

Mark Scheme  
Summer 2016

Pearson Edexcel GCE  
in English Language Unit 1  
(6EN01/01)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publications Code 6EN01\_01\_ENGLANG1\_46433\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(a)(i)</b>	Simple sentence Declarative Single clause SVO	<b>2</b>
<b>(ii)</b>	One mark for any valid example.	<b>1</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(b)(i)</b>	Verb (dynamic) Euphemism or peaceful connotations Figurative language/metaphor Graphological feature (capitalisation)	<b>2</b>
<b>(ii)</b>	One mark for any valid example.	<b>1</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(c)(i)</b>	Adverbial of time Prepositional phrase Factual/Numerical information	<b>2</b>
<b>(ii)</b>	One mark for any valid example.	<b>1</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(d)(i)</b>	Ellipsis/Verb omitted Passive voice/Actor omitted	<b>2</b>
<b>(ii)</b>	One mark for any valid example.	<b>1</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
<b>1(e)(i)</b>	Noun phrase Direct object Formality	<b>2</b>
<b>(ii)</b>	One mark for any valid example.	<b>1</b>

Question Number	Indicative content
2	<p data-bbox="331 353 576 387">AO3 – 10 marks</p> <p data-bbox="331 461 1286 600">The focus is now on context. Candidates may discuss various aspects of context explicitly and separately OR treat context holistically. Candidates do not need to quote from the data, but they should make links between context and language features.</p> <p data-bbox="331 651 1326 864"><b>Mode:</b> written, planned and permanent. Texts are short, featuring ellipsis, abbreviations and acronyms to be able to fit onto plaques or monuments displayed to the public. Dates, times and proper nouns are present to convey historical facts and memorable events. Graphological features are used to draw attention to the display and highlight key details.</p> <p data-bbox="331 916 1246 1093"><b>Field:</b> varies across the texts depending on the nature of the event memorialised. War memorials reflect military duty and appreciation while disaster memorials are more emotive, and celebrity texts recognise success and achievement. These characteristics are reflected in the semantic field.</p> <p data-bbox="331 1144 1251 1321"><b>Function:</b> to inform the public of historical events that had a significant impact on people’s lives, bring a person/event to remembrance, express appreciation and inspire others. Some direct address, much positive connotation, avoidance of word <i>death</i> with many euphemisms.</p> <p data-bbox="331 1373 1331 1693"><b>Tenor:</b> audience is public and wide but may only be seen by the local community or visitors to the site where the memorial is placed. Language can be formal and traditional (nominalisation, abstract nouns) adopting a distant tone (use of passive voice) with use of third person narrative technique to relay events. Some texts use direct address to portray a sense of collective loss and unity in remembrance. A sense of obligation is portrayed in war memorials to ensure the efforts of those memorialised are recognised by future generations.</p> <p data-bbox="331 1711 1294 1780">These are suggestions only. Accept any reasonable and relevant examples.</p> <p data-bbox="331 1832 453 1865"><b>marks)</b></p> <p data-bbox="1241 1798 1302 1832"><b>(10</b></p>

<b>Band</b>	<b>Mark</b>	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b>
<b>1</b>	<b>0-3</b>	<ul style="list-style-type: none"> <li>• Describes influence of some contextual factors, e.g. mode/genre of SMS, age of writer.</li> </ul>
<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Explains influence of some contextual factors, referring to purpose and audience, as well as genre.</li> </ul>
<b>3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Analyses and evaluates the influence of a range of contextual factors, including awareness of complex purposes and addresser/addressee relationship.</li> </ul>

Question Number	Indicative content
3	<p>A02 - 5 marks A03 - 5 marks</p> <p><b>A02:</b> Theories and concepts</p> <p>May comment on the functions and tenor of the memorials leading to differences between the groups. War memorials represent a collective loss that is felt by a nation and instil a sense of pride, honour and appreciation in the audience using inclusive techniques. They are more commanding in their remembrance due to the significant number of lives lost. They use language that promotes the idea of an honourable, dutiful death where soldiers were willing to die. They are respectful and convey the seriousness of the events.</p> <p>Memorials of famous individuals represent the life achievements of one person and aim to celebrate their successes. They focus on public rather than personal achievement aiming to inspire others with the professional successes or values of the person represented. They use imagery to portray a sense of the person's character and ideals. They focus on maintaining their memory.</p> <p><b>A03:</b> Language features re contextual factors</p> <p>Group A: formal with use of language traditional in memorials – <i>lest we forget, dedicated to</i>. Frequent use of abstract nouns and adjectives to convey the nature of war– <i>freedom, sacrifices, solemn obligation, honour</i>. Euphemisms used to replace terms of death– <i>sleep side by side, who gave their lives, sacrifices made</i>.</p> <p>Use of declaratives and short simple sentences that describe the event and dedications– <i>Six of the seven crew were killed</i>.</p>

