

Examiners' Report
June 2018

GCE English Language 9EN0 03

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Introduction

As in previous years, the Language and Gender Identity and Language and Power sub topics were the most popular choices. We have come to the conclusion that there may be a perceived difficulty in getting hold of first hand data for the Global Englishes and Regional Varieties of English sub topics and we would want to draw centres' attention to the advice in the Pre-Release Material that directs candidates to useful sources. Markers felt it was clear as when candidates had actually undertaken a language investigation using both primary and secondary research to understand specific language issues, concepts, contextual factors and that this directly affected the marks available to them. Responses that did not refer to the candidate's own data had trouble meeting the Level 3 criteria as all of the AO descriptors refer directly to it.

The use of 'theorist' almost as if it were a title, while not inherently wrong, often seemed to signal a broader lack of insight into what academic linguists actually do, and indeed what counts as one. Across all questions, there was evidence of doubt about the nature of the work of key researchers, and the writers of text books, articles and blogs, many of whom were cited as if they were the originators of 'theories'.

Again, there was a concentration of very similar data under investigation, with Barnardos' 'silver spoon' adverts very common indeed. Some of the claims made sometimes led to suspicion that proper investigation had not taken place (Were there *really* 'zero pronouns' in the 19th century adverts apparently studied by one candidate, for example?)

Candidates could also usefully be encouraged to avoid a reductive approach to language features and concepts, writing as if a particular feature or concept always, and alone, creates a particular effect. So, 'synthetic personalisation' always makes the reader feel involved and want to donate (the idea that some people might find it fake and insincere in some circumstances was never considered). Rhetorical questions invariably 'make the reader think' or similar (despite the fact that rhetorical questions are often quite clichéd and might be said to bypass real thought, instead implying shared and unquestioned assumptions).

Question 1

Global Englishes – Caribbean English

This topic was chosen by around 2% of candidates. Responses on this sub topic showed an enthusiastic engagement with the language of the Caribbean and in general, there was a good basic knowledge of key linguistic features that were described and discussed in both Text A and in a variety of data sources.

Question 1

A number of candidates made sound observations of key features of Caribbean English in the transcript and noted that the context of the subject talking about his music career (presumably to an interviewer) may have led to upward convergence, so that there were more formal/standard features than might typically have been expected. Most candidates attempted to deal with phonological issues, making use of some of the phonemic transcriptions given. However, despite the issue being raised in last year's report, there was still widespread confusion over phoneme/grapheme correspondence, with errors such as referring to the realisation of SE /θ/ as /t/ as h-dropping, or as consonant cluster reduction (a mistake that was also made with regard to SE /ŋ/ as /n/). Some candidates had also misunderstood GOAT and FACE vowels to be distinctive features of Caribbean English, rather than as a way of referring to phonemes that are realised by different sounds in different dialects. Some simpler grammatical features tended to be handled rather better, accurate references to features such as unmarked past tense and unmarked plurals were frequent. Some candidates tended to use 'deficit' language when referring to such features, however.

Higher level responses demonstrated a more detailed engaged phonological features typical of Caribbean English as well as some very precise phonemic terminology, consonant cluster reduction, dental nasal substituting the velar nasal. Only a couple of responses really engaged with the cultural contextual factors which may be affecting the language use e.g. Musical and youth influences. Weaker Level 1 and 2 responses demonstrated a difficulty to engage linguistically with Text A. Some scripts referred to unmarked grammar features being the result of poverty of stimulus – an outdated, misreading that is offensive.

Example script

In Text A, the teenager omits the 'th' voiceless interdental fricative in 'thing' to become 'tin' which reduces the consonant clusters once again. The male omits the voiced interdental fricative in 'the' to become 'da' using a monosyllabic word still.

This extract demonstrates some of the problems candidates encounter with phonological concepts in questions about Global Englishes. There is a good identification of the relevant phoneme, but the candidate makes the common error of identifying this feature as a deletion in a consonant cluster instead of the substitution of one phoneme for another – an alveolar fricative for an alveolar plosive. If the candidate had applied IPA to the description, it is possible that they would have noted the single phoneme and avoided the error.

Question 2

Language and Gender – The language of self-disclosure.

This topic was a popular choice and most candidates showed clear engagement with the material studied prior to the exam. They selected data from a wide range of sources that generally provided rich material for the Section B responses.

Many candidates picked up on the writer's irony and self-awareness, and the entertaining humour of the passage, making good use of this contextual awareness to help frame their response to the question. The best were able to grasp the essay mode and appreciate the literary nature of the piece. They could comment in a sophisticated way on the subtle changes in tone from self-deprecating to celebratory that occurred in Text B.

