Examiners' Report
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GCE English Language 6EN01 01

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Introduction

The purpose of this report is to provide centres with an insight into the assessment process and to 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 thoroughly 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.

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

Section A

This section provided three groups of data from a single genre, engaging students in an analysis of four questions (Q) of varying application. In this series, the Mode was electronic, featuring 'Tweets' written by politicians, celebrities and social commentators.

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

Q2 In this question, candidates must consider the four contextual factors of Mode, Field, Function and Tenor, and explain how they influence the language used in 'tweets'. Candidates should make reference to all three groups.

Q3 This question invited candidates to identify similarities and differences between the language features of two of the groups. This year, the comparison was between political and celebrity tweets. Candidates needed to focus on the linguistic features used within the texts and support their comparison with critical discussion.

Q4 This question is synoptic for Section A, engaging candidates in a linguistic investigation of a 'mystery text' with the aim of identifying the sub-group to which it was most likely to belong, based on the language features present. Candidates should note the content of their analysis for Q2 and Q3 and focus on the sub-group that had not been investigated.

Section B

This section contained Q5, which was an extended comparative essay. Candidates were asked to compare an article and a transcript from a video blog in the written and spoken Mode.

Q5 in this question, candidates should make sure their analysis was applied equally to both texts. A focus on one text over the other will affect marks. Marks in Assessment Objective (AO) 2 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) Bethnal Green

Some candidates identified that this was the pre-modifier in a noun phrase, with the most common response being Proper Noun. The terms *Proper* and *Noun* were both awarded a single mark each.

Candidates were not awarded marks for commenting on features that were not underlined or for general terms such as *place name* or *location*.

Q1(b) Saturday nighting

The majority of students achieved full marks for this question, providing a range of features such as *verb*, *present continuous* and *colloquial*. Candidates were also credited for *neologism* and for describing the morphological structure of turning a noun into a verb using an inflectional suffix.

Candidates were able to provide a range of examples from the source booklet of verbs or verbing but examples that were not awarded were *mind blowing*, *hardworking* or *unsettling*, because these were acting as adjectives in the texts.

Q1(c) BTW journos

Many candidates managed the correct answers to this feature with the most common responses being *abbreviation*, *clipping*, *informal* or *colloquial*. *Vocative* was also awarded a mark.

Candidates should remember that they cannot use the same feature twice in Q1. Candidates who had used the term *neologism* or *informal/colloquial* as a response in Q1 (b) were not awarded a mark for using it again in Q1 (c). Appropriate examples were also provided, which led to the majority of candidates receiving the full 3 marks.

Q1 (d) Reject them both

Candidates provided a range of correct responses to this question, achieving full marks. A wide range of terminology was utilised such as *imperative/command*, *simple sentence* and *deixis*. Most candidates were successful in providing an imperative and an example for this question. Common incorrect answers were *declarative* and general terms, such as *short sentence*.

Q1(e) Stronger position in Scotland than UK

Many candidates did manage this question successfully but there were a few common incorrect responses. *Comparative* was not awarded a mark because it referred only to one aspect of the example. Vague terms such as *comparison*, *incomplete sentence* and mistaking *ellipsis* for *elision* were not awarded. Strong responses provided *declarative*, *minor sentence* and *ellipsis*.

The majority of responses were relevant and demonstrated a strong knowledge of linguistic terminology taught at this level. 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) *Cherry Groce - Proper Noun*

* quoting a single feature allowing no opportunity for ambiguity

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

Always make sure that the example you select from the text is the same as one of the two features you have identified in part (i).

Some terminology can take the same form but have a different function, such as *word class*. Always double-check that your example is relevant.

(b) Extract: Saturday <u>nighting</u> with me [text 7]

(i)
(2)

1 ..... Present participle .....

2 ..... Verb .....

(ii)
(1)

..... Unsettling (text 4) .....

(c) Extract: BTW <u>journos</u>, I'm 26 [text 14]

(i)
(2)

1 ..... Colloquialism .....

