, and explored the implications of audience. Additionally, such responses showed clear evidence of language levels and frameworks being used to explore the data and used a range of linguistic terminology

Many candidates were eager to display their knowledge in this first sitting of Component 1 of the new AS English Language specification and it was a pleasure to mark. Most candidates demonstrated that they had acquired some knowledge of the key topics covered by the specification and there were very few candidates who did not identify at least some issues in the data provided.

Question 1

Most candidates seemed to be familiar with the demands of this task, again indicating the work that centres had done in preparing them. Candidates were asked to compare and contrast three pieces of data concerning wedding anniversaries. The data was drawn from a variety of sources (text message, handwritten letter, and speech) in order to provide a range of similarities and differences for candidates to comment on. It was expected that candidates exhibit the following skills:

- Applying analysis across the data
- Supporting the exploration with a range of relevant examples
- Organising the structure of their response and writing in an appropriate register and style
- Applying appropriate terminology
- Showing knowledge of contextual factors and ability to link this knowledge to the construction of meaning
- Showing knowledge of a range of language features
- Exploring connections across the texts
- Applying theories, concepts and methods to the data

In general, this question was approached by almost all candidates with a confidence instilled by their centre's comfort with this type of task and many candidates began their analysis with an overview of mode, field, function and audience of each text. Candidates who were marked at lower levels were often unable to adapt the checklist linguistic frameworks they had been taught and this often resulted in misapplication of features and theory or even a lack of relevance to the question. At the lower levels, analysis often centred on quite general issues such as lexical choice (with little evidence of word class terminology) and graphological features (such as the emoji and kisses in Text A) and seldom covered areas such as syntax, pragmatics and discourse. At lower levels, the podcast caused some confusion and candidates experienced problems characterising it contextually with some believing it to be a script rather than a transcript. Even at lower levels, there was an abundance of references to theories but at levels 1 and 2 these seemed to be applied as part of a checklist approach rather than by relevance (most often Grice) and they were seldom explained or convincing. Many candidates at these levels also made sweeping gender assumptions based on quite slavish adherence to now largely outdated concepts. Written expression, although tending to be clear at this level, was often characterised by a lack of fluency, repetitive style (for example starting each section with 'Text X shows...') and a lack of effective transitions.

Candidates achieving at lower levels often gave little thought to the comparisons between the data and how to structure these for maximum effect. This often resulted in low level achievement for AO4.

Candidates whose work was placed in the mid to higher levels showed a firmer grasp of a range of language features and used these to explore all levels of context with clear links to construction of meaning. In addition to a more assured knowledge of context, including 'grey areas' (such as the multi modal nature of Text A or the elements of speech in Text B), higher level responses showed some detailed comparison by using an integrated or 'side by side' approach for the majority of their analysis and covered all three texts equally. Such responses were also characterised by sophisticated written expression with effective transitions between sections.

This extract from a quite lengthy response was awarded level 5. It shows a discriminating analysis that is supported throughout with relevant examples. A range of appropriate terminology is used to describe the examples and shows the candidate's confident knowledge of language features. The style of the response is consistently appropriate (given exam conditions) and it shows clear analysis of a range of connections across the three pieces of data using an integrated approach. The example below is an extract covering the first few points discussed

Text messages demonstrate their affective nature for the audience their texts are aimed at. Text B is also similar, as it is also a private letter sent to a very specific person. The use of the first person personal pronoun of 'you' directly addresses and includes the audience, which is a theory propounded by Fairclough. The writer attempts at light humour to engage his audience such as the noun phrase 'diabolical plot' in order to lower the formality as he is addressing his wife. The audience of Text C is aimed at more public

as it is a podcast which is accessible by the general public, but it is more specifically aimed at students learning English as a second language. This is evident in the ~~explicit~~ use of prosodic features, as emphatic stress is put on the words 'let's' and 'first' to make it clearer and easier to understand for all those whose first language is not English.