Adverbials of place and time are used to provide extra information about events– *in World War 1, in the village of Yearsley.*

The use of pronouns to unify the loss– *we thank you, we have a solemn obligation* and third person to create a narrative of their lives at war– *they fought together.* Overall effect is more formal and serious.

Group C: proper nouns stating an individual's full name and titles to identify them – *Michael J Jackson, Dr King.* Some colloquialisms relating to names known within the press – *King of Pop, Hall of Famer, Motown Legend, Big Bopper.*

Numerical dates relate to dates of birth and death unlike Group A where only years are stated to record lives lost over a period of time.

Quotations and metaphors are used to convey the values within their achievements and promote thought within the audience- "*The ultimate measure...*" *Father of Computer Science.*

Asyndetic listing features to present the range of professions and achievements of the individual, with some declarative sentences to give further details. Narrative technique is used within Text 11 as it describes the last musical event of three musicians and the legacy of their music– *Their music lives on.*

Ellipsis present to convey lots of information in a short space– *Gone too soon, This tree named in honour.*

Both groups use graphological features to highlight key information and make the language visually attractive and eye catching while on display.

These are suggestions only. Accept any reasonable and relevant examples.

**(10 marks)**

<b>Level</b>	<b>Mark</b>	<b>AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches</b>
<b>1</b>	<b>0-1</b>	<ul style="list-style-type: none"> <li>• Simple understanding of concepts and issues (theories), such as register/formality or the influence of age on language use.</li> </ul>
<b>2</b>	<b>2-3</b>	<ul style="list-style-type: none"> <li>• Shows some understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use.</li> </ul>
<b>3</b>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• Shows critical understanding of concepts and issues (theories), such as idiolect and the influence of gender, age, region, occupation or relationship with audience on language use.</li> </ul>

<b>Level</b>	<b>Mark</b>	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language</b>
<b>1</b>	<b>0-1</b>	<ul style="list-style-type: none"> <li>• Basic awareness of influence of contextual factors, such as register/formality.</li> <li>• Limited precise reference to key constituents of language.</li> </ul>
<b>2</b>	<b>2-3</b>	<ul style="list-style-type: none"> <li>• Some awareness of influence of contextual factors, including region and occupation.</li> <li>• Identifies some relevant features of language use, at level of graphology (including spelling) or vocabulary choice.</li> </ul>
<b>3</b>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• Analyses influence of range of contextual factors, including relationship with audience.</li> <li>• Supports claims with precise reference to features of language use, including grammar, discourse or pragmatics.</li> </ul>

Question Number	Indicative content
4	<p>AO2 – 5 marks  AO3 – 10 marks</p> <p>Candidates are not rewarded for the correct answer but the quality of analysis they use to support their decisions.</p> <p><b>AO2</b></p> <p>Concepts and issues could include divergence in the high level of formality and lack of inclusivity. Gender language is represented by the use of the gender neutral term <i>humankind</i>. Discussions around the different impacts of collective loss, sudden, unexpected tragedy and legacies of individuals.</p> <p><b>AO3</b></p> <p>They may want to consider the contextual factors of memorials and the field and function in particular.</p> <p>Language points could include:</p> <ul style="list-style-type: none"> <li>• the use of collective nouns <i>crew, humankind</i> rather than proper nouns naming individuals</li> <li>• the use of the gender neutral term <i>humankind</i> demonstrates inclusivity of the world as opposed to a single nation</li> <li>• reference to specific date and time of an event as opposed to a period spanning several years</li> <li>• connotations of the terms <i>exploration</i> and the metaphor <i>final frontier</i> linked with discovery, success and space</li> <li>• use of third person and no direct address to audience, using pronouns creating distance</li> <li>• some ellipsis</li> <li>• use of the imperative <i>remember them</i> directs the audience, suggesting a duty to remember the crew that is similar to obligation presented in war memorials</li> <li>• euphemism for their death <i>gave their lives</i> suggests knowledge of risks being undertaken and danger within their profession</li> <li>• no quotations as in Group C but there is a sense of celebrating lives and recognising achievement– <i>those ideals</i></li> <li>• lack of emotive lexis as featured in some Group B texts</li> <li>• use of noun phrase <i>the ongoing exploration</i> and implication of work continuing after their death</li> </ul>