2 ..... Slang / non standard english .....

(ii)
(1)

..... Don't mean u aun't got a right 2b .....
..... (text 8) .....

(d) Extract: <u>Reject them both</u>. Refuse shame. Take the power back. [text 16]

(i)
(2)

1 ..... Imperative .....

2 ..... negative connotations .....

(ii)
(1)

..... \ must bail out (text (3) .....

Question 2

Candidates produced strong responses to this question and engaged well with the genre of 'twitter'.

The majority of candidates approached the question using the Mode, Field, Function, and Tenor framework. They addressed the contextual factors in a structured way and explored 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 recognising that they would affect the language across the groups. Many low band responses were able to identify the variations in formality across the groups and electronic features synonymous with tweets, such as hash tags, phonetic spelling and emoticons.

The higher band responses explored the significant features of twitter, and the impact of the professions of the writers, very well. Candidates focussed on the purpose of self-promotion and how celebrities used direct address to create a close rapport with their followers and fan base, whilst politicians were distant - to maintain professionalism.

Stronger responses expanded on this by discussing how tweeters converged or diverged from their audience, how the fields represented celebrity lifestyles and social and political issues, which would engage their target audience.

Generally, candidates were successful in responding to this question, referencing all three groups and managing to achieve marks in Band 2. Lower mid-band marks were too limited in their discussion. Either they only referred to the four contextual factors in a formulaic way, or only applied them to one group of data.

The mode of language in tweets is electronic as it is written for social media. This results in the use of discourse only seen in these types of language, e.g. '#'s being used, or hyperlinks to webpages. The mode can also be planned. This would mainly be used ~~for effect~~ when impacted by the ~~text~~ function. Comedians will ~~use~~ plan their tweets ~~&~~ to ~~a~~ ensure their tweet gives the correct and humorous effect. More formal tweets will be planned to ensure they contain proper English and grammar.

The field of tweets is ~~field~~ dependent on the writer and the audience as well as the purpose. All of this results in field specific lexis being used and possibly a jargon for the tweet. However, as tweets are only very short, ~~this~~ jargon is not often seen as there is not enough space to include enough ~~of~~ information to create a jargon. Field specific lexis will be seen as the audience and writer will have an assumed knowledge and

will understand what is being written about.

the function of tweets is also context dependent. Comedians will use tweets for a humorous function, leading them to use more puns and exclamatives in the writting for effect. However, social commentators and politicians will have a more referential and expressive function as they want to write briefly about important events and possibly say their views on it. This will lead to a more formal tone being used, compared to that of celebrities, and also the use of proper nouns and statistics or the use of numbersbguan to give evidence for their writting.

The tenor of the tweets depends on their persona that they display and their target audience. Celebrities have a closer, casual relationship with their followers, this increases their popularity and success. they want to appear to be a 'friend' to the reader so they will use exclanatives, politeness markers and informal language to diminish the power barriers (instrumental power) between the two people and try to make equal power. Politicians and commentators can try to make a more distant, formal relationship to show they have power and knowledge over the reader. they do this by having a more formal tone and having a structure to their piece, rather than an idle comment.

(Total for Question 2 = 10 marks)

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This is a good example of a high band answer that is concise and takes a holistic approach.

Here, the candidate refers to referential and expressive functions, which makes their response more sophisticated and shows a wider understanding than using only general terms such as to *inform* or *entertain*.

The candidate discusses each contextual factor and mentions a range of features to illustrate their points.

They do not quote directly from the source booklet - for Q2 this is not a requirement.

Their discussion of Tenor demonstrates a strong awareness of the addresser/addressee relationship and an understanding of how celebrities want to be able to relate to their followers, whilst politicians need to maintain distance.

Total = 9 marks

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Examiner Tip

Make use of all opportunities to use terminology.

Question 3

Most candidates discussed the lexical content of both data sets, often explaining these through the proposed audience for each.

