

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
Pearson Edexcel Level 3 GCE									
Monday 12 May 2025									
Morning (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.

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 outdoor pursuits.

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.

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TOTAL FOR SECTION A = 25 MARKS



SECTION B

Language and Identity

Read Text D on pages 6–7 of the source booklet before answering Question 2 in the space provided.

- 2** Analyse how campaigner for girls' education, Malala Yousafzai, 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.

(25)

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



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Pearson Edexcel Level 3 GCE

Monday 12 May 2025

Morning (Time: 1 hour 30 minutes)

**Paper
reference**

8EN0/01

English Language

Advanced Subsidiary

PAPER 1: Language: Context and Identity

Source Booklet

Do not return this Booklet with the question paper.

Turn over ►

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SECTION B

Text D: Extract from a speech by Malala Yousafzai on receiving the Nobel Peace Prize 6



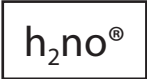
SECTION A

Language and Context

Text A

Text A: Patagonia makes garments for people taking part in various outdoor pursuits. This advertisement originally appeared in a magazine called The Great Outdoors.

tested, inside and out



THE EXOSPHERE JACKET IS OUR PREMIERE H₂NO[®] PERFORMANCE STANDARD HARD SHELL FOR MOUNTAINEERING AND SKIING.

H₂No[®] Performance Standard is Patagonia's benchmark for waterproofness, breathability and durability. That means a new garment like our Exosphere Jacket undergoes the most rigorous lab testing in the industry, including our Killer Wash, which simulates years of use in drenching conditions. Our ambassadors and testers then punish the garment in every condition to expose weaknesses. Only when a garment has exceeded both these testing standards will we mark it H₂No and add it to our collection. See how we make sure our products perform for life: patagonia.com/euro/h2no

COME AND VISIT OUR STORE IN LONDON COVENT GARDEN

Text B

Text B is a transcription of an instructional video on the use of walking poles, produced by the British Mountaineering Council and narrated by well-known hill-walker Chris Townsend.

Key:

CT = Chris Townsend

(.) = short pause

CT: walking poles (.) or trekking poles as they're often called (.) are very useful to have as long as you know how to use them (.) now (.) poles are good on steep ground for stability (.) and on a long day out they take a lot of weight off your legs (.) they're also useful when it's wet like this and the ground is really slippery or boggy (.) cos you can use them to prod ahead so you don't go knee deep into the muck (.) but as I say you do need to know how to use them and the first thing is poles shouldn't be too long or too short (.) which means your arms should be bent at a right angle (.) like this (.) now you can adjust the poles for going uphill or downhill but it's a bit of a faff (.) and if you have it in this position that works pretty well whatever the angle of the slope and the other thing is the angle at which you place them (.) if they're going to give you propulsion they need to be angled (.) backwards (.) so they're pushing you forward (.) if you stick them out to the side as people often do (.) they'll push you sideways so you stick the other one out to the side to push yourself back again (.) this again doesn't really do much (.) so as I say I do recommend trekking poles but you do need to practise with them so they actually work for you (.) and aren't just ornaments dangling on your wrist

Text C

Text C is from an article that appeared in Climber magazine in 2022. Mark Cobb writes about the experience of bouldering (climbing rock formations without a rope) in the Cuttings, Portland, UK.

My first go was one of those occasions where I couldn't get my feet in the right place, too high, too low, too wide.

So in trying to pull on and move up to a distant hold, I immediately stalled, going nowhere, my foot slipping off.

Do you ever do that thing at the start, where you get your fingers on the start holds, adjust, grip, adjust, then adjust a bit more, then have to start again? I do...

So, this go, feet braced, right hand placed in the low porthole, left hand wide of the hold; inside my head ... try harder! Just do it better.

An 'udge' up to the left-hand crimp, pull in, right hip to the rock and a smooth and mostly controlled jerk up to the gaston. I had been there a few times in the past, could never hold it strongly enough to get my left foot positioned to move up to use my left hand. I felt the eyes of the world on me, which was obviously over dramatic as the only people watching were my wife and kids, maybe the odd passer by looking at my desperate scrabbings on the rock.

Glossary

Udge – a shortened form of 'nudge'

Crimp – a small edge or hand-hold

Gaston – a kind of grip which involves pushing on a hold rather than pulling.

SECTION B

Language and Identity

Text D

At the age of eleven, Malala Yousafzai, a campaigner for girls' education, was shot by a member of the Taliban in Swat, an area of Pakistan taken over by the group. She recovered, and in 2014, at 17, received the Nobel Peace Prize for her continued work for girls' education. This text is an edited version of her acceptance speech.

Dear brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun Joan of Arc. The word Malala means "grief stricken," "sad," but in order to lend some happiness to it, my grandfather would always call me Malala – "The happiest girl in the world" and today I am very happy that we are together fighting for an important cause.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice ... it is not time to pity them. It is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways.

Some people call me the girl who was shot by the Taliban.

And some, the girl who fought for her rights.

Some people call me a "Nobel laureate" now.

However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world.

Education is one of the blessings of life—and one of its necessities. That has been my experience. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten when more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.
I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up.

Glossary

Pashtun – An Indo-European language spoken in Afghanistan and parts of Pakistan

Joan of Arc – A French national heroine and Saint from the 15th century



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Sources taken/adapted from:

Text A: An advertisement in The Great Outdoors magazine, February 2013

Text B: Chris Townsend: <https://www.youtube.com/watch?v=G7pWbhFTbvM&list=PLTodUXkQjZwzeHp-Q4L5Bxi-zrrvOcXch&index=2>

Text C: Article by Mark Cobb in Climber magazine Mar-Apr 2022

Text D: <https://malala.org/newsroom/malala-nobel-speech>

