Examiners' Report
June 2017

GCE English Language 9EN0 03

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-10. This was the first examination of the new specification in English Language. This consists of three components: Unit 1: Language Variation - 35% (examination); Unit 2: Child Language - 20% (examination); and Unit 3: Investigating Language – 25% (this examination). Investigating Language is assessed through a 1 hour 45 minute examination. The total number of marks available is 45. The reading and writing sections on this paper are linked by a theme.

There are two sections for this component and candidates answer **one** question from Section A and **one** question from Section B. The Section A question is worth 15 marks and the Section B question is worth 30 marks.

Section A – **one** question on unseen data. Candidates must answer the question on the subtopic they have researched (AO1, AO2, AO3 assessed).

Section B – **one** evaluative question. Candidates must answer the question on the subtopic they have researched and must make connections with data from their investigation. Candidates produce an extended response (AO1, AO2, AO3, AO4 assessed).

The Assessment Objectives for this paper are:

Section A:

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.

Section B:

AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2: Demonstrate critical understanding of concepts and issues relevant to language use

AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4: Explore connections across texts, informed by linguistic concepts and methods.

Candidates' investigation skills are developed in the context of one of the following five topic areas:

1. Global English

2. Language and Gender Identity

3. Language and Journalism

4. Language and Power

5. Regional Language Variation.

In the January before the examination, a subtopic is **pre-released** for each of the five topic areas. The **five pre-released** subtopics will provide a steer for Candidates' research and investigation and will include:

- an introduction to the subtopic
- suggested research resources.

The 'suggested resources' are guidance for Candidates and are not definitive. Candidates can decide which resources to use but they are expected to research and investigate the topic beyond the suggested resources. The five subtopics for investigation are different each year.

For this component, teaching should focus on developing candidates' research and investigation skills. Candidates will be able to research their chosen subtopic independently when it is released in the January before the examination. Candidates should carry out a focused investigation and ensure that they have researched the following aspects of their chosen subtopic, as appropriate:

- origins/development
- main features
- different varieties
- changing attitudes
- influence of social/historical/cultural factors.

Candidates will use their research, the observations made in their investigation and the data they gather to inform their response in the examination. Candidates **cannot** take any of their research or investigation data carried out as part of the pre-release into the examination.

Question 1

Only 2.4% of candidates completed this topic. Better responses were demonstrating fully clear, relevant application consistently. They were able to apply relevant methods of language analysis to the two data sources with clear examples. Responses were structured logically and expressed with few lapses in clarity and transitioning. Candidates demonstrated clear use of terminology at this level, with clear understanding and application of relevant concepts and issues to data. Candidates were making relevant links to contextual factors and language features. At the higher levels responses focused on relevant language frameworks such as phonology and grammar. Candidates also were able to comment on the lexical choices in the texts and were able to apply relevant terminology and use the IPA when discussing features of NZE.

Even candidates at the lowest levels were demonstrating at least some general understanding, achieving into the high end of Level 1. They were able to demonstrate some general language analysis of the two texts. Responses were structured clearly and terminology was used with some lapses. At this borderline grade there were at least some basic concepts and issues summarised, and some contextual factors (normally influences of Maori). Candidates at the lowest levels described features and had a clear understanding of some of the theories, issues and concepts that were relevant to the development of NZE. The focus was more on language features than context, concepts and issues.

Examiners found that the analysis of language from the texts was generally of very good quality and also detailed. Candidates were generally able to compare NZE with BSE and AUE. They used terminology with confidence and were able to discuss aspects of morphology, syntax, lexis and phonology with understanding. They were able to bring in wider contexts appropriately and in an integrated way. They generally dealt with issues and links with engagement and relevance.

Candidates:

- generally performed quite well in this question.

- were able to demonstrate their understanding on how New Zealand English was developed in the past.

- were able to identify the Maori background of the speaker in Text A1, and further analysed the use of lexis of the speaker.

- were able to identify the difference between the BSE and NZE in phonology.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒   **Question 2** ☒   **Question 3** ☒

Question 4 ☒   **Question 5** ☒

Text A1 shows the influence of Māori lexically on New Zealand English (NZE). ~~as a distinguishing variety~~ for example, he uses "Ngati" and "iwi" freely in his speech with no explanation, assuming knowledge of his audience. Māori is a distinguishing, unique feature of NZE, although it's not so frequently used unless you are of Māori descent and so ~~are aware~~ want to emphasise this by divergence.

Text A2 uses colloquialisms and idioms from NZE, because, as a blog this is more casual and also to give the readers, ~~who~~ presumably the majority of whom are from elsewhere in the world, a feel for NZE. For example, he ~~used~~ uses "kiwis" and "Sparky". The former assumes knowledge of his readership that they will be aware of "kiwi as a New Zealander. The ⟨colloquialism for⟩ second is used to make the reader feel as bewildered as he was when he initially arrived. The exact meaning of "Sparky" – an electrician – is explained by the context which is given in more detail in the next paragraph. This may not be representative of the whole of NZE because obviously this latter appears to only be in use amongst ~~tradesmen~~ electricians

and is not likely to be in common use.

In terms of phonology, Text A1's speaker excelently demonstrates NZE's tell-tale feature – the raised /e/ pronounced as /ɪ/. For example he uses it in 'descent' /dɪsɪnt/ and 'excellent' /ɪksɪlənt/. This is very representative of NZE because, as far as I am aware, every Kiwi uses this phonological feature as it is a distinct part of their accent.

Text A2 represents this feature ~~off~~ orthographically, for example "sivin" (seven), "Winsday" (wednesday), "hill" (hell) and "chicken" (check-in). Whilst it is very tongue-in-cheek and very cleverly and sarcastically ~~off~~ included for humour to engage the reader, it is representative of NZE accent.

Text A1's speaker lexically has to be reminded of ~~idioms~~ lexis unique to NZE, ~~for example~~ because the Interviewer has to prompt him and correct him to get the response he wants, for example:

I: What do you call these

A: glasses

I: no (.) sunnies (.) right

This could suggest a few things – either the interviewer has not been given representative information, or the New Zealander does not use "sunnies" and instead uses "glasses". This indicates that there is variety in NZE, which there is little [evidence] of. * It may also suggest

that non-New Zealanders have a very narrow stereotype that is not truly representative of New Zealand English.

Both of the texts' grammar is standard, as would be expected, seeing as New Zealand was officially colonised by the British after standardisation ~~took place~~ had begun in Britain. Text A2 is written by a non-New Zealander, ~~and~~ probably British, and since it's published online, would be expected to have standard grammar because it will have been edited before posting.

Text A1 does use a non-standard sentence where he omits a preposition in "my father was from down (.) Whanganui" but this has been seen in lots of informal speech ~~as~~ such as this even in British English as the process of informalisation occurs and people are more relaxed about grammar usage.

Overall, Text A1 is more representative because the speaker is a native kiwi and he demonstrates the features of NZE more clearly. A2 is written by a non-New Zealander so whilst he picks out the distinguishing features of NZE, the writing is not truly representative, especially because he is very tongue-in-cheek about the accent and does not give a true, serious feel of the beautiful variety of English.

* Another reason is that the interview situation is very formal so he may may a conscious effort to diverge his language to that the interviewer, who may not be from New Zealand, can understand him.

This candidate demonstrates mostly **discriminating controlled application (mid-level 4).** The response immediately moves into analysis of the use of Maori influences on NZE lexis and the assumed knowledge of the audience and analysis of colloquialism and idioms. Here there is controlled application of methods of language analysis (Level 4), and this is supported with use of clear examples (Level 3). The impact of language on the listener is explored by examining relevant links to contextual factors and language features such as divergence from Maori and blog mode, although the inference about meaning in the data is more Level 3 than 4.

Phonology and orthography are analysed in a relevant (Level 3) and controlled (Level 4) way, with clear examples (Level 3). There is particular focus in the response on specific phonological features, and the International Phonetic Alphabet (IPA) is used when describing the accent features. The analysis of lexis shows controlled application (Level 4) with some discriminating examples used. The analysis of grammar is controlled with a range of concepts and issues covered, including contextual factors such as interview structure.

The candidate controls the structure of the response with effective transitions, carefully chosen language and use of terminology (Level 4). There is relevant and clear selection and application of a range of concepts and issues to the data (Level 3). There is also evidence of the candidate making inferences about the construction of meaning in the data (Level 4), although the analysis of contextual factors is slightly more evident than language features (low Level 4).

The response is securely into Level 4, although has Level 3 quality evidence which puts it in the middle. More discriminating examples would push it higher.

Question 2

This was the most popular topic. Candidates at higher levels were demonstrating some discriminating, controlled application. They were able to apply relevant and controlled methods of language analysis in their research with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at the higher levels, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates here had taken relevant data and considered it in a discriminating way, considering lexis, pragmatics and discourse successfully. Candidates were making relevant links to contextual factors, including more than simple historical developments and legal changes, and language features. Generally the candidates were able to identify the semantic field of children and toys/games, and the male-focused and the female-focused lexical items.

Some, but not all, candidates discussed grammar and sentence construction but generally not in any depth or detail. Lengths and structures of sentences were not really explored, although there was some awareness of the use of declaratives and interrogatives and the intention to attract the attention of the reader. There was also some reference now and then, to font style and size within this. Rhetoric, conjunctions, patterning and subordinated structures were not fully explored. Quite a few candidates did recognise the use of listing and its effect. Writer as expert was not tackled but occasionally, the idea of the writer presenting opinion as fact, was recognised. The idea of shared understanding between writer and audience was often implied, but not discussed explicitly in terms of pragmatics. The journey within the piece from inclusion to distancing was not discussed. Signposting of topic areas was sometimes, but not often discussed and the overall organisation of the article was not dealt with at all. Literary techniques were sometimes picked up on. Repetition was not commented on.

Candidates at the lowest levels were demonstrating at least some general understanding. They were able to demonstrate some general language analysis in terms of the text, usually lexis. Responses were structured clearly and terminology was used with some lapses. At the lowest levels there tended to be more focus on basic concepts and issues, and contextual factors than on data analysis. The organisation of the ideas was not systematic enough, and they either failed to provide the language terminology to support their analysis or the examples/quotes to support the language terminology. Therefore, the analysis was not in-depth and did not demonstrate a clear application of the relevant concepts and issues to the data.