For grammar, many candidates did well to identify the different sentence functions. They recognised Groups A's use of declaratives and imperatives to inform and garner support, contrasting with the exclamatives in Group B as a method of conveying excitement for their projects.

Strong responses explained the self-promotion function of the groups and discussed the effect of their professions on how they interacted with followers with reference to face and convergence.

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 related mainly to the difference in formality.

Candidates demonstrated a good knowledge of key constituents during their analysis of this question and used terminology appropriately.

3 Identify and explain differences you notice in language use between the tweets in Group A and Group B.

In your response you must refer to Groups A and B, on pages 2 and 3 of the Source Booklet, to illustrate how you think the language use compares.

(AO2 = 5, AO3 = 5)

Both Groups A and B have the same restrictions as they only have limited ~~char~~ characters to write in however due to their occupation, they write accordingly. Tweets by politician are very informative. The discoure of their tweet is about updating the public ~~about~~ on what is happening to the economy and environment around us. ~~Being very~~ They are very formal and due to its content, punctual like '%' and '£' are introduced. There is an overall lexical field of work and ~~employment~~ money as ~~that is what~~ ~~those poli~~ those are the problems these politicians are trying to resolve. It is clear that the politicians are writing and assuming their audience is informed as there is ~~are~~ a alot of context bound language such as 'the cut' and 'Good progress'. The language used is very standard and graphologically they are all spelt correct which portrayes a serious ~~word~~ face for the politician. The politicians tweets are carefully written and structured to enforce an action from the audience. ~~However~~ they do take different approaches. ↳ Chuka Umunna ~~and~~ (text 6) and Grant shapps (text 5) have given imperatives ~~s~~ in an active ~~way~~ voice:- 'support' and 'RT to spread the word'. On the other hand,

Rushnara Ali passively ~~implicitly~~ mentions that money is 'needed'. Their purpose is to inform ~~and~~ so personal feelings are left out.

Group B however doesn't seem serious at all. The celebrities are very expressive which is evident through the use of exclamatio marks in all texts except 11 and 12. They are expressing joy and thanks. Text 9~~or~~ uses figurative language in the form of onomatopioea , 'Boom!!' which created excitement. ~~There~~ The writing is not standard ,rather there's alot of demotic words such as 'gorge' and ~~make~~ a neologism 'mamajamas'. Text 7 refers to the name of a place and a person. indicating towards the people of that place. There are positive connotations as throughout all of them there are pleasant adjective and compliments. This gives the celebirty a positive face to be liked by society. The relationship ~~between~~ in some of these tweets is intimate as text 7 and 10 were to a specific audience and others had mentioned names that the audience may not know off...

There are obvious differences between the two groups due to their occupations which affects what they tweet about. More information is in group A therefore ellipsi's ~~too~~ whereas group B had more ~~full~~ complete sentences for less information.

Question 4

Generally, candidates approached this question methodically, matching evidence from three mystery tweets with elements of a variety of extracts across the groups.

Most candidates focussed on the lexical similarities, with some going on to consider a grammatical element such as sentence functions and ellipsis.

There were some sophisticated responses where the discussion of language features was focussed, developed and woven in with contextual features, very effectively. Particularly notable were the comments on how the language of the political and social commentators was used to raise awareness of, and assassinate, the values of the oppositions.

AO2 marks were generally stronger in this question because many candidates discussed the use of the accommodation theory, politeness strategies or Positive Face, when discriminating between the tweets. Having three mystery texts allowed for a range of features on which low-band and high-band candidates could comment.

High-band candidates were able to show clear and detailed linguistic reasons as to why the mystery tweets belonged to their chosen groups. They discussed the use of constructed *personas* and shared knowledge between them and the audience.

Lower band responses tended to make general and underdeveloped comments on formality or feature-spotting, with limited discussion.

as they tend to a clear structure and occasional hyperlinks added (only seen in one and not in Text 2).

