Examiners' Report
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GCE English Language 9EN0 01

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Introduction

The purpose of this report is to provide centres with an insight into the assessment process and give an overview of how candidates approached each question. This was the first exam paper for 'Language Variation' in the new 2015 specification.

This series, candidates performed well, engaged positively with the data and produced some developed and analytical responses. Responses demonstrated that the texts provided enough source material to both allow candidates to achieve in the higher levels and accommodate weaker candidates.

Candidates' approach to their analysis demonstrated good knowledge and understanding of the requirements of each question, which was pleasing to see. There were a few candidates who were unprepared for the standard of the examination and this was evident by the lack of content within responses, applying a descriptive approach or dedicating more time to one question which resulted in one response which did not attempt to cover all aspects of the question. Candidates are encouraged to dedicate a realistic amount of time to each question to access the full range of marks available. Centres are encouraged to 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 exam.

The paper is divided into two sections, providing an opportunity for an extended comparative analysis in both Section A and Section B. Candidates are invited to analyse four texts representative of the spoken and written modes of language. Each section contains one question worth 30 marks each. Candidates must answer both questions.

Section A: Individual Variation: This section provides two 21st century linked texts/data assessing candidates understanding of how individuals convey personal and social identity. In this series, candidates were required to analyse an example of spoken language and written language. Text A was a transcript from a young transperson addressing an online audience and Text B was an open letter to a politician published in the Guardian newspaper.

Section B: Variation over Time: This section provides two unseen, thematically linked texts from two different time periods assessing candidates understanding of historical variation.

This series, the theme was witchcraft and candidates compared two written texts; a document published in 1587 and an article from the Daily Mail newspaper published in 2015.

Question 1

This question appeared to be answered more successfully than question two with many candidates identifying a range of different linguistic methods the two producers used to convey identity. The data was accessible for the candidates, as is demonstrated by the vast majority of candidates scoring in Level 3 - 4. Candidates were able to compare both texts simultaneously addressing similarities and differences between the texts.

Those placed in the higher levels covered a range of language features making some sophisticated points regarding grammatical structures (relative clauses, pronouns, conditional clauses). They were able to link language to context to discuss how the speaker/ writer displayed their social and personal identity. Concepts and issues were applied with some purpose and enhanced the discussion of identity. Linguistic terminology was used accurately and exemplification was often discriminate.

Perceptive and accurate comments about Tom's accent were made linking it to pride in his regional identity and coming across as genuine, but there were a number of responses that made prescriptive comments about Tom's class or intellect demonstrating misunderstanding. There was also some confusion over the geographical location of Rotherham in Text A with some candidates mistaking the accent for Estuary English. Similarly, stronger candidates were able to discuss Tom's transgender status sensitively, while weaker candidates made sweeping assumptions, such as attributing Tom's non-fluency features to his being born female rather than to the context. Higher performing candidates who did explore gender theory and Tom's language were able to explore the notion of socialisation and performance with language more successfully.

With Text B, the strongest students were able to apply politeness theories and consider mixed levels of formality to discuss how Blunt came across as simultaneously polite and formal, and impolite and informal - those that were able to link this to accommodation theory and what Blunt was actually trying to achieve with his letter. Higher performing candidates were able to discuss Blunt's subversion of class expectations, fully exploring how the audience's preconceived ideas of his privileged identity were challenged through his use of language. They were also able to exploit the use of the IPA to make relevant discussions of how Tom's language was used to convey his personal identity. Some students misunderstood the context, believing the letter to be private correspondence, which limited their analysis. Lower performing candidates also struggled to explore how and why James Blunt subverted the linguistic expectations of both his class and the form of the text.

Candidates who were placed in the lower levels were able to discuss identity in a general sense and made some comparisons. The discussion of language features tended to revolve around lexical choices. They were often simplistic, showing broad knowledge. Concepts and issues were often bolted on using phrases such as 'this shows convergence', with little explanation as to how.

This is an extract from a script which was awarded in level 4.

> The tenor in text A, between Tom and his audience is
> perhaps one g mutual understanding, although strangers,
> they might have been through or are going through the
> experience and struggles

experience and struggles

same as Tom. Tom presents himself as being supportive down-to-earth which is evident through the phonology of the text. His accent is present, due to his ~~dialect~~ from Rotheram dialect, ~~Bob~~ but there is no attempt at altering his speech. The presence g glottal stops in 'writing /raɪʔɪn/' and the ommission g fricative /h/ in '/ɒpn/'. Suggests Tom has made no attempt to accomodate (Giles) his language. His presentation g himself as ~~pre~~ approachable and friendly is further emphasised by his supportive language and advice. The ~~third~~ second person pronoun ~~as~~ 'you', shows his support for his viewers as he directs advice at them. Tom's ~~never g~~ ~~synthesia~~