Weaker responses tended to take the writer's envy at face-value. This tended to lead to superficial readings and the assumption that Dunham dislikes her grandmother and friend. Because this is not the case, evidence to support such a view is sparse and single examples were used and linked to simplistic or misguided interpretations of theorists such as Lakoff and Tannen. The single instance of a vulgarism was often cited as contradicting the notion that women never swear, the single colour term was evidence of women's wide colour vocabularies. Both of these claims were widely attributed. Dunham's embittered jealousy was evidence of the lack of a sense of humour – again attributed to a number of theorists and none.

Stronger candidates were willing to read the text on its own terms, discuss what constitutes 'sharing of personal information' within it, comparing and contrasting this with examples from their wider study, using theories and concepts from language study to illuminate how features at the 'micro' language levels (mainly lexis and grammar here) construct meanings and embody attitudes and relationships at the macro level (pragmatics and discourse). Level 4 and 5 responses demonstrated a more detailed range of linguistic features to engage with the writer's self-deprecating views and attitudes to other men and women. The metaphor "she had a revolving door of casual dinner dates" was frequently seen to engage with the writer's sense of humour. Many answers across the levels referred to Lakoff's deficit theory, however, Level 4 and 5 responses cross-referred the text to a wider range of gender theories, for example Cameron, Tannen, Fishman, Coates.

This response illustrates some consideration of valid lexical features but illustrates the difficulty of applying some theories productively.

Firstly, the lexical choice was interesting - Lena Durham uses low frequency high register descriptive adjectives from the outset - "The first is an ebullient one" - which flouts Lakoff's assumption that women use empty adjectives, possibly a nod to the writer's attitude to breaking gender stereotypes. Also, Durham mentions "gangs of girlfriends" - the blend "girlfriends" refers to a girl group creating an image of solidarity amongst women to support one another, which does represent my research into women sharing personal information. There is then the description of Durham's friend - "Deb's smart" - the ~~verb~~ adjective 'smart' is empty, but as no reference to Durham as a woman, it is just the most appropriate lexical choice.



Terminology is evident from the start of the response with a relevant example. The majority of students considered Lakoff and this student notes that the use of these low frequency terms contradicts this theory. Students need to consider this theory more critically - do women only ever use 'empty' adjectives regardless of the context? Do men never use them? In many instances, it would benefit candidates to define what they mean by 'empty' adjectives. Here however, it is related to breaking stereotypes and there is an implicit reference to the writer's personality and attitude. The candidate could have improved this section by stating how they feel this would affect the reader's view of the writer.



Consider context when applying theory and don't be afraid to be critical of any aspect of a theory with which you disagree or which seems unrealistic.

In this section from the same response as above, the student links grammar and shows more plausible application of concepts/issues.

Additionally, grammatical choices from Durham show her own attitudes and strongly encourage female solidarity, supporting my own conclusions of women sharing personal information. She uses hypophoras, like "what's the point? it just gets dirty...". The hypophora creates asymmetrical power (warning), showing that she's unafraid to be the dominant force, supporting modern women's views on not being "seen but not heard" - she is forceful. She uses anecdotes like "My grandma Dottie" - the use of the name personalises her grandmother and suggests builds a relationship between the author and reader, supporting my own findings about women sharing personal info. Durham uses the deontic modal verb "It will be women that I regret having argued with" - this shows security and confidence, and encourages other women to do the same, which is very typical of how women share personal information.



A valid language feature is selected and there is a strong link to the question. The student is able to introduce some discriminating links to power but merely dropping the name of theorist in brackets does not really explain. The student clearly links the language feature to the context of the piece showing an ability to link language features to inferred meaning. The comment on the modal verb confirms this student's ability to link language features to construction of meaning, but perhaps the student could have expanded on the notion of 'security' and 'confidence' either through some further examples or by noting any areas of contrast.



It can often be useful and help illustrate understanding if you briefly define or explain any theory that you are applying

Question 3

Language and Journalism – The language of Newsletters

This topic was chosen by fewer than 2% of all candidates and was generally approached in a productive and analytical way. There was a range of styles of newsletter referenced as data, most providing a useful contrast with the low tech, niche audience example given as Text C.

The stronger Level 4 and 5 answers engaged perceptively with the context and this allowed candidates to account for the features that they encountered in this text, which generally seemed to be outside of their experience of the genre. Those who made the assumption that this was a successful communication to the intended audience managed to find and discuss a range of linguistic features that varied from and linked to those they had seen in their research. There was some nuanced discussion of audience and tone which centred around terms of address, pronouns and noted the multiple authorship of the text. Where features were identified with precision and the discussion engaged with the personal tone of the writers and had a strong contextual awareness of the local audience, candidates achieved high level marks.

This level 4 response shows a student who is able to link language and context to explore how representative the data is of newsletter journalism

One can assume that ~~the~~ the readership of this newsletter will only be people who are part of the walking group. It is therefore likely that ~~the~~ readership do all know each other. The readership will therefore have plenty of shared knowledge, making this ~~article~~ ^{newsletter} slightly context bound. The Newsletter draws upon

This shared knowledge through its use of Proper nouns such as 'Alasdair' 'Beechenhurst shop' 'Stewart Longhope'. ~~The~~ This is a feature typical of traditional, as well as journalist newsletter writing. A close bond is built between the writer and readership by showing shared culture, therefore increasing subscription rates. ~~as well as~~ We see the newsletter's reference to shared culture again later on in the newsletter ~~with~~ ^{with} the emphasis of 'our country' 'our capital city'. Once again the writer is ~~creating~~ ^{creating} a shared sense of pride amongst its readership, emphasised by the repetition as well as the inclusive pronoun 'our' - reminding the readership of ^{their} shared values and heritage.

Additionally, the newsletter uses subject specific lexis and lexis from the semantic field of nature such as 'green spaces' 'open water' 'River'. These lexical items, ~~along with the~~ ~~are~~ premodified by positive adjectives such as 'great' and 'open' ~~which~~ would appeal to the readership, who are most likely to enjoy nature as they are part of ~~the~~ a 'walking group'. It is ~~the~~ ^{extremely} important in newsletter journalism to ~~use~~ lexis that would appeal to the readership in order to achieve whatever purpose you have in mind. In this case the purpose seems to be a promotional one, to encourage readers to

Sign up for the 'weekend visit to London'.



At the start of this section, the student shows a clear understanding of the relationship between the writer and the intended audience for this type of language with the reference to shared knowledge and so is showing the ability to discuss context using a controlled structure. The writer is also careful to provide several examples described with appropriate terminology. The reference to how this is 'typical' indicates a candidate who has undertaken some research and has some confidence with the subject matter while understanding the issues that underpin newsletter journalism. The response continues with a clear focus on context before developing the point about relationship further with the reference to 'our' to show ability to make inferences about the construction of meaning.

Following this, the candidate analyses lexis and again identifies several productive and discriminating examples. The student's knowledge and ability to carefully select language features and terminology is illustrated by the term 'adjective' and 'premodified'. The language features are linked confidently to the context of the piece



You should ensure that you use a range of linguistic terminology throughout your response and use specific language features to discuss how context affects language.

Question 4

Language and Power –The Language of Charity Advertising

This sub topic was the choice of the majority of candidates and was enthusiastically discussed by most. The engagement with the topic was evident in the choices of data that were mentioned, particularly in Q9 responses. A very wide range of theories and theorists were referenced, most enhancing the understanding of the ways meaning is constructed in such texts.

Stronger answers tended to be those that approached the text on its own terms, with an open mind, rather than with a pre-prepared checklist of features ready to apply whatever the text. However, candidates who approached the text as an opportunity to explore striking, salient features even if they were not quite sure what to make of them fared best.

Many candidates recognised the important distinction that this text was appealing for people's time and actions, rather than donations. Those who did were able to securely tie this fact to the question by considering how contextual factors influenced the language and content. Understanding that the audience of this text were already supporters of Wateraid and sympathised with its work and mission allowed candidates to account for the lack of attention grabbing imagery and stories of hardship. Such candidates were often able to go on to make interesting evaluative comparisons between the often elevated lexis of a text that assumes a level of social and political awareness in its target audience, compared with that of more typical charity advertising.

Less successful responses suggested the text was ineffective as it had no images and might be boring, noting that the modern audience would be too busy to read long paragraphs of text.

Rather than viewing these distinctive features as opportunities to make comparisons with texts from their personal data sets, such comments suggests an approach based on presupposition rather than analytical focus on Text D; the longest paragraph is only six lines. Candidates could usefully consider the likelihood of a Section A question being based on text that was ineffective in achieving its purpose. Most candidates identified and commented, with varying degrees of analytical skill, on key features such as direct address, imperatives, and interrogative subheadings. Candidates at the very top end explored the rhetorical nature of these questions and noted details such as the switch between first person for the interrogative subheadings and the second person for the body text.

A range of lexical, syntactical and grammatical features were seen. Responses in the middle to upper range used terminology accurately, the better ones showed precision in the labelling of word classes, for example second person singular subject pronouns rather than just pronouns. Those candidates who could differentiate between 2nd person possessive determiner 'your MP' and the 2nd person singular subject pronoun 'you' were able to discuss more subtle pragmatic effects. Better Level 4 and 5 responses engaged with the pragmatics of the text using a range of linguistic terminology.

There was a general engagement with power relationships across the levels with Fairclough's synthetic personalisation being mentioned frequently. Many responses identified a single occurrence of a second person pronoun as evidence of this, but the more considered responses explored the varied ways this can be deployed to create an effective call to action. In general, level 4 and 5 answers used varied references to theory to underpin the analysis of Text D and draw distinctions between it and their experience of other charity advertisements.

Pronoun use was popular in the majority of responses to the question but many overwrote on what is a relatively straightforward feature. Although it is not a full exploration, this example illustrates the beginnings of a productive approach.

Personal pronouns are used frequently ~~from~~ throughout the text, including first person personal and inclusive pronouns as well as second-person personal pronouns. The declarative "We

work to influence our Government" makes use of two first-person plural pronouns which is slightly typical of some charity adverts as they ~~often~~ aim to create a sense of a community who works together whilst the possessive pronoun in "our Government" implies that they work to benefit the whole country. However, in more ~~modern~~ modern charity adverts, the personal pronoun "we" is becoming increasingly less common after a Stanford University study discovered that it can arouse suspicion if the ~~recipient~~ recipient does not expect a consensual relationship with the charity.

Furthermore, although the use of the named beneficiary "Shamola Rani Mandal" is very ~~typical~~ representative of the persuasive techniques frequently used in charity adverts, the fact that they are an adult at "26" could make it less conforming. Ellis and Eagry suggest that people are more likely to donate when a bond with an individual beneficiary can be formed, which would suggest that the advert's use of an individual beneficiary is stereotypical. However this can be contrasted by Heijer's theory that "children, mothers and the elderly are innocent; they comprise candidates for compassion". The advert does not use either children or the elderly and there is no mention of Shamola being a mother, so that ~~using~~ using a named beneficiary somewhat more unique and inevitable.



The two pronoun forms are accurately identified and the use of the first person is clearly exemplified. The student avoids the common catch-all explanation that they involve the reader and instead offers a more precise reason – creating a sense of community/benefitting the whole country which links more clearly to the context of the piece. The student then demonstrates an ability to both focus on the question and introduce some supporting research which allows them to demonstrate some discriminating understanding of pronoun use in charity advisements.



Think carefully about how to adapt your linguistic knowledge to the data provided. If you follow a rigid framework/checklist, it is likely that your points will not be as perceptive.

Question 5

Regional Varieties of English – Scottish English

This topic was chosen by around 2% of candidates and tackled well by most. There was a general engagement with the origins of the variety and understanding of the connections with other northern dialects of English.

The use of a literary representation of Scottish English in Text E seemed to cause some confusion but a few stronger responses engaged well with the way characterisation was achieved through the use of eye dialect. Most responses showed awareness of the key features of Scottish English but there was frequent confusion of phoneme and grapheme in discussion of pronunciation and few candidates managed to achieve real clarity by accurate use of IPA to explain their points. There was generally an attempt to engage with the question in most answers with many references to recent history and some more extended diversions back in time. Most candidates showed some awareness of the phonetic features specific to Scottish English and found relevant examples in Text E. Most showed at least some awareness of the genre of the text and the creation of characterisation using non-standard lexical, grammatical and orthographic features to represent the Scottish English accent and dialect.

This level 4 response shows some discriminating understanding of the question but has a lack of development in the exploration of phonology.

However, there are a number of features in the text that are found in ~~the~~ most representations of Scottish English. For example, the elongation of vowels

in lexical items like the concrete noun 'hoose', past participle 'opat' and ~~present~~ ^{first person} pronoun 'ih' have been noted by many researchers, ~~and~~ ~~dialect~~ ^{as} including Trudgill, ~~and~~ ~~Thorne~~ ^{as} Thorne. ~~and~~ Despite this, the purpose of the text (as it is a novel, this is probably to entertain and maybe inform or raise awareness of Scottish English as a whole) could easily affect the representation of Scottish English, as exaggeration for comedic effect or thorough characterisation could be an issue. ~~It~~ Also, Welsh's work is often influenced by sub-dialects and sociolects in particular, such as 'Train-spoken', where the Edinburgh ~~and~~ ~~sociolect~~ influences lexical items such as ^{descriptive subjects} 'ideally in' and ~~the~~ 'high' ^{as} ~~the~~ concrete noun 'street'.



Following a previous section in which the writer identified issues with eye dialect and accurate representation of regional forms, this student begins to discuss examples in the data that match the expectations from their research and shows a focus on the question of 'to what extent is the data representative'. The student uses accurate linguistic terms such as 'long vowel' and 'first person pronoun' to describe relevant examples. This section of the response could have been improved by briefly explaining how these differ from Standard English and the use of the IPA to illustrate the intended phonology. In the final section, the student shows some discriminating understanding by linking how aspects of context (its status as a novel) can affect the language used.



When you are discussing phonology, you should always use the IPA. In pieces of written English with non Standard spelling to represent sound, you can use the IPA to illustrate the intended sound and to model the Standard form.

Question 6

There were some strong responses which did engage with a well chosen corpus of data selected from speakers as varied as politicians, singers and athletes. Certain answers based on strong sets of primary data allowed for identification of key language features and the best answers were able to discuss variation between speakers and across the region. Most responses described the origins of the varieties and some candidates had an excellent grasp of the processes of pidginisation and creolisation. They were able to demonstrate that features are sometimes stigmatised as 'lazy' and are often logical rationalisation of irregularities or redundant features in other English dialects as present because of the role of English as a source language of the various Caribbean creoles. Some less successful responses spent too long writing a history of the development of the slave trade and, as with Q1, there was some evidence of a worrying tendency to adopt a deficit approach by a few candidates.

Some of these responses were limited to Level 1 and 2 as they did not really refer to a specific corpus of data. Specific phonological, lexical and grammatical features would be referred to generically, but inference suggested that this was as a result of secondary research.

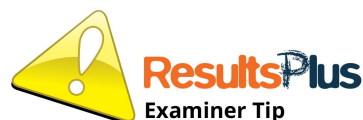
This level 5 response shows a sophisticated response to the given question with a clear focus on research and language features.

In more recent times, stemming from events such as Jamaican Independence, poets ~~as~~ such as Louise Bennett Couerley have attempted to ~~push~~ push Caribbean ~~varit~~ varieties of English towards the creation of a common standard form. In order to achieve this aim, her poetry such as 'Barca Killin' uses ~~breaks~~ ~~the~~ Western literary traditions and mixes it with Caribbean oral traditions in order to highlight the validity of Caribbean English because it can be used in more prestigious literary forms. Throughout the poem she emphasises phonological features which are typical across the Caribbean through her manipulation of the orthography. Her spelling of "guire" ~~a~~ (going) and "cyan" are used to reflect how most mesolectal and basilectal speakers, according to DeCamp's creole-continuum, will insert glide consonants after plosive consonants to aid ease of pronunciation. As well as this the broad influence of West African languages across the Caribbean can be seen in her spelling of "de" (the) and "dem" ~~set~~ (them) which reflects how the dental fricative /ð/ is typically ~~so~~ substituted for the alveolar /d/ due to the lack of the former phoneme in West African languages. It seems Bennett deliberately draws on the shared ^{phonological} features of Caribbean

English varieties in her poetry as a way of creating solidarity amongst the speakers of these varieties who have historically been stigmatised and also to ~~to~~ push for standardisation which would ~~create~~ ^{provide} the opportunity to create a common standard form amongst these varieties thus elevating their status.



The student introduces referenced primary data and demonstrates not only a focus on the question, but clear understanding of key concepts underpinning Jamaican forms by relating the explored data to issues around the lack of Standard form (an issue that had been previously referenced). The sophisticated structure shows Level 5 and makes the student's argument highly accessible. The student selects some discriminating examples from their data to illustrate their understanding of other key issues (mesolect and basilect). This student is able to employ both the IPA and speech sound terminology to provide a highly effective analysis of the language features used in the investigation data. The final comment in this extract shows a critical understanding of the social status ascribed to Standard language forms.



Read the question carefully and consider how you can adapt the information from your investigation. Briefly planning your response before you start writing could help produce a more coherent structure and help you keep your focus on the question

Question 7

A range of interesting investigations were seen. Data was selected from a wide variety of sources and where there was a clearly cohesive set, some really strong analysis was undertaken. Better Level 4 and 5 responses focused on well chosen data which allowed a range of linguistic features to be explored and the claim in the question about seeking dominance through exchanging personal information to be assessed. Most responses referred to a range of gender theories, although some responses were limited to Lakoff. Stronger, more evaluative investigations acknowledged other contextual factors, those that focused on the notion of gender as performative tended to provide a richer analysis.

Observations on Q2 about a tendency towards very superficial or simply erroneous understanding of gender theories and theorists also apply here: perhaps even more so. Some centres appeared to encourage an approach involving the presentation of a catalogue of gender 'theorists', illustrated by sometimes dubious or banal examples that were often not analysed linguistically, for example, "the use of emotive words such as 'trauma' supports Tannen's theory that women seek and offer support while 'we had lots of sex', which is taboo, contradicts Coates' theory that men use more taboo language".

No matter how long an answer is, with however many examples, if all those examples simply 'recall' and 'describe' then the answer as a whole will never get above Level 2, whereas an answer of half the length that 'applies' methods of analysis to well-selected examples of some fairly challenging language features, and 'explains' construction of meaning in those examples by referring to contextual factors, will move into higher levels.

Stronger answers, moving well beyond the simply descriptive and getting into level 4 and above made 'discriminating' selection (in the sense of choosing what was most interesting and relevant to the question) of a smaller number of examples and theories, often exploring these tentatively. The best answers teased out implications of the statement in the question, for example considering what constitutes 'personal information' in their data and considering whether 'establishing dominance' necessarily means imposing 'power' or could also apply to, for example, attracting the attention of others through evoking sympathy. This kind of approach often made it easy to see the work as taking an 'evaluative' and 'critical' approach, characteristic of Level 5. However, even at this level it was relatively rare to find understanding of the way in which gender theory in linguistics has largely been a process of linguists building on and refining each other's' work, rather than standing in opposing corners slugging it out over whether women's language is 'deficient' or merely 'different', for example.

In this extract from a script, the candidate discusses an interesting language feature, giving clear examples from two data sources (A01). The discussion of the examples is linked to the relevant theories of Fang and Reid and contextual factors (A03). The conclusion is measured against the statement made in the question (A01). This response scored 24 – top level 4 overall.

Further elements of collaboration are shown through the use of minimal responses, mainly by the interviewers. Whilst not directly sharing personal information, these responses create a sense of solidarity between the two interlocutors. For example, in my radio and podcast interviews, the female interviewers use exclamations like 'Right', 'Yep', 'Mmm', 'Absolutely' and 'Gosh that's interesting' in order to show support. This was researched by Fang, who said that minimal responses and rejoinders are a sign of participation and engagement. This could be especially important in my podcast and radio settings due to their non-visual element, meaning the use of these may have been a conscious choice by the interviewer to ensure that the audience at home is aware of their participation in the conversation. This is further reflective of Reid's theory that minimal are a verbal sign of co-

participation in a conversation. This could contradict the statement, as the use of such rejoinders could show an equal desire by the interlocutors to keep the conversation going, thus showing solidarity. It could also support the statement, as the interviewers may have felt obliged to share such rejoinders, thus showing the dominance of the interlocutor sharing the personal information.

Here, the candidate discusses pronoun use that uses terminology with precision (A01) and explores the pragmatic function of the inclusive pronoun when linked to the declarative statement (A03). The candidate tentatively suggests ways that this structure creates solidarity and links to Tannen's theory (A02). Further examples are discussed elsewhere in the response, but an additional one here, perhaps from another piece of data would have ensured the level 5 descriptor for 'sustained examples' was met.

In contrast, one of the speakers in one of my television show transcripts appears to use pronouns to show solidarity. For example, when talking about how easy it can be to point blame after a breakup she uses the declarative, 'and we're not always right ourselves are we?' The use of this addressee orientated tag is facilitative in context, and could be her way of including her demographic in the discussion, possibly supporting Tannen's theory that women use language to seek support and confirmation for their ideas. Similarly, the inclusive first person pronoun 'we' could create solidarity, as the speaker may be encouraging response from other members of the interview panel and also the audience watching at home. This could possibly support the statement as she is in the position to demand or request engagement from the audience, thus showing a more dominant position.

Question 8

Responses to this question referred to a range of newsletters generally drawn from online sources and aimed at large audiences. There was a relatively narrow range of types of newsletter selected as data with many candidates researching the type of daily summary of events put out by news organisations. Candidates who chose data examples from a wider range of purposes and for a range of audiences found more interesting language features and generally fared better.

In addressing the specific question, candidates often took quite strong positions based on assumptions about the natural superiority of online and mass audience communications and made claims about the demise of niche, local and low-tech newsletters that ignored the evidence provided by Text C. Those candidates who kept the focus of their responses firmly on the language talked confidently about variation and how technological advances that have enabled mass reach have required authors to adapt their address to speak to larger audiences. Many referenced Fairclough's Synthetic Personalisation and many had found concepts from business that added interesting insights into the ways newsletter audiences are positioned and meaning constructed.

This response shows how some basic references to research and investigation can be signposted in the initial stages of a response.

This quote clearly expresses the opinion; that newsletters, which rely heavily on email, will soon become obsolete as other forms of technology, such as Facebook and blogs have overtaken them. In order to debate the truth of this, I will ~~discuss~~ refer mainly to the Polis report, commissioned by LSE in 2015, which takes an extensive look at the recent growth in email newsletter journalism, as well as referring to other individuals, such as David Carr, and different newsletters that I found in my research.

The Polis report discusses the common misconception that 'email is dying out', as new forms of technology, such as Facebook and Snapchat have taken over. However, after a survey conducted in the US, the report found that more than 87% of adults aged ~~over~~ twenty one to fifty used email. This directly contradicts the idea that email is dying out. In fact, the report states that, 'email is having a renaissance'. ~~David Carr, too, is~~ stating that 'where a few years ago people would have started a blog, today the choice is an emailⁿ newsletter'. Clearly, then, rather than newsletter journalism being crushed by other news competitors, newsletter journalism is crushing its competitors! During my own research, I ~~found~~ encountered a vast amount of email newsletter journalism, ~~as~~ many of which were directly aimed at a younger audience - such as Emerald Street (editor Anna Fielding) which is aimed at urban women in their twenties and thirtiesⁿ. This directly contradicts the idea expressed by the quote that email newsletters are dying out, as in fact they are being read by people of all ages.



This extract from the start of a student's response demonstrates a clear ability to focus on the question and the use of an opening paragraph to identify aspects of their own primary and secondary research.

In the second paragraph, the student outlines the relevance of the research and is able to offer supporting quotations. By doing so, they are showing the ability to carefully embed and apply relevant concepts and methods. Following on from this, the student begins to indicate that they have completed their own primary research with reference to a piece of data. The structure of the response is quite sophisticated (for exam conditions) and the student uses a generally appropriate style.



It is essential that you outline your research and make clear reference to your investigation and any relevant secondary sources throughout your response.

Question 9

All but a very few responses to Q9 made explicit reference to the collection and study of a data set. Many candidates had clearly given careful consideration to the collection of well-matched data – some collecting more than one set - and applying different analytical methods to them to broaden their understanding of the genre. Using a range of approaches allowed them to demonstrate a range of analytical approaches and show the varied findings that can be drawn out from them. Advertising from a wide range of charities had been studied: RSPCA, Barnardo's, Save The Children, etc. Some investigations took a diachronic approach whereas others took a more synchronic approach. Some varied this with adding a corpus study, some combining study of the language of the text with using friends and family to test the effect of the strategies used in those texts. All approaches proved potentially productive and, in the best responses, gave a broad picture of the way power is exerted in charity advertising.

In addressing the question, some responses spent more or equal time describing the content and effect of images used, the more successful maintained an overall focus on the language, ensuring that the images were described in relation to accompanying text and generally avoiding long descriptions of the images and their likely impact on audiences.

Good Level 3 and 4 responses demonstrated detailed knowledge and analysis of a range of lexical, semantic and grammatical language patterns. Some of the more ambitious responses had quantified particular patterns and then made A04 connections in respect of the effect of these features on the target audience.

There was a wide variety of A02 citations of a variety of people of from all sorts of backgrounds and there was sometimes equal weight given to them all. Responses were as likely to refer to the wisdom of Piers Morgan as Aristotle. Those that had a sense of the relative weight and depth of the academic contribution of those they cited tended to also use citations to illuminate their discussion of the construction of meaning. Fairclough's 'Building the Consumer' and 'Synthetic Personalisation' were widely referenced across all levels, but higher levels demonstrated a more sophisticated understanding, citing language features beyond the second person pronouns to show a how personal relationship can be imitated. Successful discussion of the use of such strategies showed a detailed awareness of the impact upon the audience. Grice received a similar broad application frequently that missed the insights that a detailed understanding of these concepts would uncover.

Most responses were methodical and many were well constructed to allow a full account of the study undertaken and discussion of its approach, methods, findings and evaluation of its outcomes. Some less successful responses lacked a clear summary of the process, or findings and were uncritical. The most successful managed clarity in construction, application of method, critical evaluation and directly addressed the question using their study to assess the merit of the statement given.

Many of the best responses focused closely on the language of persuasion in data sets that were challenging. Successful responses very clearly placed the texts that were the chosen subjects of study not only within their wider study of the subtopic of charity advertising, but had clearly in mind the overarching topic of 'power' and had a clear conceptual framework for exploring how language works on its readers, and also of the power-relations inherent in charity work, exploring issues such as the positioning of the audience in relation to an 'ideal' (and therefore powerless) victim. Subtle explorations of how language of advertising can often be read in multiple ways, depending on the attitude and perspectives of the parties to the discourse, were shown to be eminently possible by candidates who kept an open and exploratory mind and sound knowledge of relevant concepts and features that can be applied, as well as the judgement to select the most productive when faced

with a new text.

This extract shows how a candidate begins to adapt their research to the demands of the question. Although this was a Level 4 response, this extract from the start does lack development at this stage.

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

For my research project I did a sweep of 40 current charity advertisements - printed and on tv (with a range of human, animal and third world country suffering). I set out to find whether hard sell advertisements were still in common use. Due to factors such as the Golden Radiator awards and compassion fatigue I expected to find ads containing a much more soft sell approach however I found hard sell tactics being used quite frequently with an ~~ought~~ increase in the amount of soft sell.

The statement is correct in some aspects; many advertisements use eye catching imagery for example the "Give it the finger" ad used an explicit image of a middle finger swearing to draw attention to a much bigger issue. However, this caused outrage and the charity were forced to change the image which suggests that advertisements do still need to rely

on the language they use in order to persuade the readers to donate. The advertisement "Give it the finger" used language such as "Say no" to directly tell the readers they need to donate in order to stop young girls being forced into marriage.



ResultsPlus
Examiner Comments

The student initially outlines the language investigation they undertook and detail (broadly but adequately for this stage), the data they examined, the purpose of the investigation (investigating the 'hard sell') and their initial expectations.

In the next paragraph, the student begins to consider the links to the question. Because they have analysed a range of data they are able to anchor their discussion on a piece with eye catching graphology and they are able to contrast this with the importance of language in the advert showing an ability to discuss connections and to draw conclusions. This section would have benefitted from a closer language analysis with more precise reference to the language features – perhaps by linking the offending image to the use of direct imperatives.

Question 10

Many candidates approached this question with little reference to a data set, relying instead on detailed (and varying) accounts of the historical development of the dialect and focusing on events that are connected with the resurgence of a sense of national identity. In some responses, examples of Scottish English lexis and grammar were taken from secondary sources rather than the candidates own curated data set. Those that did gather their own data chose well from a variety of Scottish English speakers with voices ranging from politicians to newsreaders and comedians. Those that had transcribed well chosen extracts of speech found productive examples that allowed them to discuss variation between speakers and contexts as well as tick off the generally accepted checklist of Scottish English features.

In this extract, a student uses clear references to a range of research materials and their investigation to discuss the importance of lexis in the revival of Scottish English.

The vocabulary of Scottish speakers/writers and the lexical differences from Standard English are significant in showing the revival of the language. For example McArthur in his Oxford Companion to the English Language outlined the key areas where Scottish lexis ~~can~~ can be differentiated such as words of Scottish origin e.g. Leene).

~~perceived as Scottish~~ words ~~perceived as Scottish~~ e.g. <wee>, words used elsewhere but still remain significant in Scotland e.g. <bairn> and technical words e.g. <janitor>. Within data I have studied I have found many examples of lexical differences. For example, the newly published Scottish translation of Harry Potter and the Philosopher's Stone includes the term <dreich gray Tuesday> - <dreich> meaning <dreary> or <dull>. Additionally, a conversation from the website 'Scots Language' includes words such as <wee> <bairn> and <scweel>. ^{It can also be argued that Scottish English is now} becoming significant enough to have an impact on other dialects within ^{standard English e.g. the Geordie dialect uses} words such as <bairn> and <cradys>.

The ^{<scweel>} ~~example~~ example can be applied to Carr and Brulard's ideas of lexical differentiation (in their research: Anglo-English Influences of Standard Scottish Speakers). These argued that the main lexical differences are in their fields of law, education and religion. The term <scweel> is the Scottish ^{English} word for <school> - within the education sector. Moreover, the conversation between the Glasgow women on childhood memories includes the term <kirk> meaning <church> ^{- religious differentiation}. These two examples are widely used within present day Scotland showing that the ~~British~~ Reformation of 1570 and Parliamentary Union of 1707 didn't have a lasting effect of the Scottish English language. ~~On the other hand~~ On the other hand, Nicola Sturgeon uses the ~~the~~ Standard English <church> in ^{her} ~~to~~ speech as she is opening a church in Glasgow. This suggests

that ~~may~~ it is likely that these terms are used alongside each other within Scotland i.e. both are used ~~constantly~~ by Scottish English speakers but (kirk) may ~~be~~^{be} favoured in more informal/intimate conversations and contexts. This still highlights the increasing Scottish national identity.



The student begins with a clear reference to one of their research materials and this is directly related to aspects of their primary data from their investigation using sophisticated expression (for exam conditions). The mention of the primary sources (Harry Potter and the website) shows their ability to compare data and the final comment in this section about Scottish English becoming more significant; it demonstrates a clear ability to draw conclusions about said data.

The student then uses an effective transition to introduce further exploration of one of their examples and offers additional academic support for their argument with reference to Carr and Brulard. The student shows their ability to analyse connections by discussing data from two different sources.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Responses to both Section A and Section B should be dependent on conducting an investigation of a first hand data set that the candidate has selected. Section A answers will ask candidates to analyse a text from the given genre and previous study will inform this analysis. Section B will allow an opportunity to use their research in a more direct way to illustrate their views on a question or statement about the given sub-topic.
- In choosing data, candidates should be encouraged to approach their collection with an idea of how they will achieve a cohesive data set, limiting the variables appropriately but allowing enough variation to explore the sub topic for a good number of key language features.
- In exploring text in Section A, candidates are encouraged to read carefully and identify features in the text that stand out. A good starting point would be any features that contrast with the features candidates have identified as key features in their data analysis. Find the new or striking, describe it using terminology accurately and then consider the contextual reasons for its presence in the text.
- Candidates can, and should, offer tentative readings of features they see in texts. Perceptive exploration of contextual factors like effect on audience or a speaker's motivation can be productive and show close reading of the text.
- In responses to data or texts relating to spoken language or representing features of pronunciation, candidates should use IPA notation to show distinctions.
- Candidates are encouraged to see theories and theorists in the various areas of sociolinguistic study as building on one another's work rather than each working in opposition to earlier thinking. Candidates should also try for a deeper understanding of the theory and its application. Seeing theorists such as Lakoff as creators of a checklist that can be ticked off against a text is limiting.

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>