Text X belongs to group A due to its formality. The discourse of the hashtag shows how it is based on a specific topic, "#teambadger" whilst also a showing the writers opinion on it. Group A frequently use debate starting hashtags "#whyiamIN" to include the audience whilst also stating their opinion. There is a lexical use of a highly formal collocation "badger cull" also initiating a serious topic. This is similar to "unemployment rises" in text 2, a highly informative and referential collocation. Although a logogram of "4" is ~~uttered uttered~~ used, the text does not belong to group B due to the academic standard of the topic. Proper nouns are used, "Paterson", as a way to include information and tell the views of a specific person, seen in Group A "@ThomasCook UK warns against...". This is expressing other views in a formal way. Grammar of text X includes an interrogative to initiate a debate. Group A uses other ways to do this.

The candidate gives clear reasons why they believe one of the mystery texts belongs to Group A.

They identify lexical and semantic features in the field of politicians and link to the function of highlighting issues and creating debate.

They then develop this further by providing examples of similar techniques used in Group A, to reinforce the connection.

This candidate identifies that the logogram '4' would normally be associated with the other groups. However, then they discredit this by highlighting that the Standard English used within the text is typical of political tweets.

A02 - 3 marks

A03 - 8 marks

Total = 11 marks

Use features to demonstrate the similarities with a group but also to discriminate what eliminates it from other groups.

Question 5

On the whole, the responses to this question were good, with most candidates exploring presentation of self, to some extent.

Many candidates showed a detailed understanding of the Mode, Field, Function, Tenor 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 Accommodation Theory, Austin and Searle, along with Goffman's or Brown and Levinson's Face Theories, to produce more meaningful discussions and achieve marks in the upper bands.

However, a lot of candidates recognised that Text A was written by a female and immediately began to discuss Lakoff, attributing most language features - unsuccessfully - to the subject's gender and not to her exploits or the function of the text.

Some candidates did make some relevant comments on gender relating to the subject's upbringing, self-belief and strong character as a female performer, whilst low band candidates compared use of taboo lexis within the texts.

Lower band responses were often judgemental about the writer trying to 'show off' and also identified the speaker in Text B as being 'common' and 'uneducated' due to his accent.

Stronger responses showed more critical engagement. For example, they explored the use of language in Text A to describe and recreate the excitement and nostalgia of the event and promotion of her new album, as well as the self-deprecating humour used by the writer in Text B to create a closer Tenor and generate more subscribers.

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, phonology 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 question was directed towards AO2.

his audience. His audience would be typically younger viewers who are following his gap year adventures with the possibility that they might do the same in the future. He is trying to converge to the stereotypically speech of younger people, for example, "cool". This makes him appear ~~passionate~~ dedicated as he is to alter his speech for it.

In terms of discourse, text B uses a salutations as a politeness marker, "Hello there". This helps to set the ~~scene~~ scene of a casual relationship as the politeness marker enticing the ~~reader.~~ audience. This also adds to the theory of positive face by Brown and Levinson as he is trying to present his persona in a positive light. In a contrast to this, the use of discourse markers "so", ~~add~~ creates structure to the piece and makes the speech less casual as it now ~~seems more~~ seems planned and doesn't contain as much spontaneouity. However, having it planned shows his interest and sorrow for his actions as he wants to ensure everything is covered clearly and precisely, following the manner maxim, as well as the quantity maxim.

Text A uses discourse in clear paragraphing. This was done by the editors, but it enables the reader to clearly see the text and the different

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Throughout the script, the candidate applies a range of theories to their discussion, demonstrating strong understanding of concepts and issues.

Here, they reference Brown and Levinson's Positive Face and link it with creating a casual, enticing *persona* for the audience.

They also recognise that, although the Mode is spoken, there would be some elements of planning in what to say on the blog to ensure fluency, demonstrating an awareness of context.

AO1 = 8 marks

AO2 = 13 marks

AO3 = 19 marks

Total = 40 marks

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

- Q1 - remember to check that your example from the source booklet is an example of one of the two features you have identified

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

- Q5 - ensure that you balance your analysis equally between the two texts in and apply a range of theories

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