Examiners' Report

June 2014

GCE English Language 6EN01 01

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June 2014

Publications Code US038740

Introduction

The purpose of this report is to provide centres with an insight into the assessment process and give an overview of how candidates approached each question.

In this series candidates performed well, engaged positively with the texts and produced some developed and sophisticated responses. Clear knowledge and understanding of the requirements of each question was present, demonstrating that centres had prepared candidates well for the standard of the examination.

The majority of candidates managed their time effectively and there was a decrease in the amount of questions left unanswered this year, which was pleasing to see. There were still some cases of over writing for certain questions particularly in Question (Q) 2, which often brought no increase to the mark. The amount of paper assigned in the booklet is indicative of how much to write and candidates' responses should be extensive enough to meet the assessment objectives within the space provided for each question. Centres should provide candidates with opportunities to familiarise themselves with the content and format of the examination paper, ensuring that they have a clear understanding of the requirements of each question before the exam. It is recommended that candidates should read through all five questions, as well as the extracts in the source booklet, before beginning their written response.

The paper is divided into two sections providing an opportunity for progressive analysis in Section A and an extended comparative analysis in Section B. Candidates are invited to analyse three texts representative of the spoken, written and electronic modes of language.

Section A: This section provides three groups of data from a single genre engaging students in an analysis of four questions of varying application. In this series the mode was spoken featuring transcripts from 'Talking Toys' for babies/toddlers, young children and older children/adults.

Q1: assesses candidates' identification of linguistic terminology and recognition of key features. Candidates must comment on the bold underlined feature selected from the group of talking toys and find a different example of the same feature within the source material provided.

Q2: candidates must consider the four contextual factors of mode, field, function and tenor, and explain how they influence the language used in 'Talking Toys'. Candidates should make reference to all three groups.

Q3: invites candidates to identify similarities and differences between the language features of two of the groups. This series' comparison was between talking toys for babies/toddlers and talking toys for young children. Candidates need to focus on the linguistic features used within the texts and support this with critical discussion.

Q4: this question is synoptic of Section A, engaging candidates in a linguistic investigation of a 'mystery text' with the aim of identifying the sub-group it is most likely to belong to, based on the language features present. Candidates should note the content on their analysis for Qs 2 and 3 and focus on the sub-group that has not been investigated.

 Section B: This section contains Q5, which is an extended comparative essay. This series, candidates were asked to compare two auto-biographical extracts in the written and electronic mode.

Q5: candidates should make sure their analysis is applied equally to both texts. A focus on one text over the other will affect marks. Marks in AO2 are awarded for the discussion of presentation of self, relating to Theories of Language and marks for AO3 are achieved by the discussion of presentation of self, represented by the contextual factors and key constituents.

Question 1

The majority of candidates were able to apply terminology accurately to the underlined terms and demonstrated a strong understanding of the expectations of this question.

Examples of the responses provided by candidates are given below:

Q1(a) **one little duck**

This was a challenging question. Some candidates identified the noun phrase or subject correctly but others were more successful at identifying an example. Common incorrect responses were 'declarative' and 'simple sentence'. Candidates also commented on features within the example such as, 'duck' is a noun and 'little' is an adjective. Candidates are not awarded for dividing the example and identifying individual features. They must comment on the underlined feature as a whole.

Q1(b) **shall**

The majority of students scored full marks for this question, identifying the feature as a modal auxiliary verb and providing 'can/might/will' as correct examples.

Candidates should note that marks are not awarded for terminology which describes the whole extract rather than the underlined feature. A common answer given here was 'interrogative sentence' to describe '**shall**'. This was not awarded because the term commented on the function of the entire sentence from which **'shall'** was selected. Candidates should only comment on the underlined feature in bold.

Q1(c) **that was fun** x2

Many candidates managed the correct answers to this feature with the most common responses commenting on repetition and deixis. Appropriate examples were also provided which led to the majority of candidates scoring the full 3 marks.

Q1(d) **press**

Candidates provided a range of correct responses to this question, allowing a score of full marks. A wide range of terminology was utilised such as dynamic, predicator and imperative.

Candidates should remember that they cannot use the same feature twice in Q1.