Candidates at the lowest levels merely described elements of the text and did not focus enough on applying methods of language analysis to the data.

Successful candidates:

- were able to cover a wide range of language features, including lexis, grammar, syntax, discourse and pragmatics,

- had clear paragraphs for each areas

- followed the patterns of ➔ 'language terminology ➔ examples/quotes ➔ linkage with the contextual factors' to express the ideas clearly.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:　**Question 1** ☒　　**Question 2** ☒　　**Question 3** ☒

　　　　　　　　　　　　Question 4 ☒　　**Question 5** ☒

We can see how text B represents the modern day view of how gender identity is portrayed through advertising that largely through lexis and pragmatics which the article conveys.

The articles purpose is to foreground the differences in advertising for gender-inclusive toys and portray to the reader how drastic it is. This may persuade the reader to also change their own views and actions towards how they are involved in the stereotype.

We can see a clear divide in the lexis used, where boys adverts convey active verbs "blast... control... build" shown as 'exciting and adventorous.' In my own investigation this theme was also predominant dating back to 1965 'GI Joe' adverts which conveyed a male solider ready for battle. However we can see this is near a post-war era and thus could reflect the semantic field of war and conflict."

Although we can see that 'boy' adverts are still using these active, dangerous vocabularies to market their toys,

despite the new age of gender equality, "since the seventies" seen as rising
The text also represents the lexis of 'girls'
adverts too with a hey feminine stance with a
semantic field of 'cloths' 'beauty and glamour seen by
"dolls... grooming... appearance". This is degrading
for girls as we can see they aren't 'pushed' to
do 'higher status activities, thus not justifiably
representing the activities for girls. This is reinforced
by Sharon Lamb that claims businesses
should do more to know girls interests on
activities rather than making them 'pink' reflecting
the feminine stereotype.
The idea that girls can't 'rescue' or 'have
adventures' perhaps reflects Robin Lahoff's
view that women are 'deficit and hence
subordinate to men. This reflects the language
we used for them and so reflects the
feminine, soft lexis 'sparkle... beautiful'.

~~The article however portrays how gender identity
is becoming more gender neutral~~
The article also portrays that despite
efforts to be gender neutral, it still comes
from an androcentric stance. ✳
Although we can see how efforts are made to change
this in a modern day era of the campaigns

and website "Mumsnet" and analyses of 'TV'
portrays the influence of technology. ~~furthering~~
further shown published in national newspaper
"The Telegraph". Thus we can see the effect
minority influences are having on major advertisers
in order to bring about social change.

The article also portrays the career and job
aspects as we can see adverts reflect active, higher
order jobs for boys ~~and~~, "Mastery" and
themes of domesticity and care for girls. This
reflects the kind of jobs they aim for. However,
within the context of jobs during the seventies
and sixties, women were historically housewives,
thus reflecting the work of their 'mothers or
grandmothers'. This reflected the sorts of toys
children would play with, explaining why ~~they~~
~~th~~ girls enjoyed 'ovens' and 'dolls'.
However since we can see the world has
shifted to a more equal view, the article still
shows that because of the androcentric viewpoint
of advertisers "male voiceovers" etc, the article
shows how girls ~~can~~ can play with boy-inclusive
toys ~~and~~ but boys can't do the opposite.
This idea is supported by Wittenberg-cox who claims
boys are desperate to conform with others to avoid

being bullied. This reflects the general viewpoint of society and hence this is just reinforced by advertises rather than advertises themselves.

We can see that the article is arguing and disagreeing with the view of stereotypes in children advertises but also foreground the attempt of social change as a result of campaigns.
We can see the article is using other sources to show the gender identity of society which shows it as being stereotyped, although we can see that the text is attempting at lessening the impact. This is shown by the real life application that there is a reduction in 'boys' and 'girls' signs in shops. This shows their closing is an effort to close the gap between the sexist view on girls and boys.
Overall we can see the article mainly shows the representation of gender identity through the disagreement with it, where the overall message is to diminish the view of gender-inclusive toys adverts.

※ This reflects the 'dominance' theory by Zimmerman and West that males are dominant with more interpution, suggesting a male voiceover as they are in control.

This candidate demonstrates **clear relevant application (Level 3).**

In these answers examiners should be aware of the different ways that candidates may have structured their responses, given that the data is in article form they may have commented on some article features.

This answer starts by applying relevant methods of language analysis to the data with clear examples, such as lexis. These comments are linked to concepts, for example 'andocentric stance', 'dominance' and 'deficit model', with clear reference to social context (Level 3). Semantic field of careers linked to gender is commented on clearly, and linked to contextual factors (Level 3). More discriminating and controlled focus on language would have pushed the response into Level 4.

In the response the student meets all of the bullets of Level 3. They apply relevant methods of language analysis to data with clear examples. The ideas are structured logically and expressed with few lapses in clarity and transitioning, and there is clear use of terminology. The student shows clear understanding and application of relevant concepts and issues to data. The response also explains construction of meaning in data by making relevant links to contextual factors and language features. The response meets all of the bullets of Level 3, but the slight loss of control in places just keeps it there.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒   **Question 2** ☒   **Question 3** ☒

Question 4 ☒   **Question 5** ☒

Gender identity relates to the idea that men and women have specific characteristics and roles that relates to their gender. These are often stereotypes that have been inserted into our brains from an early age. When looking at Text B, it is clear that children's advertising is guilty for this and often enforces genders to occupations and hobbies and creates stereotypes that certain roles are for certain genders. They like to easily categorise their audience, and they do this through gender identity.

clear contrasts can be seen through-out boys and girls advertisements; the most noteable difference being the language used and the themes it relates to. for example,

semantic fields relating to control and power can be ~~seee~~ seen when ~~relating t~~ text B mentions that ads featuring boys ~~had~~ Ø were predominantly for vechicles, action figures construction sets and weapons. Which is a strong contrast to girls advertisements which normally have the semantic fields of appearance, nuturing and performance due to most of the adverts being about domestic jobs, dolls and grooming.

Talbot looks at subject positioning, which is important when it comes to children's advertising. This due to the fact that although girls are often encouraged to participate in male activites, boys are not as encouraged to participate in female activites; which ~~their~~ therefore positions the boys as being higher and more in control. It also relates to the

idea that females are positioned as preferring fantasy, appearance and nuturing relationships while males are positioned as being active, engaged in conflict and keen on themes of mastery.

Gender identity in text B is represented and shown as being strong contrasts to eachother, and that stereotypes have shaped how gender is percieved ~~precieved~~ and constructed in today's society. Gender's are becoming more constrasting due to stereotypes being embedded at such an early age.

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Examiner Comments

This answer is **descriptive, with some general understanding (Level 1/2).**

The first page of the answer has something of a summary of basic concepts and issues (Level 1/2) – specific characteristics and roles and contrasts. These are covered in a descriptive way, with little understanding of applying understanding to the data (Level 1). The second page has some unassimilated language analysis: semantic fields relating to control and power and appearance and nurturing. This
shows general understanding (Level 1). The comment on subject positioning is not convincing, but does try to describe the construction of meaning in the data. This is, however, a repeat of the earlier point.

There is some evidence of organisation and the response expresses ideas with some clarity, though has lapses in use of terminology (Level 2). There is some knowledge and summary of basic concepts and issues (Level 1/2) and an attempt, not always convincing, to apply some of this understanding when discussing data (albeit brief).

The response meets all of the bullets of Level 1, and since it touches lightly on a couple in Level 2, just tips into that level. There is description of meaning in the data and limited examples of contextual factors or language features to support this.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒   **Question 2** ☒   **Question 3** ☒

Question 4 ☒   **Question 5** ☒

When it comes to the representation of aspects of gender identity in children's advertising, text B can be analysed for how it in many ways illustrates these common aspects. Its clear references made to ~~con~~ typical interests of boys and girls assumed by advertisers exhibit such expected aspects, and alludes to how they are further represented through careful consideration of lexical fields, the discourse of adverts and more. Yet in doing so, text B simultaneously explores how these frequently portrayed aspects of ~~identit~~ gender identity have a heavy reliance on gender stereotypes, limiting the overall analysis of a wider range of aspects of gender that can be represented in advertising which contrastingly may not rely so strongly on stereotypes.

One continually referenced aspect of stereotypical gender identity text B explores is the pragmatic assumption ~~of an advert~~ made by an advert of its audience's interests. The text notes how male-targetted ads ~~focuses~~ mostly on appealing by featuring lexical fields on 'vehicles, action figures, construction sets and weapons', which reinforce the stereotypical notion that ~~males~~ male values and interests predominantly consider a more active involvement — something adverts consider by utilising a hyponymy of lexical terms that correspond to these interests. Text B further notes this

clear stereotypical division of gendered interests by noting how common lexical fields/hyponymys intended to appeal to girls in children's advertising focus opposingly on 'dolls and grooming'. These aspects of gender identity continue to normalise the concept that female interests primarily consider more passive interests like appearance, and text B's citation of this concept is an accurate representation of how gender identity aspects of children's advertising are often stereotypical.

Furthermore, these continued pragmatic assumptions made by the abovementioned lexical fields are reiterated in the accompanying semantics, as text B also notes. The text references how semantics and connotations of the aforesaid stereotypical hyponymys include '(control, power, build, explore)' in boys' adverts, and '(love, friends)' for girls' adverts. Subsequently, these this subtle reinforcement of assumed interests through the semantics of language used in advertising further illustrates how the aspects of gender identity that children's advertising chooses to explore and utilise in attempts to appeal to their target audiences once again are excessively stereotypical. While accurate of text B to note, it nonetheless limits the overall consideration of less stereotypical gender identity aspects.

Moreover, such use of semantics comes in accordance with the grammatical function of language in children's advertising, which too subtly enforce stereotypical roles of each gender by instructing

its audience to then occupy said roles. As text B states, children's advertising even today still presents 'more stereotypical views about the work that is suitable for men and women'. This usually results in imperatives being used in advertising to command young girls to take on stereotypical roles of a mother, housewife, or even just a beauty object; while other imperatives encourage young boys to actively occupy heroic roles like leaders, spies, superheroes and more. In doing so, text B once more represents consistent aspects of gender in children's advertising — that being stereotypical roles enforced upon each gender — and can be argued for continued accuracy as a result.

