# ResultsPlus

# Examiners' Report

# June 2010

# GCE English Language 6EN04 01

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## Introduction

This was the first time that coursework was submitted for Unit 4 of the new GCE specification. Candidates carried out research across a wide range of language topics. Moderators were impressed by the standard of the research carried out by many of the candidates, and by the level of support, guidance and preparation they had been given for carrying out these tasks. There was clear evidence of candidates drawing on two years of language study and applying it to their own research interests.

Marking and assessment was generally accurate. Where adjustments were made, it was to bring the centre into line with the standard and represented slight generosity of slight severity in the application of the mark scheme.

Most centres provided evaluative comments either on the cover sheets or on the coursework itself, showing how the marks had been decided and distributed across the AOs. This gave the moderators valuable insight into the marking process and was very helpful.

## Word counts

Centres are reminded of the word count limits for coursework folders: 600 – 750 for Task 1, 2000 – 2250 for Task 2. Where a candidate's work exceeds the word count limit, the centre should stop marking at the point the limit is reached. Moderators will not moderate work beyond this point and award a mark appropriately. Texts that are below the word count are unlikely to achieve well in any of the AOs. Candidates should provide a running word count at the bottom of each page.

## Task 1

Most candidates used this task successfully to help them with the preliminary stages of their research investigations. They adapted their early reading and consolidated their existing knowledge into informative and often enlightening pieces. All three options, articles, talks and presentations were covered, including poster presentations. Most talks and presentations were given to fellow A-Level language students. In centres where the talks were actually given, the texts produced were excellent. 'Article' was interpreted quite widely with candidates submitting blog posts and web page articles, as well as more traditional newspaper and magazine articles. All of these were acceptable.

The majority of marks for this task are rewarded for AO4. Candidates should produce a text that is suitable for the audience and format chosen. Where candidates kept this in mind, they achieved highly. Problems arose where they made this task an extension of, or a prologue to, their investigation.

Compare the two following examples of opening to articles submitted for Task 1.

Candidate 1:

> *"I've switched my mind over!" The linguistic skills of a 4 year old.*
>
> *Language is part of our everyday lives. In one form or another, we all communicate on a level of understanding and ability, even young children find ways of articulating meanings of their own language for others to understand, for example, when asked, "what do you mean?" instead of explaining literally the meaning of their previous statement, they will often change the lexis of the phrase to something similar, e.g. "I've changed my mind" will become "I've switched my mind over".*

Candidate 2:

> *Fight, Flight or Phone*
>
> *From forest fires to house fires, does our language in an emergency situation have its roots in the way our bodies are evolved to react to danger?*
>
> *You never know when you're going to need to make a 999 call. But when you do, what you say is probably the product of instinct rather than clear thought. What effect does this combination of spontaneity and raw emotion have on the language used? Our earliest ancestors had to deal with all manner of terrifying situations. If he ran into a sabre tooth tiger on a dark night, if his bearskin caught fire, or if his cave collapsed, his basic survival instinct would help him.*

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Candidate 1 writes quite fluently and shows a clear understanding of the area she plans to investigate. However, this text reads more like the opening of an essay than the start of an article. The candidate has used a headline with an entertaining example of child language to catch the readers' attention, but beyond that, it is hard to distinguish this from an academic essay.

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Candidate 2 writes fluently and confidently, but in this case, the text is clearly presented as an article. There is a strap line that engages the readers' interest and informs them what the article will be about. The opening paragraph expands on this, engages the reader with direct address ('you' rather than academic 'we') and uses humour to maintain the readers' interest.

Some candidates wrote articles that included phrases such as 'for my investigation,' and talked about academic researchers without any explanation or mediation. This kind of language is not appropriate for an article, and should be taken into account when AO4 is being assessed. Other candidates found better ways of introducing their own research, including a candidate who drew on the skills she had developed in Unit 2, interviewed herself about her research investigation and wrote the result up in the form of a journalism interview to be published in a magazine for parents of school age children.