This is an extract from a higher level candidate who was awarded in level 5.

along looking for votes, telling working class voters that 'posh people like me don't deserve it" actually conveying the opposite. The phrase "you come along" is distinctly accusatory with the second person pronoun "you" emphasising the recievers 'ill-advised actions as opposed to creating the synthetic personalisation within Text A. "Posh" also conveys a tone of sarcasm and annoyance and Blunts divergence from standard English through the use of taboos lexis like "crap" is indicative of this as Blunt is attempting to remove himself from the perceived identity of elitism created by Chris Bryant himself within Text A. Tom's regional accent is much more prevalent, and pronunciation such as "comfortable /kʊmfətəbəl/" is similarly indicative of divergence from standard English. Meant

"to be pronounced //cɒmfɔ:ta:l/, this

Question 2

The performance in this question seemed less secure than question one.

Many candidates struggled to effectively explore and explain the features of language change between the two texts, often resorting to a descriptive identification of features with some general comments regarding the printing press and the use of technology.

Some candidates became immersed in the context of the texts and offered historical essays on the attitudes towards witchcraft without exploring ideas about language change whilst others simply spotted archaic features without linking to the context or the data.

Where candidates were successful, the concepts of language change were effectively explored, including ideas about power, change and social attitudes.

Most students were able to engage better with Text C than D. Strong candidates wrote perceptively about orthographical change in particular, and the strongest responses located their discussion within an understanding of the changing religious and social climates of the two texts, rather than just listing the differences between them. Students who dealt best with Text D were able to identify the mocking or playful tone of the Mail article, and to use analysis of journalistic discourse features to discuss this. The strongest candidates also considered how the pre-modification of the noun phrases used to describe the 'witches' demonstrated the changing roles of women compared to Text C.

Less successful candidates struggled to explain the reasons for change beyond 'it was pre-standardisation,' showing only a general understanding of the key issues of language change. While the majority of the candidates successfully identified the subtle sarcasm within Text D, very few candidates picked up on the nuances of Text C, failing to identify that this was actually a warning against accusing women of witchcraft without clear evidence.

Overall, most candidates appeared able to produce detailed and extended pieces about the texts in each question suggesting that most candidates split their time evenly across the two texts.

Some candidates produced long responses which only detailed the historical context of Text C, used limited terminology and failed to apply their knowledge to the data to demonstrate understanding.

religious community who saw witches as outcasts. The archaic second person personal pronoun, 'yee', is also used to by Gyfford to recite a situation en with the use of the interrogative '...do ye not suspect some naughty dealing?' to show how things communities discuss these situations 'dealings' together. The modern text also uses interrogatives however in this context it is used ironically as the 'Proof of the magical power of spells?' unfollowed which includes the abstract

noun 'spells' is contradicted by the everyday concrete noun phrase 'weight loss' reflecting societies views on witchcraft as unbelievable and far fetched. The Text D also uses pronoun subjed to the link to an audience for instance the use of the 3rd person pronoun 'they' detaches the audience and writer from the witches, instantly reflecting the humorous tone of the article as it shows the irony as they can used the non dynamic verb 'get' along side the mystical action of 'casting spells'. The stative verbs throughout 'imagine' and 'visualise' are used ironically throughout as the mystical situation the writer creates is deflated by everyday ironic concrete nouns like 'mobile phone' and "Ebay". the proper noun

This script was awarded in level 2 with mark of 8.

Text C, a text from 1887, falls into the period of early modern English. A period of Renaissance and standardisation and which follows the ideology of witchcraft, and palan. Although, in terms of lexis at the time, the Renaissance period has brought 30,000 new words, language it was still going through a process of standardisation. ~~to find a common ground for orthography.~~ In early modern English consonants ~~lexemes~~ were still very interchangeable '<U>' and '<V>' for example. ~~Text avdes~~ There is evidence of this in Text C, 'haue' and 'vpon'. In early modern English the '<V>' was used in the intial position where as the <U> was used in medial positions. However, this began to drop/ out of use in 1600, ~~unionis ouny~~ and their phonetic value became seperated. This change in English can be seen in text D. In 'civil', in early modern English, this 'v' would be interchanged with a <U>, but as a result of rule associated standardisation this is no longer a ~~part~~ of English language.