As far as function is concerned, they are all similar in the way that they address wedding anniversaries. Text A presents the function of congratulation, as the noun phrase 'happy anniversary' is often repeated throughout the text for emphasis. They show their happiness for the couple by addressing them directly as 'Katy and Bob', to lessen the social distance between them and the ~~happy~~ couple, to ~~also~~ further show a function of congratulation. In Text B, it also offers a function of

congratulation, however the letter is more personal as it is between a husband and his wife. The writer often uses expressive and ~~high frequency~~ low-frequency lexis to portray a function of celebrating an anniversary such as ~~past predicament~~ 'happiness' and 'perilment'. It also carries a function of expressing his love for her ever after '20 years' by using superlative phrases such as 'I love you very much' to present to his wife how much he still loves her. However, in Text C, the function differs greatly as ~~B~~ overall, the function is to help students to learn English when it isn't their first language. This is done by the frequent use of simple sentences such as 'happy anniversary it is a really popular to say' and also minor sentences such as 'yeah', ~~maybe~~^{yes} and 'maybe' so people can understand the simpler language they are using. The lexis is often low frequency as well, as well as

the repetition of 'happy anniversary'
to ensure the students struggling to
learn English can understand.

In terms of field, ~~Text A~~
they are all quite similar. Text
A follows a field of anniversaries
as the field-specific lexis such
as the noun phrases 'two-years' and
'happy anniversary' are used
frequently to clearly present the
field. Text B also has the
initial field of anniversaries, which
is also clear by the field-specific lexis
of the noun phrase '20 years'
which is also repeated. However, it
has a secondary ~~part of field~~
~~to~~ field of love, which is due to
the semantic field of love, using
lexical choices such as '~~happiest~~'
the abstract noun of 'happiness'
and the phrase 'I love you' to
present his feelings towards her.
Text C holds a field of
anniversaries also, as the noun phrase
'happy anniversary' is repeated
frequently throughout the transcript.

It carries a field of aid and help, also, as it is a podcast aimed at students who need help with English when it isn't their first language. This is done by the main centred position of the headline which gets their main field across to the audience, but also the use of the interrogative 'what are some other ways...' which implies a field of helping others.

Overall, the three texts share a common field of ~~anniversaries~~ anniversaries, but begin to differ in their secondary field and overall function as their target audiences also differ, meaning ~~that~~ the texts change their lexical choices to bring relevance to the context. They all share an underlying theme of congratulating, which becomes more personal within Texts A and B, as Text C is ~~also~~ a lot more general due to its function and target audience.



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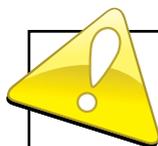
Examiner Comments

The candidate begins with a general introduction. These are not essential and their absence does not impact negatively on attainment but candidates often find them useful for organising their initial ideas.

The candidate begins their focussed analysis of the data by discussing mode and in doing so begins to show an understanding of context. The reference to the multi modal nature of Text A hints at some discriminating analysis and the introduction of clear and exemplified language features such as 'elision' are used to support the initial observation. By mentioning the lower formality, this candidate is beginning to show that they can evaluate contextual factors and language features. This candidate goes on to discuss aspects of mode in Text B showing the integrated analytical approach required to meet the top level in AO4 (to meet the top level, this integrated approach has to be maintained throughout the response – something that this candidate does achieve). The writer of this response evidences their assertion of 'written mode' clearly and shows discriminating analysis by noting the elements of spoken English that are in this letter using integration of clear and brief examples. Text C is dealt with next, further indicating that this candidate can analyse connections across data and the comment on spoken language and pre-planning shows this candidate has consistent awareness of context and is able to make evaluation based on linguistic evidence.

The next section included in the extract discusses audience. This approach of separate sections and systematic working through each contextual factor is a productive one and certainly works for this candidate but there is no preferred structure for a response. Candidates should, however, bear in mind the need for fluent expression and effective transitions.

The sophisticated integrated approach continues with the candidate offering information and evidence from the text before comparing with Text B. Knowledge of basic linguistic terms is evidenced with the reference to the 'pronoun' (avoiding the misuse of the term 'synthetic personalisation' seen by lower level responses) and 'noun phrase' and both are clearly linked to context – in this case formality. Discriminating understanding of context is further shown in the final part of this extract when the candidate speculates on the range of audiences for Text C.



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Examiner Tip

You should attempt to adopt an integrated approach for your analysis. This means that you should compare and contrast similar features from each piece of data in the same section. If you keep the texts separate, it may restrict the marks available in AO4.