*Ve owse va jak biwt*

*The House that Jack built. Does your child's accent affect the way they spell?*

*These days, our children learn to read, write and spell by using phonics. This means they are taught to sound out the letters to read, or to write, a word. All well and good, you will say. Well, maybe.*

*Researcher L***** G***** is concerned that the way a child speaks may affect the way he or she spells. 'Do we want our children with regional accents to be disadvantaged?' she asks*

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This is clearly an article in the form of a journalism interview, and achieves well at AO4 in using the format confidently and consistently.

## Talks and presentations

Many centres used these as a way into the investigation, getting students to describe their research and the rationale behind it to their fellow students. This was an effective use of the task allowing the candidate to test his or her ideas with an 'informed but non-specialist audience' and also sharing the knowledge they had gained in their preliminary research. Where candidates use Task 1 as a way of presenting a research proposal to their peers, they must show audience awareness in the sense of introducing and explaining theory, and explaining why they feel their topic is appropriate for a language investigation.

In some cases, these talks and presentations became too close to introductions and methodologies with few, if any devices to turn these into effective presentations. In these cases, the work should be appropriately penalised under AO4 for not being aware of format and audience requirements.

It is important that the format of Task 1 is clearly indicated. It is also helpful to moderators if candidates make it clear who is their chosen audience, and if they are writing an article, the publication or kind of publication they are writing for, e.g. Article for e-magazine, presentation for A-Level English Language students.

## Task 2 Investigation

The topics covered for this task included the language of emergency phone calls, the spread of neologisms, the language of a multi-cultural, multi-lingual school, Twitter usernames, the reporting of 7/7 across a range of newspapers.

Many of the investigations were fascinating and instructive. Candidates were exploring areas of language in which they had developed a genuine interest. This led to a sense of engagement and discovery. There were topics that were more popular than others. The language of cookery writing and TV shows was investigated from a range of perspectives. Newspaper investigations, political speeches, gender and the language of rap lyrics were all popular.

Candidates who had a clear focus to their research, who had refined their research question and narrowed it down, were much more successful than those who had taken a vaguer 'The language of…' approach. Where a hypothesis was appropriate, candidates who had developed a genuine 'if…then' hypothesis were a great deal more successful than those who posed a less focused hypothesis. In some cases, candidates identified more than one hypothesis for their investigations. Centres are reminded that candidates have only 2250 words to carry out their investigation. One hypothesis is enough.

Candidates often assume that 2250 words are a lot, and they will need a wide ranging investigation to fulfil the length requirements. In fact, this word count is low, and a small, well-focused investigation is what is required. A well-focused research question means that only certain aspects of the language need to be investigated. For example, if a candidate is looking at the development of pragmatic skills in young children, he or she may look at the development of conversational skills, the understanding and use of implicature and presupposition, the use of politeness. There is no requirement for the candidate to look at the general development of language. This will lead to analysis that is irrelevant to the research question and will use up valuable time and words within a tight limit.

Some centres imposed an analytical framework that all candidates used. This is not a helpful strategy. Different investigations require different analytical frameworks, and developing the one that is appropriate for a specific investigation is one of the skills this task assesses under AO1: 'select and apply a range of linguistic methods.' An investigation into the ways different newspapers adapt their language to suit a target audience requires a different methodology and analysis from an investigation into the way a script for 'Friends' creates the effect of spontaneous spoken language.

## Gender studies

There was a wide range of gender studies, from comparisons of texts aimed at men and women to gender differences in conversation. Candidates find language and gender an interesting and accessible topic, but they need to be aware of the flaws in many academic studies of this topic. They need to be wary of early research such as Lakoff's work on gender. This was, and clearly still is, very influential, but it is based on Lakoff's intuitions rather than data-based research. Zimmerman and West based their research on a very small sample within a restricted (college) environment. Many of their findings may arise from the social contexts in which they worked, rather than represent language differences that are inherently related to gender. Candidates need to be open-minded and sceptical when using this research, and feel able to challenge it if their data does not follow the proposed patterns. There was a tendency to hammer data to fit the theory, rather than work from the data itself.