The introduction of caxton's printing press in 1476, led to changes in lexis, the biggest being the silent 'e' added to the end of ~~word~~ lexemes. ~~hsvia ram~~ The printing press would pay a ~~atithor~~ scripe based on the number of lines and as a result of this, scripes would add an extra 'e' to words which had no phonectically values 'Hee', 'shee' and 'meate' for example. Throughout standardisation, Mulcaster

and Johnson's Dictionary in 1755, this extra 'e' has become obselete. Another change brought about by the printing press was the country dialect. Caxton chose East Midland (London) as it was believed to hold prestige. Even today, we still use this form g Standard English of which the prescriptavists believe is a best language to express yourself cleanly.

Text D, shows how language has changed over time with the use g 'th' /θ/ in 'thing' for example. Throughout an standardisation the /θ/ consonant changed dramatically originally, in was known as a 'thorn /þ/' which was then changed to /y/ ('ye') due to phonological similiarties, before finally taking the form g 'th'.

Grammatically, the early modern english period g which Text C (1587) falls into saw an influx of the introduction g new puntuation. Commas as ',', full stops '.' and colons ':', all had the same purpose, to demonstrate a pause. Some puntuation, such as question marks '?' were new in english grammar at the time and are still being used to create interrogative in presedent day english, 'proof g the magical powers of spells?' in text D, for instance. Text D also shows how grammar has became more complicated in presedent as an influx of different puntuation methods arose. Shakespeare introduced hypenation, 'mare-shift' for examples and

commas grew in use and purpose. They are now used to seperate information and can replace 'and' to form asyndetic sentences and complex sentences, 'under the light g the full moon three months ago, whe her two young children were tucked up'. This dramatic change in language from text C to text D is inevitable. According to Bex, the change in society happens so quickly, that language has to follow especially that g genre. The inevitability g language change is also explained in a descriptivist view, they believe that language has to adapt to fit with new aims in society. Jean Aitcheson argued that the language now follows a new speech pattern, which is evident in text D's syntax compared to that g text C, starting sentences with comparatively, 'Although' rather than with pronouns 'He' for instance.

✻ Text D, also follows the ideology g witchcraft, but takes the form g an electronic article from 2015.

**Read Texts C and D on pages 6–7 of the source booklet
before answering Question 2 in the space provided.**

2   Texts C and D are accounts of witchcraft.

Analyse and compare the ways that **both** texts demonstrate how this type of
language has changed over time.

*You should refer to any relevant language frameworks and levels, as well as social,
cultural and other contextual factors.*

*P1 mode,
function*

(30)

<u>Plan</u>. - William Caxton printing press 1476
Johnson's dictionary - 1755 - Standardisation.
<u>Great vowel shift</u> - by 1450.
      Early modern English!
<u>Grammar</u>. - Same as last. _ Interchangable letters.
<u>Orthography</u>. - Extra 'E', double consonants &
vowels, idiosynchratic spelling, phonetic spelling,
vowel use, grapheme 'y', 'Est' & 'Eth' endings.
<u>Graphology</u> - Italics, Capitalisation, Long 'S', punctuation
      <u>Lexis</u>. - Archaic.
<u>P1</u> - Mode, function, audience. - planned - formal, Informal.

2) ~~Text C is written extract in the form of~~
~~of a~~ Text C takes the mode of an extract
in the form of written language, published in
1587. Whereas, text D is a newspaper article so is
also written language but produced in 2015. They
both take the topic of witchcraft but due to the
contrasting time periods they were written in there

are noticeable differences in terms of the context, the function and audience.

In terms of the context, Text C was published at a time when Witchcraft was a very serious thing issue in society, it was seen very negatively. It takes a function to inform The function is to inform warn the target audience which in this case are people wary of witchcraft of the occurrence of it happening in their society. This is shown through the grammatical sentence mood being declaratives; for example 'He is a bloody murtherer' and 'bring many such unto their death'. The author here is attempting to accuse an individual of other idon Committing witchcraft, raising awareness to the audience. Relating to Text D's Context, in the modern era, witchcraft in terms of a negative occurrence is seen to be no more, but instead the text seems to present it in a more positive light, but with a function of informing the target audience which in this case could be those seeking some good fortune about the potential financial benefits of witchcraft. This is also demonstrated through the factual declaratives, Such as '£60 on ebay' and 'sent Jonathan £1900'. The author is using factual lexis in order to outline the benefits,

enhancing the chance of the audience seeing it as believable. It could be suggested text D also contains a function to engage, portrayed through the interrogatives such as 'proof of the magical power of spells?' Here, the author is trying to bring the audience into their ~~her~~ their text to get them to have an opinion on it. ~~This is~~ Similarly, the second person pronouns in the form of 'you' convey ~~Aft~~ Althusser's Synthetic Personalisation theory. It will make the audience believe the text is aimed directly at them, so then they are more likely to act on it.