Candidates who had used the term 'verb' as a response in Q1(b) were not awarded a mark for using it again in Q1(d). Marks were awarded if the verb had been identified as dynamic or lexical because this demonstrated that the candidate had identified the difference between modal auxiliary verbs.

Candidates should also remember that throughout Q1 the example they give in part (ii) must be different from the one provided in the question. A large number of candidates used 'press' again as their example of an imperative.

1(e) **you guys**

Many candidates did manage this question successfully but there were a few common incorrect responses. Similar to Q1(a) candidates divided the example and commented on the two words separately. 'Pronoun' was not given a mark because it referred only to one aspect of the example. Some candidates identified the address incorrectly as first or third person. Strong responses focussed on colloquialism, vocative and collocation.

The majority of responses were relevant and demonstrated a strong knowledge of linguistic terminology taught at this level. It is important that candidates identify clearly which feature they are using as an example for part (ii) of this question so that examiners are able to award a mark. In previous series' some candidates have quoted whole sentences for part (b) leaving examiners unsure as to which feature was being provided as an answer. Consequently, this lost students marks as examiners cannot be put in the position to 'guess' a candidate's answer.

This year saw a significant improvement in candidates' technique for part (ii) with clarity being provided in the following ways:

- Underlining the selected feature within the quote

- Quoting an example and stating the feature selected for answer eg (ii) might - a modal verb

- Quoting a single feature allowing no room for ambiguity.

Examiners do mark positively and will reward marks for two correct linguistic terms provided in one answer.

This candidate is awarded 1 mark for modal and 1 mark for auxiliary because these describe two linguistic features of the verb 'shall'.

Along with a correct example of 'can', this candidate receives 3 marks here.

1 modal auxiliary

2 interrogative

(ii)   (1)

<u>Can</u> you guess what I am? (Text 1)

(c) Extract: **that was fun** (2) nice tail wind (whooh) **that was fun** [Group B text 6].

(i)   (2)

1 past tense

2 shared context.

(ii)   (1)

look what I've found (text 10)

(d) Extract: **press** the green toggle [Group B text 8].

(i)   (2)

1 imperative

2 ~~applied sup subject 'you'~~ dynamic verb

(ii)   (1)

press the (compass)

1 2nd person

2 plural

(ii)   (1)

they'll kill you (text 10)

SECTION A: LANGUAGE AND CONTEXT

Read the data provided on pages 2–4 of the Source Booklet and answer the following questions.

1 These texts were taken from a range of toys and games aimed at different age groups.

In your response you must refer to the texts provided.

> **For Example**
> Extract: you're breaking the sound barrier [Group B text 6]
>
> (i) Describe the underlined language features using **two** linguistic terms.
>
>   1. *subject and verb*
>
>   2. *contraction*
>
> (ii) Identify **one** more example of this type of language use from the data provided in the Source Booklet.
>
>   *look what I've found* [Group C text 10]

For each of the extracts given:

   (i) Describe the underlined language features using **two** linguistic terms.

   (ii) Identify another example of the underlined feature from the data provided in the Source Booklet.

(a) Extract: **one little duck** [Group A text 2].

   (i)

(2)

1 ...... noun phrase ......

2 ... duck = common noun .....

   (ii)

(1)

...... "one little duckie" .... Group A, Text 2 ....

(b) Extract: **shall** we spend the day together? [Group A text 4].

(i)

(2)

1 .... helping verb ....

2 .... ~~helping verb~~ modal verb ....

(ii)

(1)

.... "was" Group B, Text 6 ....

(c) Extract: **that was fun** (2) nice tail wind (whooh) **that was fun** [Group B text 6].

(i)

(2)

1 .... repatition ....

2 .... declerative sentence ....

(ii)

(1)

.... "twinkle twinkle" - repatition, Group A, Test 3 ....

(d) Extract: **press** the green toggle [Group B text 8].

(i)

(2)

1 .... Command ....

2 .... dynamic verb ....

(ii)

(1)

.... "Statement" - dynamis verb, Group A, text 2 ....

(e) Extract: sorry to disappoint **you guys** [Group C text 10].

(i)

(2)

1 .... idiolect ....

2 .... deixis ....

(ii)

(1)

.... "you think" Group A, Text 1 ....

This candidate achieves 1 mark for noun phrase but no mark for identifying that 'duck' is a common noun.