## Context

Awareness of the influence of contextual factors is an important aspect of this task and is assessed under AO3. Most candidates showed a clear awareness of the context of their data and took this into account. However, in some cases, a lack of this awareness led to serious flaws in investigations. For example, a comparison of the political speeches of Margaret Thatcher and Tony Blair failed to use speeches from similar contexts so the data used was not comparable. A gender study into texts aimed at different groups again needs to take context into account. Comparing men's health and fitness magazines with gossip magazines targeted at women won't lead to any useful findings.

## Data collection

In general, candidates took care collecting their data, and most investigations had validity and offered useful answers to research questions. It is important that the sample of data used in the investigation reflects the population the sample represents. In general, the amount of data collected was about right. This varies considerably depending on the topic under investigation, but some candidates set themselves problems by collecting far too much data, and not then cutting it down when the problem became apparent.

## Investigations into accent

There were some excellent and rigorous accent studies. Some were less successful because the candidates were not able, or chose not to, use IPA. Accents studies **must** use IPA. Impressionistic representations of pronunciation are not sufficient.

## Other issues

Several candidates took data from You Tube. This is acceptable as long as the candidates are aware of the nature and context of the data they are using, which may not always be apparent. A candidate used a You Tube clip of Fanny Craddock, without realising the clip in question was, in fact, a parody and not the real thing.

Candidates must use the accepted conventions of academic writing. Too many candidates used informal language that was not appropriate for a report, referring to researchers and public figures by given name: Noam, rather than Chomsky or Noam Chomsky (NB *not* Chompsky), Margaret rather than Margaret Thatcher or Mrs Thatcher.

Where candidates are carrying out investigations into texts from an unfamiliar social context, they must be aware of the context in which the data was produced. Mrs Beeton, for example, was innovative at the time her book was written and pioneered the format for writing recipes that is still in use today. Candidates need to be aware of the background to their data before they begin their analysis.

## Written English

Accuracy in written English is important. In coursework at this level, there should be few if any errors at the top end of the marks range, and even at the lower end, these should be minimal. Candidates have time to think and edit. Centres are reminded that for both Task 1 and Task 2, only Band 1 allows for lapses in accuracy.

## Candidate responses

### Task 1

*Fight, Flight or Phone*

*From forest fires to house fires, does our language in an emergency situation have its roots in the way our bodies are evolved to react to danger?*

*You never know when you're going to need to make a 999 call. But when you do, what you say is probably the product of instinct rather than clear thought. What effect does this combination of spontaneity and raw human emotion have on the language used? Our earliest ancestors had to deal with all manner of terrifying situations. If he ran into a sabre tooth tiger on a dark night, if his bearskin caught fire, or if his cave collapsed, his basic survival instincts would help him. Prehistoric man eventually evolved into us, and we inherited the same useful instincts. Alongside our fight or flight responses though, we have something else to help us: the emergency services. There is an operator at the other end of the phone ready to assist, if only we can explain our situation to them. Transcripts appear to show the same determined proactivity seen in the "fight" response, as well as the desperation of the "flight" one, in varying levels.*

*The Biology Bit*

*So what happens to our bodies when we are confronted with an emergency? Adrenaline is released from the adrenal glands into the blood, increasing the heart rate, dilating pupils, and redirecting blood from the digestive system to the muscles, in order to fight or escape.*

*Next the brain gets involved, using information such as previous*

*experience of fire/tigers to make decisions. The different areas of the brain input information on what to do. One brain cell might say, 'Fire hurts, I vote run.' The next might say, 'Our tea is ready, I vote stay.' A third cell will say, 'I might suffocate, I vote run.' The brain then says, 'Time's up' and counts the votes. 2 to run, 1 to stay, so the brain will instruct the body to run away.*

*The more urgent the danger, the shorter the time limit the brain puts on the cells to cast votes, in order to react more quickly to the situation.*