This is an extract from a level 5 response. It shows careful consideration of context and discriminating analysis with clear links to the construction of meaning. The appropriate style and register make the candidate's point accessible and the candidate is able to adapt their style to successfully produce an integrated response.

Text C's purpose is to inform - the podcast hosts are informing a Chinese student how to celebrate someone's anniversary properly in English. Contextually, Chinese culture is very different to English, which explains the conversation prompted, and the advice suggested. However, in their efforts to inform, the podcast hosts clearly take pains to be ~~be~~ polite. Modal verbs like 'could', used to express possibility are combined with hedges like 'maybe' to create many negative politeness strategies, to emphasise that they are merely informing Eliza of the possibilities, not telling her what to say. This indecision is a clear contrast to text B, wherein Reason uses more definite language stating that ~~he~~ 'I don't want to be without you'. This, combined with the lexical field of certainty - 'sure' and 'known fact' - demonstrate his certainty, and imply his love for his wife is as definite as his language use. Similarly to ~~text~~ ^{text} C, ~~text~~ ^{text} A uses indefinite language - Marie uses 'hope' to express ~~poss~~ possibility. However, this more ambiguous language is likely due to the

constraints of the 'medium' as contextually many social networks impose limits on how long a message can be. The purpose in this ~~text~~ and ~~text~~ B are linked, informing others of emotions. However in this text the emotions are just happiness, whereas in text B it's concerned with a deeper love.

Text A and B are similar in that they are intended for a narrow audience. Text A is aimed at the members of the group chat, shown by the informal register and friendly tone - 'happy happy' shows the audience's close bond through the use of colloquialism to show a close footing. Furthermore, the seeming contravening of Grice's maxim of quantity is explained by the close audience relations - contextually all members would know each other, so they would understand pragmatically that these short messages were representative of deeper feelings. The ~~the~~ audience is narrower still in text B - shown by references to 'friends' and 'children'. The intended audience is only Roger's wife, so the use of these references shows the private nature of the

text. However, the private intentions of texts A and B are not shared by text C - contextually, podcasts can be downloaded and listened to by anyone, and while the primary audience may be foreign students

learning English, the secondary audience is anyone on the internet. This vast audience is shown by H using synthetic personalisation - referring to the listener as 'you' creates a personal feeling, and according to Goffman puts you on a close footing.



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Examiner Comments

In this section, the candidate is analysing purpose and makes an interesting point regarding culture for Text C. Confidence with language features is demonstrated with references to modal verbs and hedges and the candidate is able to clearly evaluate the use of these in relation to the construction of meaning. This candidate meets the top of level for AO4 by adopting an integrated approach to contrast these comments to Text B's more 'definite language' and Regan's love for his wife. When the candidate introduces Text A, more discriminating analysis is coupled with sustained examples to produce an effective section with appropriate style and register.

Similarly to the previous section, this candidate's discussion of audience is written in an appropriate and consistent style but there is the occasional missed opportunity to use linguistic terminology for some core terms such as adjective when discussing how 'happy' shows a close bond.

Many candidates referenced Grice in their discussions but the maxims were often applied uncritically and if candidates felt these were being flouted by the speakers/writer then it was necessarily negative. This candidate however makes a detailed and insightful comment that shows critical application of theory by speculating that although seemingly short the messages are indicative of deeper feelings.

The remainder of this section further confirms the candidate's ability to meet top level descriptors for AO4. The candidate switches to Text B with the statement 'the audience is still narrower in Text B'. As well as indicative of the integrated approach, it shows a clear ability to structure a response with effective transitions.



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Examiner Tip

Examples are essential for clearly demonstrating your understanding, especially for complex points. However, if the example is a full sentence it can be time consuming to write out. In such cases, it is acceptable to give a line reference and the start and end of the particular example.

This response was placed just inside level 5 for AO1 and AO3 and at level 4 for AO4. While the candidate shows some evidence of discriminating analysis and evaluation of contextual factors, there are some level 4 characteristics which limit the score slightly. The comparisons between the three texts are not always sophisticated and occasionally the applied theories/concepts/methods are a little general.