	<ul style="list-style-type: none"> <li>• high level of formality.</li> </ul> <p>These are suggestions only. Accept any reasonable and relevant examples.</p> <p style="text-align: right;"><b>(15 marks)</b></p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Band	Mark	<b>AO2: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</b>
<b>1</b>	<b>0-1</b>	<ul style="list-style-type: none"> <li>• Basic understanding of concepts regarding language variation.</li> <li>• Confined to simple distinction between standard and non-standard English.</li> <li>• Using terms such as 'proper', 'correct', 'ungrammatical', etc.</li> </ul>
<b>2</b>	<b>2-3</b>	<ul style="list-style-type: none"> <li>• Some understanding of concepts regarding language variation.</li> <li>• Using terms such as 'standard English', 'regional dialect', 'slang', etc.</li> </ul>
<b>3</b>	<b>4-5</b>	<ul style="list-style-type: none"> <li>• Shows understanding of a range of concepts regarding language variation.</li> <li>• Which will include concepts such as 'idiolect', 'sociolect' or 'genderlect'.</li> </ul>

Band	Mark	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b>
<b>1</b>	<b>0-3</b>	<ul style="list-style-type: none"> <li>• Uncritical/Simple understanding of influence of contextual factors, such as genre of SMS, age of writer.</li> <li>• Identifies some features at level of vocabulary choice and graphology including spelling.</li> </ul>

<b>2</b>	<b>4-7</b>	<ul style="list-style-type: none"> <li>• Some understanding of influence of contextual factors, such as purpose and audience.</li> <li>• Shows some knowledge of key constituents of language, able to go beyond vocabulary choice and graphology (including spelling) to comment on morphology, semantics or grammar.</li> </ul>
<b>3</b>	<b>8-10</b>	<ul style="list-style-type: none"> <li>• Analyses influence of contextual factors to explain production and reception of text, including addresser/addressee relationship.</li> <li>• Refers precisely to key constituents of language, including grammar and discourse.</li> </ul>

<b>Question Number</b>	<b>Indicative content</b>
<b>5</b>	<p>Candidates will probably analyse Text A and B in turn. Look for some explicit comparison, signalled by words such as but, unlike, however. Credit any reasonable interpretation. Precise/Subtle expression of ideas indicates higher bands.</p> <p><b>AO2: Presentation of self: concepts and issues</b></p> <p>Text A is a review of a famous cemetery in London that has become a tourist attraction. The author 'Grant T' is not an expert on the cemetery but presents himself as knowledgeable and has researched the history. The text is planned and written in the first person making it more personal and he offers his own opinions on the attraction as well as useful tips for others who would like to visit.</p> <p>Text B is an interview with a young screenwriter discussing her success and aspirations to have her scripts made into films. The conversation is directed by the interviewer asking questions and controlling turn-taking, allowing the interviewee an opportunity to speak and describe her writing experiences. The speakers may not know each other but appear comfortable within the conversation.</p> <p>Text A presents a friendly and confident persona who enjoys visiting interesting places and sharing his experiences with others. Having written 540 reviews and gained 4 stars on his profile, he comes across as good at what he does with an audience that enjoys reading his work. He is probably a Londoner and makes jokes and references about places and the behaviour of Londoners that would be entertaining to readers and give insight into London life. He is opinionated and makes personal judgments on the cemetery but also balances it with information that readers might find interesting. He has a sense of humour and makes jokes using direct speech and parenthesis, presenting a lively self and an awareness that the topic of cemeteries may require humour to</p>

make an entertaining read.