*The Language Bit*

*The linguistic reaction to the emergency is first seen in the attempt to gain control over the situation. This is seen in the abundance of discourse markers in transcripts of 999 calls. Discourse markers usually indicate boundaries in conversation between one topic and the next, and include "anyway", "right", "okay", "I see", "I mean", "mind you", "well", "now". Thus, people speaking face-to-face or on the phone often use "anyway" to show that they wish to finish that particular topic or return to another topic. In this instance, they appear to show decisiveness, and an effort to gain control of the problem.*

*Another physiological reaction to danger is the immediate endeavour to conserve energy. Any functions that will not help with the survival attempt are restricted, so that energy is not wasted, and the body is able to focus on surviving. In this sense, language appears to react in a similar way. Below is a transcript of a telephone message left by Melissa Harrington-Hughes, a worker in the World Trade Centre on the morning of September 11 2001.*

*"Sean it's me I just wanted to say that I love you and I'm stuck in this building in New York (1) There's a lot of smoke and I just wanted you to know that I love you always"*

*Melissa's speech shows the urgency of her situation. The message is concise, conveying only the information that she deems to be important. Most interesting is the fact that she uses, no fillers or non fluency features throughout the message. Contrast this with an answerphone message left under less urgent circumstances:*

*"Er is that Mrs Banks (1) who does talks (1) it's David Marsh er (.) I'm speaker finder for Sheffield Probus and (.) talk on (1) er (.) the Minsk journey Minsk (.) journey (1) I'm looking for dates in autumn (.) we meet on the third Thursday of the month (.) I'll call back (.) thank you"*

*David Marsh's message is punctuated by non-fluency features and pauses. This may reflect the non urgent nature of the situation. He has as much time as he likes (within reason) to leave the message and there is little emotional content. Given the differences between this and Melissa's message, it seems that fillers are a kind of luxury. In an emergency, language becomes more formal than in your run-of-the-mill, daily answerphone message. There simply isn't time for the caller to flounder, picking the right words, or conveying a complex message.*

*The startling fact is that given the chance to speak to loved ones for what is most likely the last time, the broad message would be the same from any one of us. Anything more elaborate than "I love you, Goodbye" is almost superfluous, simply there to soften the blow. So it seems that there is a parallel to be drawn between the way that we react to danger—cutting out every unnecessary bodily function, giving support to the ones that are valuable to our survival, and the way we speak when there is everything—and nothing—to say.*

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This is an article about the ways spoken language is affected by urgency and danger, and arises from preparatory work into an investigation into the language of phone messages from the twin towers on 9/11. This piece is clearly an article, written for an appropriate audience. The candidate assumes some knowledge in her audience. She doesn't gloss the transcripts of spontaneous spoken language, and expects them to handle concepts such as adrenaline. She is careful to gloss more specialist terminology such as 'discourse markers' in an appropriate way.

The reader is taken straight into the article firstly by a strap line that makes the topic of the article clear, and by the candidate personalising the topic: 'You never know...' There is also a light touch in the use of humour in the reference to bearskins catching fire. The text is broken up by crossheads 'The biology bit' and 'The language bit.' The style is consistent throughout, and she brings it to a suitable and appropriate conclusion.

There are flaws. For example, the use of humour is appropriate at the start of the article but possibly not in the crossheads where the topic become more serious. However, most candidates at this level will not be able to write articles to a fully professional standard, and this is not expected.

AO1: The candidate is fully aware of the requirements of the format and the audience. Her text is fluent, confident and controlled. Band 3: 6 marks.

AO4: She uses the format confidently and has adapted it to suit her requirements. The style remains confident, consistent and appropriate throughout. Band 4: 18 marks.

Total: 24 marks.

## Task 2

*Adaptation of the English language in a multicultural environment.*

*Introduction*

*The English language as we know it is constantly changing. It has evolved into the most widely spoken language across the globe. Since English is a means of communication it is bound to undergo changes so as to suit the different communication needs, in different contexts and environments. As English spread across the globe, it moved out as a first language to America, Australia and Jamaica and as a second language to India and other former colonies of the British Empire, each evolved their own unique variety of the language with variations especially identifiable in the contextual features.*

Many researchers have looked into borrowing and adaptation of English language use. Dutch linguist Otto Jespersen (1982) observed that between the 5th and 10th century West Germanic invaders who settled in the British Isles brought along with them many North Germanic words into the language. Later English borrowed great numbers of vocabulary from more than fifty languages including Latin, Greek, French, Italian and Spanish in an effort to improve the language. Today a study of diversity reveals varied forms of English e.g. American English and Jamaican Creole, Indian English and others.