Candidates must make sure that their terminology applies to the entire feature underlined and not dissect words within it.

Candidates need to demonstrate that they can recognise a noun phrase in a different form.

Always make sure that your example from the source material is very different from the one provided in the question. The noun phrase 'one little duckie' is not awarded here for part (ii) because it is too similar to 'one little duck'.

Question 2

Candidates produced strong responses to this question and engaged well with the genre of 'talking toys'. The majority of candidates approached the question using the Mode, Field, Function, and Tenor framework, addressing the contextual factors in a structured way and exploring at least one with some complexity, which was pleasing to see.

Low band responses only discussed the identification of one or two contextual factors, without relating them to the genre of children's toys or without recognising that the contextual factors would affect the language within the different age ranges.

The higher band responses explored the significant features of talking toys and games very well. They focussed on multiple overlapping purposes and how the responses used synthetic personalisation because the audience would have been wide and unknown. Stronger responses discussed the purpose of toys simulating a relationship modelled on friendship and companionship and how the fields of the various extracts created an imaginary world that encouraged user participation, making use of familiar characters and songs from the child's daily life.

Many responses recognised and discussed that the spoken mode would have been planned in advance, commenting on the use of pauses to create timings for a reply or action from children. A few candidates mistook the data to be advertisements for toys, which affected their discussion of function and tenor. Candidates should make sure they read the information regarding the data carefully, to ensure that they identify the genre correctly and do not lose marks by making comments that are irrelevant. This is important because the data is used throughout Section A so the mistake will affect marks across four questions.

Generally, candidates were successful in responding to this question, referencing all three groups and managing to score in Band 2. Lower mid-band scores were too limited in their discussion by just referring to the four contextual factors in a formulaic way or only applying them to one group of data. This candidate was awarded 4 marks.

what it does. Also the colloquial language; "ahoy there matey" (Group B Text 7) makes the target audience feel more special as it is implied that it is directed to ~~speaking~~ one individual which makes it more entertaining for them to feel unique. Due to the ~~~~ simple language and imperatives it is indicated that the toys and games are aimed at young children as without commands they would be unsure what to do. The ~~~~ relationship

also to encourage parents to buy it for their children as it would also be considered as a lesson in politeness to others and formal spoken English.

This candidate was awarded 8 marks.

The talking toys and games from Groups A, B and C are all similar in that they are a planned script recorded for a mass audience, reflecting this the content of the script is accessible to anyone in that it is context independent however Groups A and B seem to create a synthetic personalisation through their language that gives the allows children to interact with them like a friend or teacher.

The field of language differs between groups as it is relevant to the toy's target audience. Group A is toys and games aimed at babies and toddlers therefore focuses more on learning and simple things as demonstrated in the use of lots of common nouns and simple dynamic verbs such as 'puppy' 'pig' 'apple', 'swim' and 'splash'. This basic language is a reflection of the age the toys are aimed at, similarly in Group C the games are aimed at older children and adults therefore the language and grammar is less simplistic - 'prospect' 'disappoint'. There is also the use of some taboo language 'chill the hell out' which we would not expect from a young children's toy. The subject of Text 9 is football and Text 10 shows a conversation focusing on Batman, the lead character of the game.

phatic. Groups A and B however are very much learning orientated, the use of common nouns and simple verbs and adjectives indicate the toys are trying to teach children words which show different semantic fields between texts for example Text 1 has a semantic field of animals and Text 5 of shapes.

All the groups contain spoken texts for a public audience and use conversational, spoken language techniques to create synthetic personalisation with listeners – 'are you still there?' 'can you guess what I am?'. All have a somewhat informal register due to the conversational style of language, Group C however does not directly address its audience in a personal sense as a result of its function to entertain rather than interact with and teach as with Groups A and B.

Question 3

Most candidates discussed the lexical content of both data sets, often explaining these through the proposed function for each. For grammar, many candidates did well to identify the different sentence functions. They recognised Groups A's use of interrogatives to build rapport, contrasting with the imperative structures in Group B as a method of instructing an older child on how to use the toy and developing autonomy.

Strong responses explained the educational function of the groups and discussed the effect of language features on the different target audiences with reference to face and convergence. In AO2 again, some candidates noted the construction of an imaginary world and how Group B, especially, sought to create this through shared knowledge and motifs (pirates etc).