Text A has the function of showing care and appearing as good friends. This can be identified as the women use exclamation marks "!" and informal, friendly colloquialisms like "kipping etc" to express their happiness. Whilst this function gives 'Josie' in one example, a higher footing she fulfils her function of thanking her friends by saying "Thanks guys!", and appearing humble, bringing herself down to an equal footing (Goffman) with her friends. The women also show their care with euphemisms which ties into Austin & Searle's Speech Act theory. 'Marie' uses the declarative "Hope you got some sleep last night." which could refer to a myriad things, including a celebratory party or even caring for a young child. This use of the Speech Act theory creates a closer relationship and builds upon the established tenor of friendliness and informality.

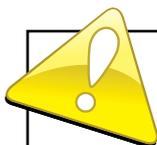
Text B shares a similar function but brings it across differently. Reagan uses contrasting semantic field to deliberately appear tired of marriage in a humorous way. He uses the Latinate adjective "diabolical" to describe the idea of being married 20 years, which strengthens the audience relationship of good-humour and ~~can~~ friendliness similar to Text A. This use of the verb "perpetrated" has connotation of crimes and deceit, adding to his function of telling a joke. This is also similar to Text A's use of humorous euphemisms.



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At the start of this extract, the candidate is discussing the function of Text A. Clear and accurate terminology is used ('exclamation' and 'colloquialism') and examples are integrated into the discussion to clearly support the analysis. There is a slight lapse into description when the candidate discusses 'thanks, guys'. It would have been perhaps more productive to focus on the term of address in this example. Similarly, the reference to Speech Act Theory could have been more explicit but the candidate is touching on pragmatics when they identify the ambiguity behind the sentence 'hope you got some sleep'.

The candidate contrasts this with Text B but the comparisons are not as sophisticated as in the previous extracts in this report and there are clear elements of level 4 for AO4 but the section is written in an appropriate style and is clear and fluent. Terminology is used to describe the examples of language features ('Latinate adjectives') and there is an unsupported reference to Text A. More effective terminology is used to describe 'perpetuated' and is linked to humour and so again clear links to context and the construction of meaning.



ResultsPlus Examiner Tip

If you are going to reference a theory you have studied, you should briefly explain it (to demonstrate your understanding) and its relevance to the data. If possible, you should consider introducing more than one theory and if relevant, use the data to refute any of the theories you have studied.

Question 2

This question required that candidates use their linguistic knowledge to explore the concepts of identity/presentation of self exemplified in a short extract of data. It was expected that candidates exhibit the following skills:

- Applying analysis across the data
- Supporting the exploration with a range of relevant examples
- Applying appropriate linguistic terminology and a range of language features
- Organising the structure of their response and writing in an appropriate register and style
- Applying theories, concepts and methods to the data
- Showing knowledge of contextual factors and ability to link this knowledge to the construction of meaning and identity

On the whole, candidates showed less confidence with this question and, for some responses; it seemed that lack of time may have been an issue. Candidates would benefit from additional help with planning and writing in timed conditions until they adjust to the demands of the new specification.

Although some responses that achieved only level 1 or 2 were significantly affected by their short length, the majority were characterised by a lack of language focus in the analysis. Such candidates relied on paraphrasing and a narrative account of the data and for a number at the lowest level the idea of identity was all but ignored. Candidates towards the top of level 1 and bottom of level 2 tended to focus on some aspects of the question but did not use any linguistic knowledge and linguistic terms were generally absent. It is essential in this question that a candidate has a keen focus on language levels and frameworks and that they use these, alongside their knowledge of linguistic terminology, to describe the type of language choices made and how they affect identity. Candidates in the lower levels also tended to have inconsistency in style and register.

Candidates moving beyond level 2 were characterised by an increasing language focus but at lower levels they did not always fully engage in the concept of how identity was constructed or presented. Often, good points were made but some drew out comments that should have been made more concisely. For others, the focus was solely context, giving essentially a Question 1 type response. Of course, reference to context is essential in this question but it should be linked to the concept of identity. This could mean that a candidate might discuss how a particular identity is demonstrated in relation to a particular contextual factor or why a certain mode, field, function or audience affects identity, using language features to focus the discussion.

Lower level responses were characterised by indiscriminate application of common theories. Both Grice and Face theory proved popular. Higher level responses proved these could be adapted successfully, but at lower levels they were not explained, they were just mentioned or were not relevant.