My investigation therefore seeks to discover the veracity regarding adaptation of English. Our school is filled with a rich cultural diversity, by students who come from different racial and ethnic backgrounds: - Arab, Indian and African, and located as it is in a predominantly Swahili demographic region. It therefore forms a suitable microcosm to study how English adapts to meet the communication needs in different environments. In this case how it has responded to the communication needs of students in a multicultural environment.

My goals are focused around the examination of the lexis used in communication by students and to identify words borrowed from the foreign languages that the students know and are affixed to English- the main mode of communication. I also intend to look into the syntax of English use and to discover word orders, sentence structures and other grammatical structures that are outside of Standard English. Lastly I hope my investigation can show how pronunciation of English has been affected by the multicultural background and especially in areas such as exclamations.

In order to achieve the goals of my investigation, I have myself a research question, "How does English language adapt when used in a multicultural environment?"

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This is clear introduction that explains the aims of the investigation and some of the theoretical background underpinning it.

*Methodology*

To answer my research question I plan on carrying out personal observation around the school, noting down all foreign words and non standard language structures or pronunciation used in conversations. Observation can be done in class (this would help to establish whether indeed the aspects of language borrowed from other languages have become part of the students formal English), when conversing with my peers or even walking along the hallways, I will be listening intently for any non-standard language use. Where I pick out pronunciation that is non

*standard, I will request the students to pronounce the word or phrases and record them for my analysis later on.*

*I will also be keen to observe how speakers of other dialects respond or use words and language structures borrowed from dialect that isn't theirs. Being an Islamic school where the order of the day is the Islamic greeting "assalamun alaykum", how do non-Muslims respond to it? Do they also use it? How about words borrowed from Arabic, do Asian students apply them? Has the word structure students use affected English language used by teachers? In addition, I've also designed a questionnaire that I will distribute to the students guiding them on data I am investigating and requesting for additional information which I hope will help bring out non predisposed data for my research.*

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This is a clear explanation of the ways in which the candidate will collect her data. This isn't a particularly complex methodology, but for this investigation, which is the first stage of describing a particular variety of language, this is appropriate.

*Limitations*

*The English language has been adapted through various factors. This therefore made my research initially broad. I have however focused my research question on one key aspect which is foreign word formation, borrowing of word structure and pronunciation. Other factors though have influenced the language used in the school; these include movies, television and pop culture; and lately technological gadgets- social networking and short messaging service on phones has also greatly influenced the language student's use. I will avoid dwelling into that matter and so my investigation will be limited in this respect.*

*Another weakness to this investigation is that youth language is very dynamic and therefore the form of language is transient; what is true at the time of investigation may have passed by the time the research is printed. Since the research is done in a school where batches of students change every year the use of a foreign word may not last long or its origin may be difficult to trace.*

**Moderator's comment:** *The candidate has identified and accounted for possible weaknesses in her investigation. She is right to note that she cannot, within word count limitations, account for every possible influence on the language she is observing. It is also, as she has commented, a potentially ephemeral form. Her awareness of these limitations means she will not make over-large claims for her investigation.*

*Analysis*

*English has gone through many periods of change in which large number of words from other languages were added to it. These periods coincide with times of major cultural contact between English speakers and those speaking other languages. While studying the conversations in my school and listening keenly to the foreign language structures around me, I discovered that students adapt the language to make it easier to communicate and to have a distinct 'hip and happening' class of chatter. By studying the various contextual features, it is possible to classify and explain the different forms in which adaptation takes place.*

*Lexis*

*The language that all students use in the academy is generally English. However, my investigation showed that especially during informal conversations, students tend to use words in English conversations that are borrowed from ethnic dialects.*