Low band responses gave quite general comments on language use, comparing lexical differences and feature spotting without any real analysis of the complexity of the language used in each group. Some pertinent points of contrast were made but these were related mainly to the difference in intended audience. Candidates demonstrated a good knowledge of key constituents during their analysis of this question and used terminology appropriately.

This was a strong response receiving 8 marks.

A02:4 A03:4

> There is also repetition which is used so that the child to starts to learn words as they develop 'twinkle twinkle.' There is also evidence of rhyming 'twinkle twinkle little star, how I wonder what you are' the use of rhyme creates an interactive tone to the toy and engages the baby/toddler to join in, this is also reinforced that the toy is aimed to do this by the use of synthetic personalisation of 'you' which addresses the child personally and makes the Tenor between the child and toy much stronger.

Group B seems to be more formal by using the formal feature of more polysyllabic and technical words such as 'hypersonic' this is because these texts are aimed at an older age group than Group A so they are more likely to understand the conversations and jargon.

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Examiner Comments

This candidate compares the lexis of both groups directly, linking the reasons for their differences to the function of developing interaction and recognising that older children will understand longer, more complex, utterances.

ResultsPlus
Examiner Tip

If confident of the word class of a term then use it because this increases use of terminology in an answer. This candidate could have referred to the 'pronoun' 'you' when mentioning synthetic personalisation.

This candidate could have referred to the 'pronoun' 'you' when mentioning synthetic personalisation.

This candidate was awarded 5 marks.

In addition to this, text 8 incorporates Austin & Searle's speech act theory. Pragmatics are used when the toy 'says', "are you still here?". This interrogative function questions whether the child is still playing with the toy. As well as this, the speech implies that the child has got distracted while they should be playing with the toy. By directly addressing the child through the use of the ~~interrogative~~ pronoun 'you', the attention of the child is again encapsulated.

ResultsPlus
Examiner Comments

There is good use of terminology here when discussing the interactive function of interrogatives and pronouns to engage.

This candidate scored 3 marks for AO2 when referencing pragmatic theories and considering the everyday nature of playing with the toy. They recognise that the interrogatives also function to maintain engagement as well as initiate it.

This is a good response but the candidate's analysis is based entirely on pronouns in the toys, with the exception of one mention of interrogatives. This limits the candidate's marks for AO3 at 2 marks.

ResultsPlus
Examiner Tip

Make sure to compare a range of constituents to maximise your marks.

Question 4

Generally, candidates approached this question methodically, matching evidence from the mystery text to elements of a variety of extracts from Groups B and C. Most candidates focussed on the lexical similarities, with some going on to look at some grammatical elements such as sentence types and functions. There were some sophisticated responses where the discussion of language features was focussed, developed and woven in with contextual features very effectively, particularly comments on how the IPA in the mystery text and in Group C was used to establish setting, character and narrative for the audience.

AO2 marks were generally stronger in this question because many candidates understood the use of humour, imagination and adventure in the mystery text to stimulate the game player, as well as the use of motifs familiar to the audience to identify the fictional world created. High-band candidates were able to show clear and detailed linguistic reasons as to why the mystery belonged to their chosen groups. They talked about the use of constructed personalities and worlds being more like Group C, with some drawing on the stereotypical creation of a pirate through language. Responses in the lower bands tended to make general and underdeveloped comments on language use or involved feature-spotting with limited discussion.

This candidate was awarded 9 marks.

This text belongs to the Group C, this is because the setting of the game is a older setting only suitable for older children. In addition the existance of IPA /mɒɪ/ shows that the audio recording is attempting to portray a character and is not interested in sounding non-RP, similarly as does Catwoman in ATExt 10 when she pronounces /ɪzɪ/ non-standardly. Furthermore the lexis used is very complex and advanced /eternally/ and has dark connotations that would not usually be linked to a young childs toy. Following on the game does not induce any action from the child suggesting it is from a videogame cutscence which sets the scene for action to follow.

child despite the fact it is a rhetorical question. Furthermore the text is consisted of one continous monologue which is similar to that of text 1 and 7 suggesting it wants the child to become involved. In addition the use of micropauses is similar to that of Group A and B, and they are being used to allow the child to think.