These pragmatic assumptions are again alluded to in text B in regards to the discourse of advertising, which can be argued to take stereotypical values and use them to again sculpt more stereotypical roles for their child audiences in how they address them. Based off the assumed notion that 'Girls are beautiful, magical friends' while 'Boys ooze power and control', text B's references to such exhibit and allude to how children's advertising then use linguistic features such as direct address, and inclusive and/or second person pronouns, in order to position the subject audience in these roles again. This boils down the complexity of gender identities into marketable stereotypes — a point text B continues to raise.

Overall, text B does accurately demonstrate aspects of gender

identity seen in children's advertising to a great extent. Its consistent referencing of stereotypes may seem limited, but is nonetheless accurate in how it is a concept frequently relied upon – even if such reliance is occasionally challenged in a way text B fails to fairly explore.

Question 3

Only 2.4% of candidates completed this topic. Better responses were demonstrating fully clear, relevant application consistently.

Some candidates were able to apply relevant methods of language analysis to the data with clear examples. Responses were structured logically and expressed with few lapses in clarity and transitioning. Candidates demonstrated clear use of terminology at this level, with clear understanding and application of relevant concepts and issues to data. Candidates were making relevant links to language features and some contextual factors such as the growth of different types of sports journalism and the impact of technology on style. There was some controlled analysis of pragmatics in this question, although most of the candidates only covered the graphology and lexis of the text.

Most candidates were aware of the conventions of sports journalism and there was some awareness of how the reporting style might vary according to paper, content and audience. They generally analysed quite well with focus on the question and the ability to bring in wider contexts and to discuss a range of stories and issues. Candidates were generally informed and engaged.

Candidates at the lower levels were demonstrating at least some general understanding. These responses generally lacked language analysis, but responses were structured clearly and terminology was occasionally used at a basic level of lexis and semantics. Even at the lower levels there were at least some basic concepts and issues summarised, and some contextual factors (normally technological changes). Candidates at the lowest level described features of sports journalism as a whole (normally semantic field and lexis) rather than focussing on the data provided. The focus was more on context and issues than on analysis or description of language features.

Successful candidates:

- were able to identify the use of font and sub-heading in the text.

- were able to identify the lexical field of football with correct examples to support the ideas

- offered good evidence in terms of lexis, syntax, discourse and pragmatics

- wrote reasonably well about selections of words, address, tone, and inclusion, exclusion and shared values.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:　Question 1 ☒　Question 2 ☒　Question 3 ☒

Question 4 ☒　Question 5 ☒

Sport Journalism

text C represent language used in S journalism.

The mode of text C is online and can be edited, the neologism "fanzine" ~~meant~~ implies 'fan' and 'magazine' so it is a magazine written by fans. The field is football and the function is to inform, the audience will also be fans who enjoy football.

Pragmatics are used in the text "Premier league" and "Baggies" which are understood by the audience but confuse non football fans. The writer includes pragmatics assuming the fans will ~~finished~~ know ~~too~~ what he is writing about.

Pronouns are ~~constantly~~ constantly throughout the text "Charnley" "Carr" and other names like "Mbwza" the writer uses the last names to inform the reader of who is doing what, the use of the ~~la~~ surnames are also a feature that bigger newspapers use, so it makes the "fanzine" look more proffesional.

The semantic field of being a team is clear in the article "club" and "players" being used which sounds friendly and maybe ~~is~~ what most fans use when talking about football. The where

idea of being part of a team is also positive for the reader to see.

The semantic field of money comes into the article, with the writer using stat numbers in his writing "£25m" and "£12m". The writer also talks about money being "wasted" showing negative connotations with money in the article.

High register lexis is used throughout "prudently", "acquisitions" and "cumulative" this high register language is interesting as it shows the 'panline' to be quite educated and professional. It implies that the readers will understand the high register words also, showing that the audience maybe is well educated.

Lexis that is seen as masculine "attack" and "flashes" could be to appeal to more male audience, but the war like lexis is a stereotypical and to males there could be a female audience too also.

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Examiner Comments

This candidate demonstrates **general understanding (Level 2).**

This response begins with a general comment on mode and then moves into reference to 'neologism', although this is not so relevant to the data in the text. The comment on pragmatics shows general understanding and examples. Pronouns are not identified correctly, demonstrating that feature of Level 2, 'lapses in use of terminology', although the use of surnames for professionalism shows some understanding (Level 2) and thinking about construction of meaning (Level 2). The comment on semantic field of being a team is simplistic and underdeveloped (Level 1/2), with some attempt to summarise basic issues (Level 2).

Reference to semantic field of money is again simplistic, but has some general understanding (Level 2) of construction of meaning (Level 2) in the reference to 'negative connotations'. 'High register lexis' shows general understanding (Level 2), with clear examples (Level 3) and some sense of context of the background of the readers. 'Masculine' lexis is not developed, but again shows general understanding (Level 2).

In summary, the response meets all of the bullets of Level 2. The candidate's simplistic language analysis shows general understanding and they organise and express ideas with some clarity, with lapses in use of terminology. The response summarises basic concepts and issues and applies some of this understanding when (briefly) discussing data. There is description of construction of meaning in the data and some examples of contextual factors or language features to support this. There are some brief elements of Level 3 but these are too 'light-touch' to move into that level.

Question 4

Only 1.8% of entries were on this topic. Candidates at the higher levels were demonstrating some discriminating, controlled application. These candidates were able to apply relevant and controlled methods of language analysis to the data with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at this level, with clear understanding and application of relevant concepts and issues to data, commenting on lexis, semantics, pragmatics, grammar and discourse. Candidates were making relevant links to contextual factors such as business in the media and politics and language features that bring the corporate into a broader sphere of reference.

Candidates at the lower levels were demonstrating at least some general understanding. These responses generally lacked detailed language analysis, but responses were structured clearly and terminology was occasionally used at a basic level of lexis and semantics. At this level there were at least some basic concepts and issues summarised, but fewer contextual factors than in other questions.

Candidates at the lowest level described features rather than focussing on the data provided – normally lexis and acronyms. The focus was more on concepts than on analysis or description of language features or comment on context.

The most successful answers:

- considered the power implications of corporate and business language

- were able to use the data to demonstrate inclusivity and exclusivity

- considered more than just personal pronouns and other lexical items – looking at declaratives and clichés

- considered discourse and pragmatics

- considered language choices and the organisation of language within a speech, and the use of presupposition with an assumed shared interest.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒   Question 2 ☒   Question 3 ☒

    Question 4 ☒   Question 5 ☒

The mode of text D is spoken, however not spontaneous. Through discourse analysis of discourse it is clear this speech is pre-planned and likely to have been rehearsed. The tenor is formal which can be seen through the choice of lexemes, such as a lack of pronouns. The field is world trade as the speaker is the 'Director general of the World Trade organisation' and function is to inform and to suggested why the 'TFA' again is a 'ground-breaking' agreement, therefore persuading

The lexis used in text D is typical to business and in this context for example there is a lack of personal pronouns in the text, with only around four times in total. However the first person plural 'we' has been used twice, this pronoun suggests inclusiveness. I found the pronoun 'we' to be used frequently in my primary research of minutes from a wimbledon Bookfeast meeting. This creates synthetic personalisation (fairclough) within business and is often used by a person of instrumental power, such as the chairman Toby in my data from wimbledon Bookfeast meetings and the 'Director General'who is likely

to be high up in the company. They may use this pronoun in order to make the people around them feel united and that they work in a group. It may also be done to suggest although this person holds instrumental power within the context, they respect everyone around them creating a more personal atmosphere. However, these pronouns are rarely used in text D which may be because the function of the text is to inform. This lack of personal proper pronouns is present in primary to secondary data isollated from the financial times. This may be because the financial times and the speaker in text D share similar functions which is to inform and non engaging into the audience is less important.

Furthermore, in text D there is use of Jargon ('WTO agreement' and 'TFA'). This suggests there is an element of assumed knowledge in which the speaker thinks the audience will understand. In my primary data of wimbledon Book fest the chairman in the meeting used 80% of the data. Jargon may be used to gain power within corporate and business world. Melissa Rahl writing for New York magazine suggested 'speaking vaguely' will make a person gain power as the audience

one has no choice but to trust them as they are not properly expressing themselves. The 'Director General' may be using this technique to promote the 'TFA' as he doesn't explain what the agreement is and only looks at the 'impact of the agreement' describing it as 'ground-breaking'. Moreover, he uses pleonasm ('well' and 'for all'). This technique is used by Donald Trump in his speeches. the sugg That Trump was a business man before becoming the president, this one could suggests he used the linguist techniques used in business, in politics to gain votes and go on to win the election. From this you t one could suggest the director is using linguistic techniques to persuade the audience that the 'TFA' is 'innovative' and 'important'. For Moreover, this suggests more complex language is used in business to gain power, or more specifically, influential power through persuasion.

The discourse of the text suggests it has been pre-planned as at the points the director makes flows from in a way that it is unlikely to in spontaneous spoken speech. He uses more complex ton lexemes ('multilateral', 'positive and 'facilitation') however the syntax used is simple with sentence types varying such as the simple sentence 'on the TFA has a unique architecture' to more complex ones such as that seen at the top of page M II.

The The Director uses small simple sentences to sentence length in order to topic change ('And the FTA has a unique architecture') as well as to conclude explanations or argument ('of course, that is precisely the aim of this report') This factor suggest suggests speeches in business are thought out and pre-planned in order to create clear messages whilst also persuading.

Question 5

This topic was only completed by 2.3% of candidates. Candidates at the higher levels were demonstrating mostly clear, relevant application and were able to apply relevant methods of language analysis to the source with clear examples. Responses were structured logically and expressed with few lapses in clarity and transitioning. Candidates demonstrated mostly clear use of terminology at this level, with clear understanding and application of relevant concepts and issues to data. Candidates were making some relevant links to contextual factors and language features. Candidates at the higher levels were able to use the IPA when discussing phonology, and apply relevant terminology when discussing features of MLE such as grammar and lexis.