*In Indian English we have seen that alternating between different languages as circumstance dictates, often within the same utterance occurs when speaking. For example, `mum said, "Your father send you piyaar" i.e. "your father sends you love". In our school students tend to do the same thing. In my research I discovered that words borrowed from foreign languages can be used as fillers. Words like `yani' which means 'what I mean...' or `alafu' which means 'and then' from Swahili are used. Fillers have also been borrowed from the Hindi language and are also used during conversations. Words like `pachi' which means `and then' can be heard when students speak. "We were on our way, pachi we saw him." (Sound clip: English 1)*

*Surprisingly, though students use the fillers both in and out of class, no one finds them out of place. Not even the teachers. In class, the students would be elaborating on a point, insert foreign fillers in his/her explanation which would be comprehended by both students and teachers without much ado.*

*Words are occasionally borrowed with a different meaning than the meaning in the source language. Among the recent examples of this is the word sick. Whereby the old version of sick means being affected by disease, whilst the newer version is now used to mean something that is appreciated or liked, "that outfit is sick!" Students in my school use a lot of foreign words but with a different meaning altogether. The best known example which was repetitively heard during my observations was the word `ajab' that has been borrowed from the Hindi language which means 'strange'. Students however have inverted its meaning to something that is liked or nice. So you may hear students saying, "That bag is ajab!" (Sound clip: English 2)*

*Students also use expressions that have been borrowed from foreign languages. Although some of the expressions don't have a cognitive meaning, they can be traced back to a foreign language. Students may*

exclaim, "salala! Are you crazy?" (Sound clip: English 3) the expression may not have any meaning but the Kenyan Swahili speakers use it in their conversations when exclaiming.

Another use of borrowed lexis at Jaffery that has been there for a long time is `choma' which in Swahili literally means 'to burn'. The use of this word and its derivation is surreal. It has been borrowed from the idiom 'to burn the midnight oil' and since the microcosm that I am studying is an academic institution, students tend to say the word `choma' (in this context studying) frequently, so do the teachers! "I was chomaing last night." (Sound clip: English 4)

The religious background of the institution and it being a Muslim school has a
significant number of students under the same faith. The students therefore have greetings that come from their religion such as "salaam alaykum' (peace be upon you). Even though some teachers may not teach religious studies, those that are in the same faith would be greeted by students with such greetings. Somehow though it has become the norm and even teachers and students not of the Muslim faith tend to use it.

In addition, religious culture too has contributed to the lexicon of Jaffery words like `shella', `makhna', 'chador' and `hijab' all used to describe part of the school attire worn by girls i.e. the headscarf and outerwear. `shella' and `hijab' are from Arabic, `makhna' and 'chador' from the Hindi languages.

Grammar

Students at Jaffery have come up with non standard formation of question tags that can be traced back to some vernacular languages. The first example is when students form question tags by adding a foreign word at the end e.g. "you are coming sindio?"(Sound clip: English 5)- Whereby `sindio' means "isn't it?" in Swahili.

I also observed the formation and answering of question tags in my school which is similar to Indian English.

Teacher: "Farhan, you don't mind rubbing the board, do you?"

Student: "yes."

To form a question tag in SE you state a negative statement, give a positive tag and answer with a negative reply. Whilst in our school, as observed in the example above students use the Indian English format — negative statement, positive tag, and positive answer.

Word order

This is another area heavily influenced by dialect and foreign structure. Though, some was the result of direct translation, it has become part and parcel of the English structure used in our institution. "Where you went?" — To mean where you go?