Continuing on the text uses /my/ which is a personal pronoun however it has no mention of the child. Similarly in text 10, the while child game mentions /you/ it is not directed at the child instead it is directed at the /villans/. Furthermore this text is based upon a very complex idea of sacrafic which is not present in any of Group A or B as they don't want to confuse the child therefore they stick to simple ideas such as swimming ducks.

This candidate was awarded 12 marks.

I believe the speech belongs to group C.
Firstly, there is non-standard pronunciation
of the first person possessive pronoun 'my'
as in group C with the intensifier 'little'.
I therefore believe this toy/game is not for
babies or young children as their toys
encourage standard pronunciation, in
order to aid their learning.
The semantic field of this speech is
violence with polysyllabic abstract nouns,
such as 'victory' and 'sacrifice'. This is
shared in group C's text 10 with the dynamic
verb 'to kill'. This does not fit the positive
semantics of groups A and B, which
involve animals and shape. In addition,
the semantic field of violence would not
be appropriate for babies and young
children as they will not understand it yet.
This links with Jean Piaget's cognitive theory

as children have to understand a concept
to use it.

Furthermore, the speech has a
literary tone bearing the end with
the structures becoming difficult to
follow as it is broken up with laughter.
This will be seemingly no problem for
a more mature audience but group
A used interrogatives, such as 'guess
what I am?' to break the sentences
up. Also, by doing this, it teaches the
children the pragmatics of conversat-
ion, such as turn taking. In contrast,
Le Chuck uses this speech as rhetoric,
giving no opportunity for particip-
ation until the end.

Through the speech's discourse, it is
apparent that the speech is intended
for the older audience of group C.
It refers to 'the legendary thirteen
monkey of Montevideo', which is an
example of deixis, requiring
background knowledge. In comparison,
all sources of group A and B but
one avoid the usage of proper
nouns because children are

egocentric and only acknowledge the presence of things around them. Therefore, children's toys instead use more general, concrete nouns, such as shapes 'triangle' and 'circle' because they can be related to surrounding objects.

Therefore, it is clear that the speech's items is & insufficient for children because they need directly addressed, which is not the case in the speech.

Question 5

On the whole, the responses to this question were good with most candidates exploring presentation of self to some extent. Many showed a detailed understanding of the mode, tenor, purpose, audience and language use in both texts and managed to compare and contrast them quite effectively.

Regarding AO2, stronger responses demonstrated clear evidence of theoretical awareness. The most successful approaches applied Speech Act theory when considering the construction of both texts. Candidates who looked at Austin & Searle, along with Goffman's or Brown & Levinson's Face Theories produced more meaningful discussions, scoring in the upper bands. However, a lot of candidates recognised that Text A was written by a female and immediately began to discuss Lakoff, unsuccessfully attributing most language features to Gammelgaards's gender and not her exploits.

Lower band responses were often judgemental about the writers trying to 'show off' and be 'superior' in some way and also tended to make rather general and vague claims about gender theory without relating them clearly and precisely to supporting evidence within each text. Stronger responses showed more critical engagement such as exploring the use of language in Text A to create dramatic tension, as well as the self-deprecating humour used by the writer in Text B to create a closer tenor.

In AO3, most candidates achieved at least a Band 3, with the majority able to go beyond the level of lexis to analyse significant features of grammar, discourse and pragmatics, supporting their claims with precise reference to key constituents in the texts. The best responses for AO3 were those where candidates used contextual frameworks to deconstruct both texts.

This candidated was awarded:

A01: 7 A02:10 A03:15

PLAN

A = written, planned, message orientated, distant
        climbing, Subject specific lexis   Tenor = distant to
        inform   thrill   entertain   contain thrill
        Grammar + Discourse + Pragmatics   and fear factor

B = written, planned, message orientated, distant
        semantic field life story, S.S.L   Tenors = distant but
        inform   Wants synthetic relationship
        Grammar + Discourse + Pragmatics   to promote self

The mode of text A is written as it is
planned, message orientated and distant.
Within the text the writer uses proper nouns,
"Western Cwm" which suggests that it is
trying to be context independent, relating to
the field and function. Moreover, the text
contains tag questions, "What did it look like
on the video Scott made in 1994?" and
emphatic stress, "STOP!". This relates to
Robin Lakoff's gender theory in which her

observations suggested that women are more likely to use tag questions and emphatic stress. The addition of these features in the text indicates that the writer is female.