In higher level responses there was evidence of thoughtful identification of Murph's grammatical and lexical choices with clear explanation of how they were used and the function of the text and its context were consistently examined, without repetition. Candidates moving out of level 3 kept a clear focus on identity and used key phrases to ensure they were meeting the demands of the question. Language levels and frameworks were employed, mainly at the level of lexis and syntax, although some of the best responses also examined aspects of pragmatics and discourse. Written expression was both fluent and efficient with an appropriate style and register throughout and with a range of relevant and efficient examples carefully integrated into the response. Theories and concepts, such as Grice, convergence and face theory were applied more sparingly and convincingly and were usually accompanied by explanation of how they were relevant.

This extract is taken from a response that was awarded level 4. Analysis is applied very consistently and there is clear use of relevant examples to support the discussion. There is evidence of consistent understanding of the data and a number of clear links to the construction of identity. Language features are explained and terminology is used but there are some limitations that prevent a high level 4 mark. The structure of the response itself is confident with some effective transitions.

To emphasise his honesty he uses the word "honest" twice in his reply to the interviewer. This helps to reiterate that he is an honest man and not trying to trick the reader into thinking he is worse off than he actually is. His honesty is suggested again with Murph opening up about his confidence levels, for example "I didn't have a lot of confidence" and "it's also about getting the confidence". This helps to show the reader how Murph is honest because he is showing his feelings, but also helps to show the reader how Murph has been helped a lot due to the 'Big Issue' in terms of self-confidence and self-image. This helps to show the reader how far Murph has come from "begging or committing crime".

Murph also suggests he feels some remorse about his dishonesty in the past, as now he says he feels he "can be honest", which suggests he likes being honest, so he felt he could not be honest when he was homeless prior to the 'Big Issue's' help, with "you can't do when you beg because you

are always spinning some yarn". Here he again uses an idiom or a colloquialism, helping to imply that he is just a normal person and helping to suggest that anyone could end up in his situation.

He furthers this by using the phrase "like you're the dog's bollocks", which is a distinctly northern phrase. This helps to establish him as someone from the north, and someone who is proud to be north but also not middle-class, and as he wishes to present himself as more working-class to emphasise how hard his life has been.

However he also shows the reader how much he has changed, with "over the years, I would never have made it". This shows how he feels as though he has moved on and managed to change his lifestyle, although he also presents himself as someone who has put time into changing his lifestyle, with "over the years" helping to suggest that it does take a long time.

Murphy also presents himself as a moral and

godly man with "volunteering for my local church group", helping to present himself as kind, and considerate, as well as religious and willing to give back to the community. This helps him to seem like a worthy person of the help people have given him and to show the reader how much he has changed from "self, self, self" to wanting to help the community and others in the 'Big Issue' community. As he is a "vendor rep" who "can represent them and their views to the staff"

In conclusion, Murph presents himself as an honest but changed man, who has gone from a homeless drugs user to a man who helps others who sell the 'Big Issue', gives back to the community by helping the Church as well as takes an active role in politics by canvassing "for the Labour Party". He presents himself as a northern man who is grateful for the physical and emotional help he was given by the 'Big Issue' and the people of Sheffield who helped him to get "off the streets" and off the drink and drugs", helping to present both himself and the 'Big Issue' as a work-while cause.



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Examiner Comments

The opening paragraph is used to give an overview of contextual factors. There is no use of terminology in this section but the written expression is confident and it does begin to demonstrate awareness of the influence of context on meaning.

In the second paragraph, the candidate turns their attention to presentation of self/identity. It is often useful for candidates to use terms like 'presents as...' in order to show and keep focus on the demands of this question. This candidate begins by linking the name of the Big Issue vendor to identity and expands this further by discussing its potentially shortened form. The expression remains confident and the candidate identifies the name as presenting Murph as 'friendly and informal' and so demonstrates knowledge of how identity is constructed. The section on questions lacks some focus and the candidate's explanation of these as 'drawing attention' lacks development. There is a return to more focused analysis in the subsequent section discussing informal language. There is some missed opportunity for linguistic terminology such as 'colloquial' but the exploration of how these terms relate to Murph's health and youth shows confident analysis focussed around the remit of the question.