*There is also language formed through deletion- "switch on the lights" is simplified to "on the lights!" "Give me" simplified as simply "give!"*

*There is also a non standard form of repetition which is borrowed from the Indian syntax. Repetition such as "me, I was sitting. Him, he was standing next to me and then you, you came" are all too common.*

*Regularisation*

*Foreign borrowed words have been transformed using English language conventions. For example the verb 'study' if spoken in the past tense would be said as 'studied' by adding the suffix -ed at the end. Similarly students at Jaffery have used the same concept of adding a suffix at the end of foreign borrowed verbs. Therefore the word `choma' if said using the concept would be heard as, "I was chomaing last night man." In this case the student has added an -ing ending to the word `choma'- this regularisation was seemingly a feature many of my interviewers identified. To play truant students say `hepa'- Swahili for `skive'- which they then regularize and in past tense would say "we hepad school yesterday." (Sound clip English 6)*

*Phonology*

*With rich cultural student diversity, some of the pronunciations picked out by the students are similar to that of their ethnic dialect. Words like 'fleshdisk: fSound clip English 7) or `leiptop' have been altered by dropping the standard consonants through Arabic/ Swahili influence. It is considered cool to say it, and therefore becoming part of the language used.*

*Conclusion*

*Though Jaffery is a multicultural environment, it has a greater influence of Indian speaking population than Arabic or Swahili. This can be seen in how it has affected English language use in the school. In addition, I have been able to establish that the language use has been influenced by the environment and seemingly every culture contributes to adaptation of a pronunciation, lexis or word order.*

*The multicultural environment brings together different dialects of English spoken in the school which blends in to form `Jafferish'. In the process some are accepted whilst others are dropped out and left to a particular group.*

*There are some features where phrases or aspects of language are fashionable within certain groups or a particular class. Therefore foreign word borrowing in certain situations may exist for a particular period of time and eventually fade away or taken away with the students that came up with it.*

*However there are some aspects where foreign word usages are used by the whole school community with indication of continuous use. For example the greeting in the school or the religious garments- because*

*they are words from culture, the English equivalent is inappropriate and may sound awkward. For example the `Hijab' which is worn by the female students if used with an English equivalent would be called a `gown'- which has a variety of meanings. And thus, the foreign word is preferred.*

*Therefore, just as English has adapted itself in regional diversity to meet its communication needs, Jaffery too has adapted its own English. Since our school has a multicultural environment, it gives a basic idea of how language is adapted in the coastal region of Kenya.*

*Evaluation*

*Based on the data, I feel strongly that the conclusion I have arrived at is valid and well supported. However, the research was based on spoken language and it would have been better to study the written texts of students as well to determine whether adaptation has become part and parcel of communication. Observation was done by a single person. By beefing up the manpower and carrying out research over a longer period of time would have led to more extensive research.*

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## ResultsPlus
### Examiner Comments

This is a descriptive investigation that sets out to describe a variety of language that has not previously been described. The candidate has made use of a social context with interesting linguistic implications. As a participant observer, she is in a very good position to carry out this investigation. Her analysis is detailed and thorough, and she doesn't make over-large claims of assumptions. Where she is uncertain, she says so. She also identifies possibilities for further study of this very interesting topic.

AO1: Her writing is generally clear and accurate. She uses terminology appropriately and mostly accurately. Her methodology is effective, but could have been applied with more rigour. She identifies some limitations and weaknesses, and she identifies routes for further research. Band 3: 8 marks.

AO2: She defines her research area clearly, supporting this from theory, and using knowledge of language diversity. Her use of linguistic approaches is almost always rigorous, effective and accurate, and she shows full awareness of the significance of her research results. Band 4: 13 marks.

AO3: She demonstrates a clear understanding of the contexts in which the language she is investigating is used. She selects appropriate key constituents and uses them rigorously, but with a few minor errors. She is clearly aware of the influence of her collection methods. Band 4: 14 marks.

AO4: Her approach is independent and open-minded. Her investigation is written in a way that is appropriate for an academic investigation. Her presentation of data could have been more effective for her reader. Band 4: 12 marks.

Total:   47 marks.

## Grade Boundaries

| Grade | Max. Mark | a* | A | B | C | D | E | N | U |
|---|---|---|---|---|---|---|---|---|---|
| Raw boundary mark | 80 | 72 | 64 | 56 | 48 | 40 | 32 | 24 | 0 |
| Uniform boundary mark | 80 | 72 | 64 | 56 | 48 | 40 | 32 | 24 | 0 |

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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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