The mode of text B is also written as it is planned, message orientated and distant. Within the text, ~~gathers~~ the writer includes personal pronouns "I" as a way of indicating their ~~his~~ status. This relates to Deborah Tanner's theory as she observed that men are inclined to care about their status, where as women are more intimate. This suggests that the writer is a man. The text also relates to the Footing theory in that the overuse of personal pronouns makes him control and have the most power between the text and the audience.

The function of group A is to inform the audience of the experience that the writer went through This can be seen through discourse, as the text contains declarative sentences in order to state things. For example, "I'm

moving instinctively" However there are more functions to the text: to thrill and to entertain. This is evident from the use of simple sentences. "A snow ridge" which build tension in the text. This presents the writer as adventrous and thrill-seeking.

The function of Grap B is to inform as it contains many proper nouns. "Norwich" and "Westminster College" in order to make the text more context independent and allow the audience to understand what the writer is talking about. Another function of the text could be to advertise his work. This is illustrated by a high form of register, which presents himself as professional. Additionally, ~~when talking~~ ~~about himself~~ throughout the text the writer uses a varient of compound and complex sentences to explain himself. For example, "My views on education are eccentric and unimportant, however" This presents him as a noble and understanding person.

The field of text A has a semantic field of adventure. This is supported by subject-specific lexis relating to climbing, "fixed rope" and "mountain". Within the text the writer includes jargon, "Jumar" and "Hillary Step" that relates to the field. However, the jargon is shared knowledge and therefore people who do not climb would not understand what it means. This suggests that the writer wanted to present a side of professionalism by including phrases that only for a particular audience may understand. However, it

The field of text B has a semantic field of a life story but contains subject specific lexis relating to the writer's achievements. For example, " prizes" and " Award". This suggests that the writer wants to present himself as successful, however the text relates to the theory that Deborah Tannen created in that he only wants to promote his status, leading to a presentation of boasting.

The tenor of Group A is distant and there is no attempt to create a 'link' with the audience as it enables to maintain the functions of the text and keep the audience engaged. The This further presents the writer as thrill-seeking, but also isolated and hardworking.

The tenor of Group B is also distant as the text is not directly addressing. However by making the text context independant with the function of informing the audience of all the

writers achievements, the writer creates a synthetic relationship between the aggresser and addressee so that he can share his achievements and feelings with the audience, promoting himself as humble.

Both the texts vary in the way that the writers want to present themselves as one wants to be seen as adventurous and thrill-seeking, whilst the other wants to seem humble. However the language features used may change the perception that the audience has on how they want to present themselves

This candidate was awarded:

A01:6 A02:9 A03:14

Initially, the writer in text A presents herself as quite self encapsulated - as they seem almost 'brag' about what they've done and their achievment. The repetition of the determiner "I" creates an image of the 'lonely woman taking on Everest by herself', whereas she actually had a whole team with her, yet one is taking most of the credit. The reciever of the text - readers of the book - could percieve this as arrogance - thereby losing respect for Lene Gammelgaard, and her achievement. Moreover, as Lene was the first woman to climb mount Everest, we can suspect that females or climbing experts would be reading the book. Therefore, if the target audience was the prior - females - the use of the determiner "I" could be in aid of motivation. This repetition could be related to Austin & Searles speech act theory. Lene could really be implying that if she can 'do it', then you the reader can also. This use of pragmatics could be a motivational technique to women in everyday life, and to climbers who also want to scale Everest.

Furthermore, the use of jargon like 'carabiner' and 'jumar'

difficult than it actually was. The noun phrase "snow ridge" describes an obstacle Cene has to overcome. Furthermore the use of adverbs of degree like "almost", are used to represent her mood about reaching the summit.

The noun phrase is used to describe an obstacle that Cene must overcome in order to reach the summit. This could By outlining the obstacles that are present on Everest, Cene could again be presenting herself as a helpful climber, as she is describing the possible encounters future everest climbers may face.