In Text B the speakers are presented as knowledgeable within the topic. The interviewer shows evidence of researching Nicola's body of work and awards she has received. Nicola is presented as educated having achieved a Masters but is not working within her chosen field of media. She is working full time and writing as a hobby. She is hardworking, creative and aspires to achieve recognition with her writing and have a career within the film industry, but maintains a level of modesty. The interviewer does not dominate the conversation and presents as being generally interested in Nicola's experiences and opinions.

Points of comparison: Both present people who write as a hobby and have had moderate success, with Text A's regular readership compared to Text B's success in international contests. Both inform and advise the audience with Text A focusing on reasons to visit the cemetery, while Text B describes ways of developing skills in screenwriting outside of the industry. Both offer opinions with Text A presenting one person's viewpoint with the chance for readers to interact and rate the review, while Text B is a two-way conversation and Nicola has her views supported and encouraged by the interviewer. Text B discusses ideas surrounding career and aspirations while Text A's discussion is linked to the history of a place.

### **A03: Key constituent and context analysis**

#### **Discourse and pragmatics**

Text A

Grant T does not open with an introduction suggesting he has a regular readership that is familiar with his exploits. Those who are unfamiliar can gain information from a brief bio at the top of the page stating name, place of residence and ratings of his work. He writes in a first person narrative mixing descriptive information with personal anecdotes, presenting a humorous and light-hearted self. He mimics features of speech in his writing to make it more personal and conversational- *so, it's kinda cool, I mean it is London* and uses direct address to the audience. He presents himself as outgoing, popular, making references to a friend by name, suggesting a shared knowledge with readers.

Text B

The speech is spontaneous and non-fluency features are present. It is a guided discussion with well-managed turn-taking and topics controlled by the interviewer. Moments of overlapping are few and function as back channelling, presenting the interviewer as supportive and interested. Nicola presents as modest and realistic about her achievements and does not take the opportunity for self-promotion.

#### **Syntax and grammar**

Text A

Sentences are declarative to inform with one interrogative to engage the reader. Informal structures are used with some sentences beginning with conjunctions *And/Or* to create emphasis. Short, simple sentences help convey the opinion of the writer after factual information, *It's just weird, Hilarity ensued* along with adverbs to present judgment, *pretentiously bought, inappropriately cracked*.

Direct speech is used to recreate a humorous scene in the cemetery with the aim of making the reader feel involved in the narrative. Parenthesis is also used to make joking asides to the reader, creating a chatty tone.

Deictic referencing is used when referring to locations when in the cemetery *structure here, near there*.

#### Text B

Speech is spontaneous with evidence of non-fluency features, repetition, fillers, pauses and hesitations. Turn-taking is ordered as the interviewee is addressed and asked questions to control the topic. Non-fluency and repetition by Nicola may suggest she is not used to being interviewed and talking about her work.

Back channelling is supportive and shows interest and agreement with the speaker's points, *yeah*. Speech is declarative with some interrogatives to direct the conversation.

Speakers use first person while relaying their own experiences and opinions but second person when directing questions.

Clauses are linked with *so* and *yeah*, creating a sense of informal, informative talk and moving from one viewpoint to the next.

Indefinite pronouns are used frequently to generalise or refer to people

unknown *everybody says, nobody ever, don't know anybody, especially anyone*.

Modal verb *would* is used frequently to present hopes when talking about the future.

#### **Lexis and semantics**

##### Text A

Adopts an informal style with colloquialisms, *to be honest, kind of, bit of a nightmare* and proper nouns are used to identify famous people buried in the cemetery. He presents a knowledgeable informative self, conveying facts in an engaging manner- *people apparently pilgrimage here, the cemetery was shut down in the 1960s*.

He uses words specific to the field of death, *gravestones, buried, weeping angels* (cultural reference to Dr Who), *creepy, morbid, crypts* and noun phrases to describe the sites- *elaborate structures, massive pretentious gravestones, a few famous people*.

##### Text B

Language is informal with some colloquialisms- *it's a bit of, that's rubbish*.

Nicola presents a creative self with semantic fields of film and art, *Media Production, screenplays, cinema, media industry, photography, drawing*.