Candidates at the lower levels were demonstrating at least some general understanding and were able to demonstrate some general language analysis. Responses were structured clearly and terminology was used with some lapses. At the lower levels there were at least some basic concepts and issues summarised, and some contextual factors (normally cultural influences). Candidates at the lower levels described features and had a clear understanding of some of the theories, issues and concepts that were relevant to the development of MLE. The focus was more on language features than context, concepts and issues in less successful responses.

This question discriminated well as candidates who were able to comment on phonology and grammar were differentiated from those who focussed more on lexis.

Responses to this question:

- were able to analyse the phonology and morphology used in the text

- showed good understanding of the features of the language and also the wider contexts leading to the development of it

- showed some good language analysis, with some close reference made to aspects of phonology, morphology and syntax, lexis and discourse

- offered and discussed good examples

- discussed issues and links well

- demonstrated confidence.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒   **Question 2** ☒   **Question 3** ☒

                        Question 4 ☒   **Question 5** ☒

"To what extent does Text E represent aspects of spoken MLE?"

Text E, a spoken interview with English rapper Dizzee Rascal, uses certain spoken features of Multicultural London English (MLE) throughout this spontaneous conversational transcript. He uses the common MLE features in the field of phonetics, lexis, grammar and semantics.

In terms of phonetics, Dizzee uses at can various MLE phonetic features including "DH-Stopping" when he says the declarative "... this is Dizzee Rascal". The Standard /θ/ phoneme in the lexeme "this" is replaced with the plosive /d/ which with which is a common non-standard feature among MLE speakers. Another phonetic MLE feature that Dizzee uses is 'TH-Fronting' when he says "... his perspective on anything'. The Standard /θ/ phoneme (similarly to the previous example) is replaced with the non-Standard /f/ fricative. Both these features (DH-Stopping and TH-Fronting) are innovative

phonetic features which used esoterically among speakers of the MLE dialect. According to Paul Kerswill (2008), it is most popular among Non-Anglo speakers, such as Dizzee himself so in terms of phonology, text E is in fact representative of spoken features of MLE.

Lexically, Dizzee uses a common colloquial expression used among MLE speakers. He uses the non-standard lexeme "innit" which is an ellision of "isn't it". This is a very popular lexical slang term used by speaker of MLE and Dizzee is the dialect clearly with the use of this lexeme.

Semantically, Dizzee touches on the field of "rap" or to, more commonly known as "grime" in London by using lexical choices such as "rapping", "DJ" and "turntables". Grime is heavily associated with the MLE dialect as it was popularised by rappers who spoke with MLE, much like Dizzee himself. Dizzee Rascal may one of the first few grime rappers who popularised the MLE dialect as his songs (which contained MLE variations) were represented in the media. Specifically, his hit songs like "Bonkers" was featured in the UK music circuits during the 2000's which gave MLE positive

representation. Throughout Dizzee's interview, he et has definitely represented the MLE dialect in terms of semantic and lexical field.

In terms of grammar, another non-standard feature of MLE is the way in which the past tense determiner "was" can be used instead of the standard "were". This is evident in Dizzee's decclarative "we was all there". Grammatically, Dizzee does represent a common feature of MLE, although it is non-standard.

It is very important to note that the date of this interview occurred in 1984. Throughout recent years, there has been more features of MLE that has emerged, especially during the 2000's. According to Kerswill's research (2008), new innovations of MLE have emerged which are not evident in Dizzee's interview. For example, reversed H-dropping is now a common phonetic feature among the MLE dialect however this is not evident in the interview. Dizzee drops the /h/ phoneme in lexemes such as "~~can either~~" "him" (pronounced /Im/) and "hear" (pronounced /Iə/). From this interview, there is evidence of the differences of MLE features from the ~~&~~ 1980's to modern day MLE ~~there~~ Since,

According to Kerswill, MLE speakers nowadays do not drop the /h/ phoneme unlike Dizzee in this interview.

Overall, Dizee Rascal does in fact represent MLE features through his use of ~~text~~ phonetics, lexis, grammar and semantics. On the other hand, it is important to take into consideration the date of this interview because certain features ~~are~~ do not represent modern day MLE variations, such as the innovation of H-dropping. To conclude, Dizee represents ~~certai~~ most aspects of MLE when it was ~~use~~ used in 1984. ~~These~~ these features are still evident today (TH-Fronting and DH-Stopping).

ResultsPlus
Examiner Comments

This candidate demonstrates mostly **discriminating controlled application (mid-level 4).**

The response gives a controlled introduction linking language use to context in the reference to 'spontaneous conversational transcript'. Phonology is analysed in a relevant (Level 3) and controlled (Level 4) way, with clear examples (Level 3). There is particular focus in the response on specific phonological features, and the International Phonetic Alphabet (IPA) is used when describing the accent features, albeit not always correctly. The analysis features discriminating selection and application of concepts such as 'innovative phonetic features' and 'Non-Anglo speakers'.

The analysis of lexis 'innit' shows clear understanding (Level 3) but could be developed further. This is also true of the analysis of grammar in the 'past tense determiner' (confusing terminology) and 'reversed H-dropping'. The analysis of semantics is controlled with a range of concepts and issues covered, including contextual factors like 'Grime' music, media representations, and reception of MLE.

There is some confusion of the rapper's year of birth and the year of the interview, although the candidate attempts to connect language change to the data and construction of meaning in the data.

The candidate controls the structure of this response with effective transitions, carefully chosen language (Level 4) and few lapses in use of terminology (Level 3). There is discriminating selection and application of a range of concepts and issues to the data (Level 4). The candidate makes inferences about the construction of meaning in the data (Level 4), although the analysis of some language features is more relevant than controlled (Level 3).

The response is securely into Level 4, although has Level 3 quality analysis of language in some parts. More consistent analysis of language features in some places would push it higher.

Question 6

Candidates at the higher levels were demonstrating some discriminating, controlled application. They were able to apply relevant and controlled methods of language analysis in their research with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at the higher levels, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates were making relevant links to contextual factors and language features. Candidates at the higher levels were able to produce a balanced discussion looking at language features and integrated theories, issues and concepts throughout their response. They managed to give some detail of contextual background while focussing on weaving it into language development and commenting on the relevance to the questions.

Less successful candidates were demonstrating a descriptive approach, with limited language analysis and knowledge of concepts and issues. These candidates tended to describe the history at length with or without reference to direct linguistic effects on NZE. At the lowest levels candidates tended to have studied NZE but without any great focus on researching and analysing it, and as a result made limited links between concepts and construction of meaning in any data other than the source data in Section A.

Although there was some strong commentary regarding language analysis, there was not a full sense of a case study of personal research with specific texts discussed. However, candidates had clearly researched a variety of data and had plenty to talk about without necessarily commenting on specific texts. They were able to discuss the statement within the question in a clear way, considering both sides of the situation and focusing well. They were also bringing in relevant contexts to discuss in supporting their answers. There were good connections and links within the issues that were raised and discussed. Language analysis made good reference to relevant features of phonology, morphology, lexis and semantics, grammar and syntax, discourse and pragmatics.

Successful responses:

- considered data they had gathered and researched rather than just the history and development of New Zealand as a country

- considered historical, social and cultural contexts

- used wider reading and theorists successfully.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 6** ☒   **Question 7** ☒   **Question 8** ☒
                         Question 9 ☒   **Question 10** ☒

"New Zealand English does not exist as a dialect variety. It is merely a dialect with features of a dialect".

New Zealand English was first distinguished by the influence from European voyage to the land of NZ. Abel Tasman was a duetch man who first brought over European influence in 1684. From there, James Cook came in 1769 and claimed New Zealand under the Queen's soverign reign. That influence is what led to English being the predominant dialect in New Zealand, as with NZ under the Queen and Great Britain, migrants from Scotland came over in 1870 and the Irish in 1860s. The policy in 1840 is what revolutionised New Zealand, due to the economic and industrial influence that they were now given.

Thomas McCarten demonstrated the idea that there were 8 variations of the English standard Language. One of these were New Zealand, as NZE is predominately the same dialect as BSE, however, 5% of NZE is individual (unique) to them. This is due to external influence, like the Polynesian Maori influence and the Australian influence. NZE is a young dialect, but whether or not it is just simply a dialect or a dialect variety needs to be considered and evaluated.

The idea that NZE is merely a dialect can be supported on the basis on how the dialect was formed and how it functions. The dialect is based on BSE but has evolved over time. There have been semantic changes with lexical terms changing their meaning i.e. when Cook came to NZ he changed the meaning of pre existing words with th his botanist and crew members. NZE cannot be a dialect variety as it isn't individualistic enough nore have enough basis to be considered as a variety dialect. However, this could be refuted as the Maori dialect came be considered as a dialect under NZE. NZE also is very similar in phonological pronunciation and lexis to AuE, therefore, it is no more than a dialect that is partially made up of BSE and AuE. This is supported by Bruner who ~~states that~~ completed a study with NZE psychology university undergraduate students and asked them to differentiate between the NZE dialect and the AuE dialect, to which he found that 81% could not differentiate between the two. This supports the idea that NZE is merely a dialect as it is too similar to AuE. In terms of lexical terms, terms such as "cooee", which is a greeting, is found in both AuE and NZE. As well as similarity to AuE, NZE is also similar and has direct connections with scottish and irish dialects. Due to their influence from migration in the 19th century, lexical terms have added to the NZE dialect.

NZE is merely a dialect as of the way it is formed. NZE speakers, in terms of phonemes, have conceptualised their own pronunciation of p vowels, in a phonemic sense. The "a" is pronounced as an "e", an "e" as an "i" and sometimes an "e" as an "i" (except in lexical terms like 'ice'). This means that unlike AuE, NZE can be verified through the use of their accents. Whether this was originally phonetically correct, NZE has evolved and changed over time for this to happen. As well as this, the dialect is made up of long vowels, short vowels and diphthongs which demonstrate an accurate pronunciation of lexis choices. High rising intonation can verify and is found in discourse markers and intonations. These are what make a language a language and able to be spoken by a majority. High rising intonation is the most significant feature of NZE as its what can distinguish a NZE from everyone else. It's the idea that all sentences in NZE sound as though it is a question due to the high intonation at the end of the sentence.

In regards to my own research, I interviewed a young adult, New Zealand native over the phone and transcribed her speech. To my amusement, there are significant features that I expected to hear and did, such as when I asked her about the famous "fish and chips" pronunciation, she replied in the way I expected her to pronounce it i.e "fiseth and cheeps". This is due to the pronunciation of NZE speakers and the way they pronunce their "e" and "i" vowel sounds.

Furthermore into my research, I looked into the idea of NZE as a dialect and what are the features that make it a dialect, as opposed to something else. I found that what makes NZE & seperate is due to the features such as high rising intonation, vowel and phonemic pronunciation and what makes it a dialect. With the effects of maori and other external influences on the dialect, I found that origins and historical factors on NZE play a much larger role in the development of NZE as a language and dialect. ~~This is through the formation and~~ What I found is that the grammar is not the most ~~or~~ important aspect of NZE, but the lexis and accent. The NZE dialect is majoritively the BSE dialect, however, it is 5% unique lexical terms that are from the maori influence and the Australian influence. Without settler influence in NZ, the NZE dialect we know ~~togethe~~ today would cease to be how it is today. ~~They~~ I also found that studies showed it is most likely women to contribute change in a language (i.e. lexical change) as opposed to men. Research into different ages that speak NZE dialect found that the younger generation revolutionise a language.

In conclusion, language frameworks and contextual factors can be used to discuss whether or not NZE is merely a dialect or whether it exists as a distinct variety too. The original statement can be agreed with to a certain extent, but there are certain factors and contributions that can allow it to be a dialect variety i.e. The maori dialect.

This candidate demonstrates **clear, relevant application (Level 3).**

The opening paragraph allows the candidate to outline some basic aspects of their research into the development of New Zealand English and begins to indicate that relevant methods of analysis will be applied to the data. In this type of investigation-based essay-style response, some form of introduction is essential and contributes to the logical structure of the response.

Evidence of this candidate's research is demonstrated in the second paragraph with reference to Thomas McCarten and creates a close argument around the question. Analysis of the external influences on New Zealand English and how it is 'formed' shows clear understanding (Level 3) and application of relevant concepts (Level 3). Semantic changes in New Zealand English is explained by linking construction of meaning to contextual factors and language features. The discussion of 'NZE' and 'AUE' clearly focusses on the statement in the question, but the candidate explains construction of meaning more generally than in connection to data. The discussion of phonology does not use IPA, but attempts to be relevant (Level 3) with some general comment (Level 2). There is some reference to own research from an interview (Level 3). The focus on NZE as a dialect is relevant and has clear understanding of high rising intonation, vowel and phonemic pronunciation, but there is a lack of evidence and support (Level 2).

Overall, the candidate applies relevant methods of language analysis to data with some clear examples (Level 3). Ideas are structured logically and expressed with few lapses in clarity and transitioning (Level 3). There is clear use of terminology, clear understanding and application of relevant concepts and issues (Level 3), although this could be applied more to data. There are relevant links to contextual factors and language features, but the relevant connections across data are lacking in places. To move to the top of the level there would need to be more support from theories.

Question 7

The better responses were demonstrating some discriminating, controlled application. These responses showed application of relevant and controlled methods of language analysis in research with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at this level, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates here had taken relevant data and considered it in a discriminating way, considering lexis, pragmatics and discourse successfully. Candidates were making relevant links to contextual factors, including more than simple historical developments and legal changes, and language features.

Candidates at lower levels were demonstrating a descriptive or general approach. There was limited language analysis and knowledge of concepts and issues was limited overall, or very generalised. At the lower levels candidates tended to describe ideas from Sociology or Psychology, usually without reference to direct linguistic effects. At lower levels it was common to see candidates take on various approaches. They mostly focused on specific data as part of their investigation and in some cases produced a logical response that focused on some basic level language frameworks such as lexis and semantics. Candidates did not always engage with the question and some candidates did not directly address this (possibly as a result of a specific focus throughout their own investigation). Candidate at the lowest level described the adverts they had used as part of their investigation. Many responded by giving lengthy discussions on, for example, colour, or gender roles in recent history but including no or little language discussion at all. Some candidates only described the contextual factors without analysing the language features. Lots of emphasis was placed on visual imagery and visual codes. The close links between representations and the audience were well explored. There was a strong focus on the media, particularly television advertisements and candidates often compared past and present examples within their discussions. Other types of texts included toy and clothing catalogues, the internet, magazines and the press. It was a wide research area with all platforms being represented. Some candidates got carried away by the toys themselves, although there were also some relevant comments on the packaging.

This question discriminated well between candidates who analysed the ideas and content of children's advertisements in different decades and those who considered the implications of gender on the language of advertising.

Successful approaches:

- chose relevant research materials

- demonstrated analysis of a wider range of language features identified from the research materials, for example, lexis, sentence structure, grammar and graphology

- demonstrated a strong sense of personal research, used in a relevant way

- used theories from various areas effectively.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 6** ☒   **Question 7** ☒   **Question 8** ☒

                          Question 9 ☒   **Question 10** ☒

For my research, I chose to look at 12 advertisements from the 1960s to the 2010s (2 from each decade) all of which were written and to assess these by researching theorists on gendered language, particularly that of children's advertising, and seeing if their findings were consistent with my data in terms of lexis, grammar and semantic fields. All of the advertisements I used were for the internationally successful 'Barbie' doll which from its launch in 1959 has had roughly a billion dolls produced - in 2009 in the US alone, it was estimated that 90% of girls aged 3 to 10 had a Barbie doll. Due to the scrutiny of 'Barbie' dolls, I have been able to assess how much gender stereotypes ~~persistent~~ persist in children's advertisements and how much girls are still expected to be submissive and fragile to a boy's more dominant, major role.

One of the ways in which stereotypical gender portrayals can come across in children's advertising is through grammar. Despite research suggesting that the second person pronouns "you" and "your" were more likely to appear in male advertising (as shown in a study by Whissell and Mcfall in 1971), this form appeared in 75% (or 9(12)) of the advertisements I collected. One reason for this could be that the mother, as the purchaser of the doll ~~it is often assumed~~ ~~in most cases~~, is ~~often~~ ~~at~~ sometimes addressed (as in 4/12 or 33.3%) of my data, the mother is explicitly ~~or~~ or implicitly addressed. This could be an example of Norman Fairclough's synthetic personalisation when en-masse audiences are addressed as individuals in order to create an intimate and friendly tenor. By using slogans such as 'She'll really learn from you. But Barbie will help" or (1960s) and " the world of Barbie has grown bigger since you were small", the advertisers use the universal relationship between mothers and

daughters (using pronouns such as "she" and "you") to evoke warmth and pride in mothers and to enforce the gender stereotype that a mother teaches her daughter about feminity and domesticity which Barbie represents. In the 1960s, this may have been particularly effective as the pragmatic idealization of the mother in an era when many women were homemakers and motherhood was a large aspect of their identity may have been especially effective.

However, the "Barbie" campaigns of recent years have begun to challenge some genderster-otypes. In a 1976 study by Aries, it was found that declarative sentences were seen as face-threatening acts and often associated with male language. Nonetheless, a 1989 study by Weintraub had found that declaratives were also associated with competence, dominance and ability and thus, Barbie have begun to use declaratives in their campaigns. The slogans of both past 2018 campaigns are declaratives; "the world of Barbie is evolving" and "you can be anything". By using the present participle verb "evolving" which has connotations of development, positive change and progress and the modal verb "can", advertisers hope to defy critics of "Barbie" (and gendered advertising such as the 'Let Toys Be Toys' campaign started in 2011) and portray the brand as dynamic, forward-thinking, empowering and - through declaratives - show that Barbie is not enforcing the gender stereotype that girls should be passive. ~~Instea~~ Instead, the pragmatic meaning of a campaign such as "you can be anything" which deliberately plays upon the view of declaratives as face-threat-ening in order to challenge audiences and to imply a tenor of what Mary Talbot identified in 1995 as the 'synthetic sisterhood' (clear in teenage girls magazines) which suggests an environment of female encouragement, support, progress, excitement and opportunity. Although in some ways, the statement implies a difference in male and female language which Deborah Tannen identified as women seeking support (a woman reading to be told she can be anything while boys this with is assumed and they are merely shown the major roles they could play) where men compete, the use of these declaratives is a clear shift from the somewhat patronizing earlier slogans "because with

ng you were older is part of growing up" (1970s) and "She'll really learn from you. But Barbie will help" which assumed a slightly patronizing tone of the male advertiser towards the emotional mother. Therefore, children's advertising in recent years may exhibit less stereotypical gender portrayals and no longer assume that men will take the major ~~term~~ or dominant role.

Furthermore, gender stereotypes may have become less typical in children's advertising in terms of the lexis. It has typically been assumed that women use more adjectives and that they are usually social or emotional (as Caskey's 2011 study found) or more pejoratively, appearance-focused (as Irey and Backlund found people thought in 2004). In the earlier advertisements, such as in the 1960s this was true to a large extent with superlative adjectives such as "kickiest", "hippest", "kookiest" (social), "happiest" (emotional) and "slim", "teenage" and "glamorous" (appearance focused) in one. These adjectives are especially interesting in the ~~way~~ way they reinforce gender stereotypes - "kickiest", "kookiest", "happiest" and "hippest" all include the "-ie" suffix usually used by young children in order to create the consonant vowel speech pattern e.g. "doggie", "mummy", "daddy" and even "Barbie". While it is possible that the reason for this could be that the dolls are aimed at young children, it could ~~be~~ that female language and women themselves were seen as immature and infantile (infantile) compared to men in the 1960s and that this gender stereotype was exhibited in children's advertising. Certainly, in terms of focusing girls on stereotypically female activities and worries, 7/12 or 58⅓° of the advertisements included appearance-based adjectives which suggests that to quite a large extent, stereotypical (stereotypical) gender portrayals ~~did~~ did come through to a large in children's advertising.

Nonetheless, there is a difference in post-2000s "Barbie" advertisements portrayals of gender and there are less stereotypical. For example, one of the advertisements in my data was for a presidential candidate "Barbie" who was described by adjectives such as

"inspirational" or "enthusiastic" in the advertisement and of the ~~text~~ post-2010 Barbie advertisements. neither contained any adjectives at all. Due to the third-wave feminism and the criticism "Barbie" has received from organizations like the 'Anti-Pink Brigade' and in the 1947 Aqua "Barbie Girl" song (this was so damaging for the brand, they brought the band to court), "Barbie" advertisements post-2000 exhibit significantly less stereotypical gender roles in their portrayal of "Barbie" through adjectives.

Moreover, another way in which ~~gender~~ stereotypical gender roles can be portrayed is semantic fields. For example, in ~~4/10~~ (5112) of my "Barbie" advertisements, verbs associated with a fantasy and dream world appeared e.g. "remember", ~~waiting~~ "wishing", "play", "imagine" and the same percentage of data (4·12d) contained "empty adjectives" of an abstract meaning such as "glamorous", "wonderful" and "special" (also found to be associated with female language in Coskey's 2011 study, which echoes Robin Lakoff's findings in her 1975 study of female language). This is ~~of~~ a common difference in male and female advertising while Boys' advertising describes adventure, reality, tools, invention and outdoor excitement, 7/12 (58%) of my data depicted indoor, domestic play and the use of language associated with fantasy continues the stereotype that boys are involved with the real-world public sphere while girls are too fragile and sensitive and ~~must~~ be kept in the private sphere. Although this could be serving the purpose of imaginative play (which Piaget said would help children with their cognitive development), it is notable that the vocabulary which girls are taught ~~it~~ are associated with fashion, domesticity and appearance which does exhibit stereotypical gender portrayals and continues the stereotype that girls will not play the same dominant, major roles as boys. However, Mattel have noted this criticism and have since the 1970s been trying to show "Barbie" in more adventurous roles such as an Army medic, an astronaut and a presidential candidate - ~~most~~ recently in the 1990s, she became a computer engineer.

In conclusion. My data shows that stereotypical gender portrayals were common in the early years of the "Barbie" brand with male language continuing to be seen as the ideal and stereotypical female language reinforcing ideas of neediness, emotion, passivity and domesticity in women. However, earlier than most brands (at least from the 1970s) due to the scrutiny they Mattel received as an enormously successful brand, "Barbie" advertisements began gradually to be less appearance- focused, more empowering and less patronizing with subtle changes in grammar and semantic fields coming through by the 1990s. Thus, though they at first fit most of the stereotypes identified by theorists as being associated with female language, they gradually began to defy and challenge the theorist assumptions.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 6 ☒   Question 7 ☒   Question 8 ☒

Question 9 ☒   Question 10 ☒

'Most children's advertisements exhibit stereotypical gender portrayals and are male dominant in major roles.'

One of the key issues in today's society is gender portrayals and gender stereotypes and equality. Legislation has been put into place to ensure that males aren't dominant in major roles within employment' due to the 1964 Civil Rights Act that promotes fairness and equality for all people in ethnicity, sex, ability and race. Surely, this legislation would promote encourage large toy manufactures such as Mantel to create sexless toys for children due to equality... Sadly not.

From my investigation, I had researched children's adverts and took notes on both boys and girls adverts from the age group (6-12). Many of the boys adverts, such as 'Ninja Turtle subway car' enthisised the green/ black colour scheme of the

advert and had boys playing with these cars in a dark tunnel used to replicate the sewer. The toy itself and the adverts graphology strongly suggested that this toy was aimed at boys. The use of colour and the dirtyness of the sewer ~~indicates~~ exhibits stereotypical gender portrayals. ~~To~~ Theorist Deborah Tannen ~~stes~~ suggests that ~~that~~ boys and girls have different sub cultures, meaning that both genders have been influenced by their environment, surrondings within their childhood to create this separation between boys and girls. Toy adverts and toys in general would have had a ~~major~~ major contribute to a child's development and their gender role stereotypes.

Many of the adverts used lexis as a way to engage their specific audience. For example, many adjectives I came across ~~was~~ were of ~~a~~ either ~~three~~ two lexical fields. The first semantic field being "fashion, apparance and grooming" ~~and the other~~ "ing for example BRATZ dolls used * verbs "to style", "to create", ~~to~~ to show this. The other semantic field being "nurturing, ~~need~~ motherhood and cleaning" for example the "Baby

Annabelle" doll used verbs such as "to feed",
"to help", "to grow" to ~~s~~ show nurture ①. Adjectives
~~were~~ that were also common in the girls adverbs
were "beautiful, lovely, happiness" these reflect passive
adjectives* Where as boys adjectives were active
and usually onomateopic eg) "CRASHHH", ~~thunder~~,
"exploring" and "SMASH" the use of assonance of the
repetition of the 'S' ~~sound~~ Sounds ⊘ in the onomateopic
words creates a harsh sound that can be
used to ~~p~~ engage the male audience.
~~#~~ and are also Soft Sounding. ② ⑧ "Belle" is also a
                                    french term ~~to~~ associat
                                    with a girl, which would
                                    reflect audience"

Coheriantly, phonology ~~was~~ is also a key factor of
Stereotypical gender portrayals because ~~the~~ ~~so~~ my
ninvestigation abled me to see that girls adverts
were narrated by soft sounding women eg) Lego
friends or the adverts had a catchy Song/
tune. The catchy songs that rhyme ~~may~~ for
example "puppies in my pocket" may suggest that
girls aren't as sophisicated as men. ~~Boy~~ Adverts
aimed a boys ~~state~~ use a deep voiced male
narrator which could suggest deep voiced men are
more masculine and powerful making men
dominant in roles. Women could be seen as
less powerful than men. Lakoff States that
"women are Subordinate" due to the increased control

and power men reflect.

Stereotypical gender portrayals are still a key
issue in todays society. A ~~str~~ PHD Student
named Lin Bian Studied children's responses to
a ~~bright~~ made up, highly skilled, gender neutral
person and where asked which gender they were.
Boys and girls aged 5 said that the highly
skilled professional was their gender ~~and it~~
However when asking 6-7 year old girls ~~that~~
they believed that the professional was a man.
This indicates that ^young^ girls think that only men
can be doctors, entrepreneurs etc. ~~Even~~ if the Civil
Rights Act ~~s~~ produced in 1964 was enough to
create equally for ~~Sex's~~ genders in employeement,
it wasn't enough to change stereotypes of roles
within jobs.

Graphology is another aspect that has been
shown to ~~eff~~ exhibit gender Stereotypes. For
many of the adverts, the first frame of the
advert was able to show the target market.
I felt that pinks and purples where typically
used for girls and Black, blue, yellow, red where
commonly used for boys. I had asked ~~s~~ 30 children
with a ~~mixture~~ mixure of boys and girls aged

11-12 year old to watch Nerf for boys. Nerf for boys had orange and black graphology and had boys playing. 100% of the children said that that was an advert for boys, due to the "boy colours". Then I showed them "Nerf" aimed at girls that was purple and had ~~pink~~ girls playing, again they all agreed. I then asked ~~children~~ teenagers to watch the two short adverts (aged 13-15) and they responded the same as the 11-12 year olds about the graphology.

However, they had realised that lexically these two adverts were extremely different. The girls advert for the same Nerf gun but in purple, used instructional verbs "pull the" "then shoot". Where as, the boys didn't and instead they used adjectives that were onomatopeic such as "BANG!" This could show that men are seen to be superior when given a weapon than ~~girls~~ women are and shows men have more control and women need to be instructed. Lakoff states that boys and girls have "different languages" and men can be seen to be egotistic and controlive, where as woman have to be polite and need to have help. ~~This~~ ~~stop~~ Lakoff supports my findings on gender stereotyping.

When I asked my peers if they thought that stereotypical gender roles were different in the 1970's, they pressumed that stereotypes had been severly worse because they felt that woman cleaned and looked after the children as men worked or ~~there at~~ at war. However, through finding ~~a~~ poster adverts of Barbie in the 1970's stereotyping was much the same and could be argued ~~as~~ better ~~a~~ than todays society. This could be ~~been~~ because, womens roles changed by world war Two ~~$~~ as they had to keep the country ~~$~~ running and safe so many woman worked in factory's and built weapons which were typically men's jobs but because they were at war at 1946, women had to adapt to changes and support the men as well as the country. ~~which the~~ Events like these have helped gender equality stereotyping, but it seems that society are developing backewards and are constantly being shown that possibly men are ingenior to woman because this is what adverts and large ~~a~~ toy organisations are showing boys and girls.

ResultsPlus

Examiner Comments

This candidate demonstrates mostly **clear relevant application (mid-level 3).**

This is a clear response with a clear opening focus on context, referencing equality legislation and some clear focus on the research done (Level 3). Like the candidate in S16, this candidate has looked at toys rather than the language used to advertise them, for example on the colour scheme of the advertisement. The application of the Deborah Tannen research is applied in a mostly clear way to 'different subcultures' (Level 3). Language analysis begins midway down the second page with reference to lexis and semantic field, which shows relevant analysis (Level 3) and clear understanding (Level 3). The comments on phonology are more general and basic (Level 2), supported with the application of Lakoff's theory in a mostly clear way (Level 3).

Stereotypical gender portrayals are identified and explained with links to relevant contextual factors such as careers and equality. The independent research on graphology adds little to the analysis (Level 2), but the analysis of lexis such as instructional verbs linked to Lakoff's theory is again clear and relevant (Level 3), with some control (Level 4). The points about historical changes to equality in society are relevant and clear, but could be linked more to language.

This response is securely into Level 3 as it applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. There is mostly clear use of terminology, clear understanding and application of relevant concepts and issues to data in the main, although some areas are more related to the toys than the language used. The candidate tries to explain construction of meaning in data by making relevant links to contextual factors and language features and identifies relevant connections across data. The response is mostly supported by clear application of theories, concepts and methods. More focus on language than presentation would help support a higher mark in Level 3.

Question 8

More successful candidates were demonstrating some discriminating, controlled application and were able to apply relevant and controlled methods of language analysis in their research with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at the higher levels, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates were making relevant links to contextual factors and language features. These candidates managed a relevant discussion of language features and effect on audience but not many which fell into this category. The research question revealed a variety of investigations which the candidates applied to the question with varying success.

Candidates at the lower levels were demonstrating a descriptive or general approach with limited language analysis. At the lower levels knowledge of concepts and issues was limited overall or very generalised, with context usually focussing on technology. At the lowest levels candidates tended to describe ideas about the content of sports journalism, usually without reference to direct linguistic effects. Some candidates at this borderline answered the question by talking about serious topics covered in sports journalism such as sporting disasters or scandals, with little focus on language analysis. At the lower levels there was limited evidence of candidates studying or researching specific data as part of their investigation.

This question discriminated well as candidates who achieved well were considering data they had gathered and researched rather than just the content and topics of sports journalism or commenting on social media as a platform for sports journalism.

Successful responses:

- used wider reading and theories

- considered the impact of technology included and the changing nature of journalism

- considered public reaction, target audience and positioning

- commented on broader language techniques such as lexis, tone, journalese and cliché.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 6 ☒   Question 7 ☒   Question 8 ☒

Question 9 ☒   Question 10 ☒

Throughout this essay I will be explaining why I disagree with this statement, in relation to ~~them~~ grammar, lexis and pragmatics, whilst looking at the audience, function and mode.

From my research, the texts I will be referring to throughout are, The Express (Rio Olympics), The Sun (Hillsborough disaster) and The ~~Guardian~~ ~~Mail on~~ Daily Mail (Bayern Munich vs Arsenal 2017).

Grammatically, looking at the structures of sports articles, the majority use complex sentences. ~~For~~ ~~example,~~ If the statement was true and sports is just about fun, then it would mainly be written in ~~the or~~ simple sentences as it just makes the text more enjoyable to read. However, a possible reason for sports articles to use complex structures ~~is~~ could be due to it reflecting how people's attitudes about sport has changed. Instead of just reading them ~~it~~ for fun the audience actually want's to get more information from it. This is ~~is~~ supported by declaratives, as seen in the Daily Mail ~~Sun~~, 'Arsenal are out of the Champions League'. Again,

by using declaratives instead of ~~exclaim~~ exclaimatives, it creates a more serious, factual tone compared to something more light-hearted. In the 21st century, the majority of the United Kingdom are actively involved in supporting a team, therefore to them sports is a passion. So topics like transfers and results, are there to serve a more informational purpose, rather than one to entertain. For the audience these are the serious topics, as today sports is more than a hobby.

However, grammatically, people may ~~support~~ support the statement due to the metaphorical language, 'bodies cascading', seen in the Express. ✳ Although in some cases metaphors are seen as a poetic device, for this use they are used as a ~~hyperbole's hyperbely~~ hyperboles. By the text producers exaggerating their language it thus, serves as a more entertaining purpose. Therefore, in relation to the statement, some may argue that they do not ~~do~~ deserve to handle serious topics, as they do not want to offend the text reciever by exaggerating the facts.

The lexical fields of the majority of ~~z~~ sports journalism I have looked at, have all been on the topic of

war, 'victory', 'defeat' and 'bodies'. ~~The comparison~~
By comparing the games to a battle, highlights the
significance sport has to people. ~~People would not~~ The
subject of war is not seen as 'fun' or 'recreational',
however is seen as a national pride. Therefore, if
sport journalists can use ~~war lex~~ serious lexis, then why
would they need to avoid serious topics? My research
into the Express about the Rio Olympics, used inclusive
pronouns, 'us', and 'we', and also used adjectives, 'red',
'white' and 'blue'. The use of inclusive pronouns
~~demonstrated~~ suggested a national identity with
everyone united together. Also the national colours
illustrated a pride people had felt ~~the~~ with the
Olympic games. However, ~~this~~ the Olympics was not
just covered by sports journalists, it was also on
the front pages of the news, as well as current
affairs. Therefore, instead of there being a divide
between what different departments cover, there is
actually a cross-over between the topics being
covered. This is further illustrated by the Sun's
coverage of the Hillsborough disaster. This was written
factually, '96 ~~the~~ innocent victims'. The use of ~~s~~
objective language, reassures people that sports editors
are capable of covering serious topics. This therefore,
contradicts the statement.

A main factor why someone may support the statement is the influence of pragmatics in sports journalism, for example 'Wenger Out' in the Daily Mail's article. The use of shared understanding excludes certain readers, due to them not having the shared knowledge, thus creating an unequal footing. This is a main feature in ~~to~~ journalism ~~strictly writing~~ (an article on how to write journalism in the Guardian), which serves as an entertaining feature. Therefore, people may argue that the function of a serious topic, needs to be fully informative, without any elements of humour. A ~~more~~ likely reason being is that when irony is used some people ~~feel~~ feel inferior to the text producer, which therefore excludes them. However, serious topics should create an equal footing as there ~~is~~ should be ~~omitted~~ no irony/humar used.

Overall, I disagree with the statement, due to the cross-over between topics being covered at the moment. Sport articles have shown they can cover serious topics, therefore suggesting there is no reason why have to avoid the topics.

ResultsPlus
Examiner Comments

This candidate demonstrates almost always **general understanding (high Level 2).**

This response begins with a bold statement that the question has no relevance to the research the candidate has done. While it is possible to disagree with the statement in the question, this would allow a broader, critical evaluation of data, and this candidate limits their investigation from the outset given that they show some research that has relevance to the question as they go on.

The candidate shows that they are aware of the technological advances in sports journalism and makes some general links to context (Level 2). They have studied two pieces of journalism on football and they make some general points about language – chronological form, fronted adverbial, use of names, war imagery, figurative language and 'archaic footballing terminology'. While these show general understanding (Level 2), they are not always developed and supported, and while they do link to the question this is not clearly done. The candidate summarises basic concepts and issues in sports journalism and applies this when discussing their data (Level 2). They do attempt to describe construction of meaning in data but this is not always successful, as some examples are not fully representative of the point the candidate wishes to make (Level 1/2). The point about statistics adds little to the analysis. There are some examples of contextual factors to support points, for example post-war Britain, although some of these are slightly tenuous in their connection to data.

The language analysis in this response shows general understanding. The candidate organises and expresses ideas with some clarity, though has lapses in use of terminology. They attempt to summarise basic concepts and issues and apply some of this understanding when discussing data. The response attempts to describe construction of meaning in the data and attempts, not always successfully, to use examples of contextual factors or language features to support this. There are limited theories and concepts commented on.

Question 9

The better responses were demonstrating some discriminating, controlled application and were able to apply relevant and controlled methods of language analysis in their research with clear and quite discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at the higher levels, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates were making relevant links to contextual factors and language features. Most of the responses at the higher levels were reported as enjoyable to read as it was evident that the candidates had also enjoyed this topic. There were some lively discussions on jargon in most responses, and of syntactical patterns and acronyms.

Candidates at the lower levels were demonstrating at least some general understanding. These responses generally lacked detailed language analysis, but responses were structured clearly and terminology was occasionally used at a basic level of lexis and semantics. There were at least some basic concepts and issues summarised, but fewer contextual factors than in other questions. Candidates at this level described features rather than focussing on the data provided – normally lexis and acronyms. The focus was more on concepts than on analysis or description of language features or comment on context.

This question discriminated well as candidates who achieved well were considering data they had gathered and researched (for example, language of television business such as *Dragons' Den* or *The Apprentice*) rather than making generic comments.

Successful responses:

- commented on the historical development of the language of corporations and business.

- focussed on the power imbalance in business. However, their ideas tended to be very general and were not linked to the language features, language theories and contextual factors.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 6** ☒   **Question 7** ☒   **Question 8** ☒

Question 9 ☒   **Question 10** ☒

Having business 'jargon' is a good way for leaders to stand out, and feel superior. If a leader uses jargon it enables them to feel superior to those 'below' them (in the hierarchical structure) and feel as though they are better than anyone else. This is something I read during my research and helped me to understand why people in business use jargon. This is also why there is a 'span of control' in most business organisations, and it may, or may not, help people feel that they have someone to 'complain' to and share issues. This also links to leaders having control over different departments within a business. Many people use jargon in different ways to show their control and authority over people. They may use use it to stress points when something hasn't quite gone according to the plane. But also it could be used in many environments too, for example: in the boardroom when having a meeting, or even just in the office when talking to a collegue about a particular task. This is also why businesses have different departments, it enables them to use jargon in the correct situation without causing confusion

However this does sometimes happen. Examples include; accounting using 'carry over to next month' and sales using 'we need to budget for x amount of....' This is a contrast as it shows that most department won't know which terms to use in which department.

Moreover, everyone should understand business jargon and feel comfortable with sitting in a room full of business men/women and know what they are talking about. In most business environments, whatever one you go into, you know beforehand the correct jargon to use and be familiar with the jargon that business men/women use. Texts are also a great for explaining business matters. And a picture, which will be included in most business texts, or graphs, can tell a thousand words, so look no further than pictures as they can explain everything if you don't understand, but most business men/women think you should if you are having anything to do with business. If you don't know statistics when stepping into a business, then you won't be very well liked^ and won't get very far. Typical lexis or jargon of the business should be known and understand- able as many people would use it in their day to day lives. However, subject specific lexis may not be known and this is understand able, even some business people

wouldn't know it all right from the beginning,
So that can be relaxed about.

overall, I believe that jargon should only be understood
by those within business departments as it also helps
to distinguish between roles and hierarchical features within
the business. Lexis may be changing all the time in
business, because of changing ideas within government,
So this doesn't mean that everyone should know
what business men are talking about a sit is forever
changing. Some features have, are sterotypical of business
jargon and are unlikely to change giving us the chance to
learn them and feel like we know something, when we
come to the business environment. This also means that those
who wouldn't have regular access to business or events
like business ones, they can spend some time familiarising
themselves with the jargon outside of the times they are
in a business environment. If some people don't have
a lot to do with business environment then they
may become feeling inferior to what is going on
in these environments.