Due to the contrasting tones, the lexical fields in the text are different. ~~The~~ Text C contains one of religion, shown by lexis such as 'God', 'Sin' and 'devil'. This relates to how witchcraft was very much related to religion, ~~ia~~ at this time in society, religion was an important priority, not being unfaithful to god and the idea of living in sin. This reinforces the negative tone in the text. In text D's society, at a later date, religion doesn't have as much significance, this could help to explain why witchcraft is not ~~seen~~ seen as a problem in society. Text D has an evident ~~field~~ field of magic, displayed through lexis such as 'Spell', 'powers' and

'books'. This matches the overall tone in the text, using magic as a way of becoming Prosperous. However, in terms of grammar it could display hyperbole. The quote 'harness the power of the universe' is evidently exaggerated, but this is what could make up another function in text D, which is to entertain. By using figurative lexis, such as the metaphor 'roaring', the audience are more likely to be excited by the author's writing, maintaining that engagement.

Relating back to the context, the author is more likely to have placed more value on them than the author in text C due to their being a much wider a audience. Technn The advancement of technology has ensured texts can be printed on a large scale, this has been possible since Caxton's printing press in 1476. Newspapers are read by many people so planning the text is crucial in order to have a positive effect on the reader. The role of media has also ensured this. Text D does show high formality, shown through lexis such as 'incantations' and 'prosperity'. Relating back to the function, this is necessary in order to successfully inform and for the audience to take it seriously. Likewise, text C contains high formality It could be said that it would fit into Martin

Joos formal category, where by it is one way participation and formal vocabulary is used. Text C is also formal due to it being about a serious topic, lexis such as 'bewitched' and 'plagued' are used. It could be said that both texts show Fairclough's power symmetry theory, not in terms of physical power but in terms of knowledge. The author in text C is using all their own knowledge to warn of witchcraft, whereas text D, the author is using their knowledge of the prosperity with witchcraft can bring in order to convince individuals that they should try it.

However, due to their different timescales in which they were written there are several language differences. Text C contains archaic lexis such as 'arrayned'. Words such as this would have fell out of use as the language became more complex, whereas other words more accurate words would have replaced them. This relates to Halliday's theory that language changes due to the needs of it's reader and this is due to the new discoveries and technological advances. In terms of orthography, text C contains several double consonants, as well as double vowels such as 'hee', 'runne' and 'yee'. This is due to

their being a lack of established spelling, the process of standardisation didn't occur until Johnson's dictionary and grammar books were published in 1755, so the poor individuals spelt words phonetically. This is also evident for words such as 'tyme' and those words that have a silent 'e' on the end, for example 'stomacke'. These silences were left over from the great vowel shift and didn't get abolished until grammar books came out. This could also relate to Romaine's idea of internal features changing the language. Using the examples of dictionaries and grammar books and the role they have in standardising spelling. When comparing to text D, the orthography is accurate due to their being set spelling rules in place. Similarly, this could relate to language and occupation. The genre of a newspaper is expected to contain accurate orthography, maintaining professionalism and this is why it is evident here.

Analysing grammar, text C contains several archaic pronouns such as 'ye'. This relates to how this was used for those socially inferior or to show an intimate relationship. 'you' which

became widespread later on was only used for those with a higher status. Relating back to orthography, text C contains many interchangeable letters, these were letters that were used in piece of each other as there was no set spelling rules until standardisation. For example, 'vnto', here the 'v' has replaced a 'vowel' 'u', they were alternative forms of the same letter. Analysing morphology, text C demonstrates several 'eth' inflections on the end of verbs, showing pronoun agreement. These died out as the language became too complex. Comparing this to text D's morphology, text D contains many 'ing' suffixes to create past tense. These help to add description on words such as 'roaring'. Relating back to function, this is necessary in order to successfully entertain as it helps to maintain engagement.

The discourse of the two texts is intriguing. Text C is in one big paragraph. This relates to how their was little value placed on the audience at this time in society as audiences were less public, therefore the presentation of ideas wasn't as crucial. It followed external influences as Romaine would put it, in the sense the discourse

was built on latinate prestige forms, where long complex sentences were used. In contrast, with a large public audience in text D, efficiency to read is crucial therefore the text is seperated into seperate paragraphs to make it easier for the audience, as a result the function of keeping them engaged can be met. This relates to Tony Bex's theory. Genre conventions change over time due to the needs of its users.

Paper Summary

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

- Use terminology throughout your response.

- Ensure you refer to the sources in both questions and support your points with evidence from the texts.

- Comment on a range of features and address both texts equally. Do not limit your response to one set of data or to one discussion point.

- In question two, don't limit your answer to only discussing historical features and events making no reference to the data. Consider other contextual factors to produce a detailed effective comparison.

Grade Boundaries

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