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Examiner Tip

Make sure the initial focus is on presentation of self, perhaps by opening with a paraphrase of '*The speaker / writer in text x presents themselves as ...*' and return to this type of phrase in the course of your response to ensure you maintain focus.

Try to explain and develop your points with some subtlety and avoid generalisations such as young / old; female / male; friendly / polite; educated / uneducated etc.

This extract is from a low level 4 response.

Analysis is applied with some consistency with clear links to the concept of identity, but there are some lapses. The areas the candidate focuses on shows evidence of understanding of the data and both language features and terminology are referenced but limitations prevent a higher level 4 mark. The structure of the response itself is confident with some effective transitions.

* However, the piece of text was an interview between two people, so would have originally been spoken. However, may have been edited to feature in the text.

The text is highly context independent as the questions he is answering are on the outside and can be easily read and observed.

Due to the text being highly personal through his use of detailed accounts of his life, makes the text informal. Also his use of slang language also increases the informality of the text.

Due to the interview being recorded in a written transcript allows for the text

to be permanent. This could have been done purposefully, so that a permanent record is kept in order for others, who may struggle like he did to recover. This also changes / adds to the function of giving his audience advice and hope.

He also adds to the informality by giving his first name "murph" to the audience. This could suggest that he is trying to present himself as an ordinary person and that he has now bettered himself through the help of the "Big Issue".

In terms of grammar, he uses many spoken discourse markers such as "and" but also uses written discourse markers such as "when". He doesn't use subject specific lexis until he starts talking about politics. "I helped canvass for the Labour party." This could emphasise that "murph" is trying to present himself with some knowledge about a topic, and emphasises how his life has changed.

He also looks back on his past life, which included "drugs" and a marriage breakdown. With confidence. This presents

himself to the audience as a confident & person who has over-come a hard period within his life. He also presents himself as a role model for other people who may struggle with these issues and those who are going through the same situation. Also by relating personal accounts to the audience suggests that the text was planned and revised in order to get the best possible answer from him.

Overall, I feel like the street vendor, Murph, presents himself with brown and Lorraine's positive face. As he uses language such as "I would have never made it." He also comes across as a positive friendly person.



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Similarly to the previous candidate, the writer of this response starts with an overview of context but this candidate includes some examples from the data and utilises some terminology to illustrate an aspect of field. Although the concept of convergence is mentioned it is not clearly explained and the link to pronoun use is not convincing – it is likely that the candidate meant to refer to involving the audience as the example does not provide evidence of Murph changing his language to converge with his audience.

The identification of 'and' and 'now' functioning as discourse markers shows awareness of language in use (but some additional and more precise terminology could be used) and although the writer is consistently applying analysis to the data there is some drift away from the central idea of identity in this section.

A slight drop in focus again occurs when the candidate discusses declaratives. Once again, terminology is applied correctly but 'build sympathy' is not detailed and does not fully link to identity and shows some aspects of level 3 performance. This section would probably have benefited from a focus on lexical choice. This may have been the original intention as the subsequent section does start a discussion of vocabulary. This section has a more consistent analysis and a firm focus on identity and how Murph presents himself. Candidates should take care when applying gender theory as many studies are considered outdated and should be applied with caution.

More focussed analysis, clearly supported with examples, is seen in the section on slang. The focus on identity could have been more detailed than 'presents himself as an ordinary person'. Candidates should always remember to briefly define/explain any theories that they use in order to evidence their understanding of them.



ResultsPlus Examiner Tip

Remember to display knowledge of precise linguistic terminology from a range of language levels and frameworks supported by clear and efficient examples from the text to support your points.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Develop a flexible linguistic framework that can be applied to data and ensure basic terminology is used without errors.
- Remember the importance of balancing planning time (especially for Question 1) with the need to write a detailed response.
- Avoid 'feature spotting' by always relating a language feature to a language issue.
- Ensure that you use a range of language features and relevant terminology from the levels and frameworks studied for both Questions 1 and 2.
- Adopt an integrated method of comparing the three texts in Questions 1.
- Keep a firm focus on identity/presentation of self for Question 2 and support your comments with reference to language features.
- Take care with written expression and try to ensure the answer as a whole has a coherent structure.

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