Proper nouns are used to state the names of the screenplays and

	<p>contests, <i>Subsistence, The Unexpected, New York Screen Contest</i>. Adverbs are used to intensify feelings of progress and future ambitions <i>really nice, so difficult, really big achievement</i> as well as time <i>I've always liked</i>.</p> <p><b>Phonology and graphology</b></p> <p>Text A</p> <p>An image is used of Grant T portraying him as sociable and outgoing. There are interactive features that allow readers to rate the review, helping to build up a following. Symbols are used to represent friends, ratings and when Grant T last logged on so readers will know if he is still an active reviewer and can expect more posts.</p> <p>Text B</p> <p>The use of colloquial/non-standard pronunciation, e.g. omission of /ŋ/ at the ends of words and the glottal stop, e.g. entering /enʔɪn/. The Northern /ʊ/ and /æ/ phonemes as opposed to the received pronunciation /ʌ/ and /ɑ/ phoneme. Nicola has an accent that she maintains throughout the interview and does not converge with the interviewer.</p> <p><b>Theories and research</b></p> <p>Credit any relevant theories and research referred to accurately. It is not necessary to name the associated theorist.</p> <p>Candidates will refer to theories and research in order to make evaluative comments and to explore the significance of what the texts reveal about the speaker/writer.</p> <p style="text-align: right;"><b>(50 marks)</b></p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Band	Mark	<b>A01: Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression.</b>
<b>1</b>	<b>0-3</b>	<ul style="list-style-type: none"> <li>• Expression of ideas hampered by some inaccuracies.</li> <li>• Lack of appropriate terminology.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Expression of ideas generally clear and accurate.</li> <li>• Some appropriate terminology.</li> </ul>

<b>3</b>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Communicates relevant knowledge.</li> <li>• Uses appropriate terminology and coherent, accurate expression.</li> </ul>
----------	-------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Band</b>	<b>Mark</b>	<b>A02: Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches.</b>
<b>1</b>	<b>0-3</b>	<ul style="list-style-type: none"> <li>• Basic understanding of concepts and issues relating to variation in language use, beyond general claim regarding formal v informal language use.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Limited understanding of concepts and issues, such as spoken v written English distinction, male v female language differences.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Some understanding of concepts and issues, e.g. frameworks for analysis of spoken language, register, or language and gender.</li> </ul>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Understanding of concepts and issues, related to the construction and analysis of meanings in spoken and written language, referring to some theories, e.g. pragmatics, language and gender/power.</li> </ul>
<b>5</b>	<b>13-15</b>	<ul style="list-style-type: none"> <li>• Critical understanding of a range of concepts and issues, related to the construction and analysis of meanings in spoken and written language, applying some relevant theories, e.g. pragmatics, language and gender/power.</li> </ul>

<b>Band</b>	<b>Mark</b>	<b>AO3: Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language.</b>
<b>1</b>	<b>0-5</b>	<ul style="list-style-type: none"> <li>• Basic awareness of contextual factors beyond everyday knowledge.</li> <li>• Limited precise reference to key constituents of language.</li> </ul>
<b>2</b>	<b>6-10</b>	<ul style="list-style-type: none"> <li>• Describes genre, audience and purpose of each text in simple terms; makes simple comparisons based on formal v informal distinction.</li> <li>• Identifies some features of vocabulary choice and graphology in each text.</li> </ul>
<b>3</b>	<b>11-15</b>	<ul style="list-style-type: none"> <li>• Compares contextual factors of the texts and ways each speaker/writer presents themselves.</li> <li>• Identifies some relevant features, mainly at level of lexis, including some comment on semantics and/or morphology.</li> </ul>
<b>4</b>	<b>16-20</b>	<ul style="list-style-type: none"> <li>• Compares a range of contextual factors of the texts, aware of some complexity and overlap regarding purposes, audience.</li> <li>• Analyses significant features of language use, going beyond level of lexis to make some comment on grammar or discourse.</li> </ul>
<b>5</b>	<b>21-25</b>	<ul style="list-style-type: none"> <li>• Analyses and compares the influence of contextual factors on the way each speaker/writer presents himself or herself.</li> <li>• Supports claims by precise reference to key constituents of language, including levels of grammar, discourse and pragmatics.</li> </ul>



Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE