

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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Time 1 hour 30 minutes

Paper
reference

8EN0/01

English Language

Advanced Subsidiary

PAPER 1: Language: Context and Identity

You must have:

Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer the question in **Section A** and the question in **Section B**.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer both questions.
- Check your answers if you have time at the end.
- Good luck with your examination.

Turn over ►

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SECTION A

Language and Context

Read Texts A–C on pages 3–5 of the source booklet before answering Question 1 in the space provided.

1 Texts A – C all concern tea and coffee.

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

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

- mode
- field
- function
- audience.

(25)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



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SECTION B

Language and Identity

Read Text D on page 6 of the source booklet before answering Question 2 in the space provided.

2 Analyse how Michelle Obama presents herself in Text D.

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

- mode
- field
- function
- audience.

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TOTAL FOR SECTION B = 25 MARKS

TOTAL FOR PAPER = 50 MARKS



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English Language

Advanced Subsidiary

PAPER 1: Language: Context and Identity

Source Booklet

Do not return this Booklet with the question paper.

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SECTION A: Language and Context

Text A

Text A was printed on a packet of tea called Birthday Cake. It was produced by the Birdhouse Tea Company, which specialises in unusual teas.

We are an independent company and pride ourselves on offering only the highest quality teas and blends for you to enjoy.

We believe tea leaves should be kept as whole as possible with space to swoop and glide, to release all of their flavour and goodness – not chopped into tiny pieces and trapped inside a dull teabag.

Whilst some of our teas are happiest flying solo, others like to flock together and have been carefully blended with quality herbs and spices for extra health and happiness.

Happy birthday to you, celebrate with a lovely brew!

Text B

Text B is a transcript from the website of HAS BEAN, which sells coffee and related products. It is an extract from the commentary for an animated film showing how to brew coffee in a 'Moka' or 'stove top' pot.

step one (.) boil some water in a kettle (.) step two (.) aim for a coarse filter style grind (.) think sand between the fingers (.) don't make the mistake of grinding for espresso (.) this isn't espresso remember (.) step three (.) fill the basket of your moka pot with ground coffee (.) then use a finger (.) to make sure it's even (.) sweeping off any excess coffee (.) this will vary from pot to pot (.) step four (.) add the hot water from the kettle to the base of the moka pot (.) just below the level of the steam valve (.) step five (.) put the basket onto the base and screw down the top (.) carefully (.) without burning your fingers (.) place it on the heat (.) step six (.) lift the lid of the pot periodically and when the coffee starts to come through wait for any gurgling then immediately take it from the heat (.) next pour and enjoy (.) a simple brewer that makes delicious coffee (.) it's just not espresso (.) I hope you enjoyed this guide (.) and I hope you'll take some time to look at some of the other brew guides we've done (.) and do remember (.) life's too short for bad coffee

Text C

Text C is an extract from an article on the spread of 'brand cafes' in London. It appeared in *The Illustrated London News* in 2001.

This new fad, which kicked off in the 90s, is characterised by fierce competition, corporate branding and a robust blend of Italian-Americana. The modern coffee drinker is influenced by fashion and media images, notably the cosy, cosmopolitan atmosphere of Central Perk in *Friends*. Maybe the coffee shop revolution has little to do with coffee at all.

Between 1997 and 2000, the coffee-shop market grew by a staggering 55 per cent. Despite a few hiccups, annual growth is predicted at 22 per cent until saturation point is reached in 2003. To grab this market, Starbucks operates a strategy of high-street penetration. Since 1998, when it opened its inaugural shop in the King's Road, Starbucks has gone on to acquire 211 prime sites – snapping at the heels of Costa Coffee's 240. Have you noticed that where there's a Starbucks, there's sure to be other satellite shops in the vicinity? It's short-term cannibalism in return for long-term market domination. You're also likely to find Coffee Republic or Caffè Nero on the same street. Head-on competition and aggressive cluster policy – these are the tactics of the coffee wars.

SECTION B: Language and Identity

Text D is an extract from a speech given in 2015 by Michelle Obama, wife of the former US president, to an audience of pupils and staff at the Mulberry School for Girls in London as part of a White House initiative called 'Let Girls Learn'.

We lived in a really small apartment. And my brother and I shared a bedroom that was divided in half by a wooden partition, giving us each our own little, tiny room that fit just a twin bed and a small desk. So we didn't have much space, but we had a whole lot of love.

And, perhaps like a lot of you, we grew up surrounded by our extended family. I had grandparents, aunts and uncles and cousins living just blocks away from my family's apartment. So our home was often busy with family coming and going. And because our apartment was so small, there wasn't much privacy. I can remember how hard it was to concentrate on my homework because someone was always talking or watching TV right next to you.

I often woke up at 4:00 in the morning when the house was finally quiet just so that I could concentrate on and finish my schoolwork. I remember just dreaming of having a space of my own, away from all the family obligations that were always popping up.

And through it all, my parents fully expected us to both achieve our dreams, and be there for our family. And they also knew that a good education was the ultimate key to our success. My parents told me every day I could do anything – I could grow up to be a doctor, a lawyer, a scientist, whatever – but only if I worked as hard as I could to succeed in school.

I imagine that many of you have parents who give you the exact same advice. And like you, I didn't want to let my parents down. So I worked hard in school. I read everything I could get my hands on. I did my absolute very best on every single assignment. I did everything in my power to be a good student. I dreamed of one day going to one of the best universities in America.

But despite my efforts, there were still people in my life who told me that I was setting my sights too high; that a girl like me couldn't get into an elite university. It was like these folks were trying to put me in a little box – a box that fit their constrained expectations of me. And after a while, I started to wonder, well, maybe I was dreaming too big. What if these folks were right?

See, back then, I didn't know what my future held. I didn't know that I'd be accepted to a top university. I didn't know that I'd go on to get a law degree and become an NGO director, and a hospital executive, and, eventually, First Lady of the United States. Those kinds of achievements seemed totally out of reach when I was your age. I was just a working-class kid from a good community with limited resources.

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Sources taken/adapted from:

Text A: <https://www.birdhouseteachery.com/product/birthday-cake/>

Text B: <https://www.hasbean.co.uk/blogs/brew-guides/17771852-moka-pot-brew-guide>

Text C: <https://www.britishnewspapersarchive.co.uk/search/results?/NewspaperTitle=Illustrated+London+News&BasicSearch=cafe+society>

Text D: Used under Creative Commons License