Furthermore, the adverb of degree represents Cene's thoughts & feelings, as she is 'almost' at the summit, as well as 'almost' running out of oxygen. This dilemma creates

unprepared - therefore we can assume that Cene would carry enough, if not more oxygen than would be needed to complete the expedition.

Furthermore, the ironic inclusion of a cliff hangar at the end of the first extract through the use of ellipsis again suggests that Cene wants to sell her book. The use of dramatic irony of a cliff hangar when she is also hanging off a cliff creates humour. This could create a synthetic bond between Cene & the reader - thereby making the reader feel more inclined to read her book. Cene presents herself here as fun & friendly, to entice readers to purchase her book.

Philip

The writer of text B, Philip Pullman, represents himself as a light hearted author stroke teacher who has moved from Australia to England in his early years. By including this in the opening line of his website, Phillip represents himself as well travelled - highlighting he has experienced different cultures.

Furthermore, Pullman represents himself as foolish and 'not very good' at reading English. This statement we know cannot be entirely true as he is a teacher & writer - however his modesty is in aid of not being perceived as arrogant by the readers of his website.

Pullman then goes on to explain about the various

different awards he has recieved as well as his books.
The use of the adjective 'honoured' to describe the feelings
of his books about the awards represent a humble
attitude. The website that he has created about him
is designed to promote Pullman as a writer as well
as promoting his books, by portraying himself as humble
& modest, Pullman will not create any enemies by doing so.

As the website reads on, Philip creates a
synthetic bond with the reader of the article. "what can
I tell you about it?" This interrogative function (as it
contains a question mark) is also quite declarative. The
statement implies that the reader wants to know
about his new book. This confidence, highlighted
by the last two words "I guarantee", portrays Pullmans
confidence for the first time in the Article website. However
the inclusion of his many awards could also portray
this. Gender theorists theorists like Deborah Tannen
and Robin Lacoff would suggest that the inclusion of all
his awards is related to his gender, as Pullman is
attempting to show off and flaunt his many awards.
This deeper analysis could uncover a bold confident
and even arrogant characteristic about Phillip Pullman.

Both texts A and B are produced in aid of promoting
the writers past Achievements Both writers use the

determiner "I" frequently to represent themselves.
The author of text A could be portrayed as arrogant
in the opening second paragraph of the extract, as here
is use of Hyperbole to 'big-up' her achievement.
Whereas the Author of text B uses modesty in the
opening paragraphs of his website. This technique is used
to create a synthetic personalised bond with the
reader - as so that they respect him.

However as Pullman continues to write about himself, he
becomes more confident and arrogant about his works. This
juxtaposes the style of Cere Crammelgaard, the author of
text A. One uses irony further towards the end of her
extract, to present herself as fun. This is an attempt to
show the reader another side to her, as the opening
paragraphs portray her as a hard working proffessional.

Overall, I feel both authors aim to promote themselves
in the best light possible. There is evidence of arrogance
in each text, however at different stages in each text.
Both authors try to create a synthetic bond with
the readers as they are aiming to promote
themselves in a positive light.

Paper Summary

A good standard was evident this year. Based on their performance on this paper candidates are offered the following advice.

- Employ effective time management in the examination to ensure that appropriate time is spent on each question in relation to the assessment objectives.

- For Q1 remember to comment on the underlined feature only, as a whole and be clear in examples which feature is being identified.

- In Q2 consider the overarching contextual factors across all three groups. Do not limit your response to one set of data in the genre.

- Ensure that you balance your analysis equally between the two texts in Q5.

- Use the contextual factors and key constituents as a scaffold when discussing the presentation of self in Q5.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx

This candidate could have referred to the 'pronoun' 'you' when mentioning synthetic personalisation.

This candidate was awarded 5 marks.

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Please include text from page 1, line 13 'In addition to this...' until 21'...again encapsulated'.

There is good use of terminology here when discussing the interactive function of interrogatives and pronouns to engage.

This candidate scored 3 marks for AO2 when referencing pragmatic theories and considering the everyday nature of playing with the toy. They recognise that the interrogatives also function to maintain engagement as well as initiate it.

This is a good response but the candidate's analysis is based entirely on pronouns in the toys, with the exception of one mention of interrogatives. This limits the candidate's marks for AO3 at 2 marks.

Make sure to compare a range of constituents to maximise your marks.