This candidate demonstrates a mostly **descriptive** approach **(mid-level 1).**

The response at first looks to have some analysis and ideas. However, there is no data to speak of and examples are limited. They also do not support the points being made. There is very little assimilated language analysis with little use of terminology (subject specific lexis). Knowledge of concepts and issues in the area of business is limited to 'span of control'. There is little evidence of applying understanding to any data (although there is reference to 'during my research'). There is some listing of contextual factors but limited reference to language features, making limited links between language and the construction of meaning in any data. There are no connections between data. This is therefore a Level 1 response and is credited for the limited references to context and language made.

Question 10

Candidates at the higher levels were demonstrating some discriminating, controlled application and were able to apply relevant and controlled methods of language analysis in their research with clear and discriminating examples. Responses were structured logically and expressed with effective transitions. Candidates demonstrated careful and controlled use of terminology at the higher levels, with clear understanding and application of relevant concepts and issues applicable to their data. Candidates were making relevant links to contextual factors and language features.

Generally, candidates at the higher levels maintained their focus and produced a balanced response covering a range of frameworks. They were able to address the question and sustained a clear focus on the question, applying their research to this. Candidates at this borderline were able to use IPA well to describe small differences and used background and contributory accents/languages.

Less successful responses were demonstrating a descriptive approach, with limited language analysis and knowledge of concepts and issues. At this level candidates tended to describe the history of MLE at length with or without reference to direct linguistic effects on it.

This question discriminated well as candidates who achieved well were considering data they had gathered and researched rather than just the history of and cultural influences on MLE.

Successful responses:

- covered analysis of the historical development of multicultural London English, and the view of media and technological developments were covered in their responses

- were able to analysis the relevant language frameworks, including phonology and lexis, with dense and thorough language analysis and terminology

- applied own research to the prompt, in order to debate it

- were well focused with a strong sense of personal research and case study.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 6** ☒   **Question 7** ☒   **Question 8** ☒

                                              Question 9 ☒   **Question 10** ☒

Multicultural London English is a sociolect that emerged in the 20th century from diverse inner-city backgrounds such as Lambeth, Hackney and Brent. MLE has been used ~~increasingly~~ more and more in the 20th century and has caused the creation of new words and phrases. It is a social construction that is to be seen as 'cool' by younger people, however is lost in ~~adult~~ adulthood due to the formality of events such as job interviews.

Paul Kerswill from TED talks online found and suggested a few words and phrases that are used regularly by MLE speakers. and the meaning of these words. For example, 'mans a bit hot' would mean in standard English 'I am a bit hot'. 'Innit' would be used as ~~an~~ a way of saying 'isn't it' and 'sick' has suffered a semantic shift since the introduction of MLE and now is used to describe something good whereas it was previously used to describe someone who is feeling unwell.

Multi-cultural London English is also referred to as

'Jafaican' which simply means 'fake Jamaican'. It is also referred to as a Jamaican patois.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:　Question 6　☒　　Question 7　☒　　Question 8　☒

Question 9　☒　　Question 10　☒

"Multicultural London English is not a regional variety of English. It is a sociolect."

I think that ~~this~~ Multicultural London English (MLE) is ~~and is~~ ^that^ ~~not~~ a sociolect. ~~but it also~~ ~~a regional~~ I think this because MLE is typically mainly spoken by teenagers and younger adults in inner London boroughs. ~~Kerswill~~ ~~has predicted that~~ The sociolect is now spreading to areas on the outskirts of London such as Hertfordshire and is also being spoken in Essex. This suggests that MLE is mainly a sociolect due to the ^fact that^ people ~~N~~ who mainly speak it interact with other speakers on a daily basis. The growth and popularity of MLE is seen to be due to the increase in immigration from Jamaican, Caribbean and Africa This is because the media has ~~popular~~ ^pergoratively^ named MLE "Jafaican" as it is seen to be a 'rip off" for Jamaican speech. ↓

MLE ~~has been~~ has heavily influenced speech of

teenagers and young adults as it has been increasingly used in the music genre of grime and rap. As a result of this, MLE has become more wide spread as the artists rap about their struggles in life. This has therefore allowed younger people to find their social identity ~~and to they. type~~.

However, MLE is not a sociolect ~~idiom~~ as Kerswill has predicted that MLE will take the place of Cockney in a 10 years time. The growth of MLE can be seen in ~~the~~ a BBC the One Show's episode where there is a mother and son interviewed. They ~~mother~~ were both asked to say the same sentance as they would normally say it "I've got to go home.". The mother in her 40's spoke Cockney and she said "I'gotta go home /evm/ now". Here she contracted the "got to" in order to create "gotta". In addition to this, she dropped the 'h' phoneme in her pronunciation of "home /evm/." ~~Then~~ Her son, who is 17 and speaks MLE, was asked to say the same sentance ~~I gotta gotta~~ "I got ~~to~~ go home /hevm/ innit". Here, he omits the primary auxillary verb "have" and the preposition "to" and adds the

tag question "innit". This shows ~~but~~ the ~~language~~ differences between cockney and MLE between one generation. ~~If this word a sooded the interview with them both~~ In the interview with the mother and son, the son revealed that before he went to secondary school, he spoke cockney like his mum. This was because he spent so much time with his mum and had not yet been able to experiment with his language. When he reached teenage years he developed an MLE dialect as he was around people his age more. This suggests that he was influence by his friends to speak MLE which was not typical at home.

MLE is a sociolect as ~~between~~ the spread of it ~~on~~ has been influenced heavily by Celebrities such as Dizzee Rascal and Stormzy. Dizzee Rascal's interview with Jonathon Ross from 2010, showed Rascal using typical ~~features~~ lexis of MLE such as the ~~the~~ indefinite pronoun "man". ~~and jargon~~ ~~such as~~ The indefinite ~~pro~~ pronoun man in place of the first person personal pronoun "I" is used commonly by celebrities such as Dizzee Rascal and Stormzy's lyrics in his song "shutdown", "man's never been in".

The indefinite pronoun "man" is used in this song ~~in order to the relate~~ as this is typical of Jamaican speech. MLE has stemmed from Jamaican. Therefore this is appropriate for ~~MLE~~ Stormzy's lyrics as he is from Caribbean decent and this lexis is familiar to him. The influence that ~~artists~~ such as Stormzy have on ~~MLE~~ the spread of MLE is ~~that they all share the~~ large as grime was the number one music genre in 2015. & In one of Stormzy's songs he says "G-A-T". This is jargon for MLE meaning Gun. This reinforces the negative stereotypes which non-mle speakers place on those who speak it. ~~Th~~ Older, less accepting speakers of more standard forms of English see those who speak MLE as lazy, uneducated and lower class. ~~This idea that MLE is not a regional dialect reinforces the idea~~ that MLE is a ~~isolated~~ ^{regional dialect} as it is mainly spoken in London and the surrounding areas. As a result of this, the lexis is ~~not spoken~~ elsewhere in England. ~~This~~ This is because the lexis and speech of those up north is not affected by London. This may be due to the fact that ~~MLE~~ London is one of

the most ethnically diverse areas in the country. This is due to the increase in immigration in the area. As a result of this, MLE is rapidly changing and the accents and dialects in each area affect MLE.

Overall, I think that MLE is a sociolect as it is a sociolect which is spoken amongst groups of teenagers and young adults. As a result of this, the sociolect has become more spread due to the social aspect too of music and technology. This has meant that the MLE has spread to the outskirts of London such as Hertfordshire and Essex. and The language is now becoming more popular as time has gone on as more and more people are speaking it. This has meant that as the speakers of MLE grow older, the younger people start to speak it. This is because the language is evolving over time and those around people are the reason for the progression of MLE.

ResultsPlus

Examiner Comments

This candidate demonstrates mostly **discriminating controlled application (mid-level 4).**

This response starts off by examining relevant contextual factors impacting on MLE, the spread of it as a sociolect and influences on it (Level 3). There is clear understanding of relevant concepts and issues such as music influences, the growth and development of the sociolect, and clear focus on the question (all Level 3). References to research and wider reading such as Kerswill and The One Show shows careful selection of theories, concepts and methods (Level 4). The analysis of language is this section in terms of lexis and phonology is controlled, with discriminating examples (Level 4).

Research into the music artists could be exemplified further to move higher into Level 4, but the analysis here is controlled (Level 4), with relevant evidence (Level 3). The commentary on the geographical factors influencing MLE is a bit general, but relevant (Level 3).

There is consistent focus on the question, with controlled application of methods of language analysis (Level 4) supported with use of some discriminating examples (Level 3/4). The candidate controls the structure of the response with mostly effective transitions and use of terminology (Level 3/4). There is explanation of concepts and issues in data (Level 4) and the response examines relevant links to contextual factors and language features (Level 4). There could be more analysis of connections across data to move to the top of the level, and more use of theories, concepts and methods to draw conclusions.

Paper Summary

In summary, candidates produced responses showing some understanding of the topic area studied. Section A and Section B were answered on the same topic in both sections as required. For both Sections A and B, candidates must avoid a general description or history of the subject. This is particularly important with Questions 2 and 7, where some candidates were producing a strong Sociology essay with little linguistic focus.

Overall, the best answers:

- were able to develop arguments in a through-line rather than being fragmented with lists and the like

- explained the links and implications fully and used these to develop the arguments

- included close and in-depth language analysis in an integrated way with the other features of discussion of contexts and theory

- used the specific examples to draw out themes, issues, debates and areas for discussion

- for Section B, they gave a good sense of ownership of their own research case studies and they also gave a sense of having looked at enough material to be able to select from it to suit the question focus

- showed strong engagement with the text for Section A

- were evaluative and drew out deeper issues of ideology.

The weaker answers:

- tended to lack a sense of a specific and coherent research study area for Section B

- selected examples and discussion points quite vaguely from the Section A texts failed to include close language analysis

- did not fully address the question or sustain the focus

- had the sense of learned answers that they were trying to adapt to the question.

Advice would be to ensure that candidates demonstrate their knowledge of the language terminology, and link the contextual factors to the language features they identify. Candidates need to be confident to provide the appropriate language terminology to support their responses. For Section B candidates need to take control of and be confident in their research. The materials chosen by the candidates and the ways they did the research also affected their performance on Section B – candidates need to have the focus to be able to reach that controlled application and above.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx