

Examiners' Report

June 2019

GCE English Language 9EN0 03

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2019

Publications Code 9EN0_03_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

Language and Gender Identity was the most popular choice this year. The Language and Power and Language and Journalism sub-topics were the next most popular choices meaning that the Regional Variation and Global English questions were the least popular.

Markers found that the majority of candidates had clearly undertaken their own language investigations and were able to reference both primary and secondary research. The most successful candidates typically referenced or explicitly framed their data early in their responses enabling examiners to clearly identify how candidates were drawing their conclusions. Less successful candidates detailed their research methods in an unhelpful way. For example, detailing how they used Google to select key websites by entering specific search terms was not particularly relevant to the research conducted and often took time away from more useful and relevant discussion of the sub-topic.

Following comments in last year's report, there is evidence that more candidates are beginning to recognise the difference between researchers and theorists. However, there is still evidence of some candidates making sweeping comments citing 'theorists' revealing a more generalised understanding of the topic.

For some questions, there was evidence of rehearsed investigations with narrow hypotheses. While this can be a valid investigative method, candidates need to ensure that they are able to address the statement in Section B using their data and centres are advised that less able students struggled to meet the demands of the question. In fact, less successful candidates appeared to ignore the question completely and simply presented their investigation. For example, some candidates who had looked at gender differences in the language of school behaviour management did not make any reference to the power dynamic between teachers and students as directed by the question.

Centres are reminded that this paper is designed to offer candidates the opportunity to undertake independent research and that heavily teaching specific pieces of data somewhat goes against the 'spirit' of the paper. It was evident by the similarity of comments made about the same features from the same data sets that candidates are not always conducting their own research.

In Section A, the most successful responses utilised the contextual information offered at the top of the data to help draw tentative conclusions about the representativeness of the texts. At the higher levels, there was also evidence of close and increasingly perceptive readings of the data as demonstrated by the breadth of language features discussed.

In Section B, the best responses, from candidates at all levels, showed evidence of real familiarity with a coherent and manageable data set from which they were able to select relevant quotations / findings and discuss these in relation to the statement offered in the question. It was also evident from the data selection that successful candidates had a clear rationale for their selection and a secure understanding of the demands of the paper.

Question 1

Global English – Pacific Creoles

This topic was chosen by around 3% of candidates. Responses on this sub-topic typically demonstrated secure basic knowledge of the key linguistic features of Pacific Creoles and Tok Pisin in particular.

Question 1

Many candidates were able to make sound observations about the phonological features of Tok Pisin and attempted to discuss these aspects using the IPA. More successful responses were able to draw comparisons between the phonological aspects across both pieces of data to explore ideas about the representative nature of the texts while less successful responses tended to simply list the features identified with limited discussion. Some candidates still appear to confuse features such as th-stopping or th-fronting as consonant cluster reduction and some candidates appeared to confuse the modes of the texts.

The data offered candidates the opportunity to discuss unique features of morphology and syntax. Where this was handled well, using accurate and precise terminology, candidates were able to show increasingly discriminating understanding of these aspects of Pacific Creoles. Weaker responses struggled to accurately define or discuss the features and often ended up paraphrasing data or simply describing the features.

In terms of the contextual differences between the texts, higher level responses were able to examine the significance of a religious text and a game between children, noting the different registers, lexical fields and audiences. At the lower end, the context of the data was largely ignored, which affected candidates' ability to meet the criteria for AO3.

The following is a brief extract from a response which just achieved Level 5.

hierarchically, as a feature that is present that makes the text more
 representative of the creoles is reduplication. This is known as a
 syllable is repeated in a creole to create a word and
~~over and over~~ this is likely due to the fact that creoles originally
 have a smaller lexicon than other languages. Stanning is a pidgin
 or lingua franca for slaves. Reduplication can be seen as
 in text A1 with 'karkai' meaning eat and in A2
 'Mamimam' meaning mercy. This can be seen to be
 representative of all Pacific creoles as even in other
 Pacific creoles like Hawaiian Creole English there is
 reduplication 'hiki hiki' and 'sing sing'. This therefore
 highlights how hierarchically representative this text is of all Pacific
 creoles.



ResultsPlus
 Examiner Comments

In this extract, the candidate is able to accurately discuss the data and draw conclusions about the representative nature of the data based on brief references to their own research. What is particularly noteworthy here is the candidate's discussion of reduplication and the smaller initial lexicon of Creoles without falling into a deficit approach. The terminology is used accurately with carefully selected examples from both pieces of data and references to the formation of Pacific Creoles are succinct and relevant to the discussion of the feature.

The full response from this candidate covered a range of language features including morphology, syntax and phonology as well as lexis, demonstrating a secure and detailed understanding of the sub-topic.

Question 2

Language and Gender Identity – Gender Identity in Superhero Comics

This topic was the most popular choice and most candidates appeared to have read fairly widely around the topic, covering a number of different critics and researchers.

While many candidates were able to identify the fact that the data was deliberately 'breaking the fourth wall' to directly address the audience, higher performing candidates were able to exploit this contextual information and use it to discuss the motivations behind the writers' agenda involving gender representation. Many candidates recognised the relationship between the publishing date and movements in Feminism, using this to discuss the data in light of the contextual factors.

Many candidates were also able to integrate their own wider research in terms of more academic reading about the way gender is represented, often citing writers such as Butler, bell hooks (deliberate use of lower case) and Wood.

Stronger responses were able to explore a range of linguistic features and discuss the representation of both the male and the female characters, exploring the distinction between the male characters' responses to the letters and the female superhero's response. These differences were often discussed in light of Tannen's Difference Model, exploring why the writers' may have deliberately used or subverted stereotypical features of language and offering a more evaluative discussion of Tannen's ideas than simply stating them as 'proof' of her ideas.

At the higher levels, responses not only focused on specific language features, such as pronoun use and modal verbs, but also explored the wider pragmatic implications behind the team leader's reference to Abraham Lincoln or the male characters' actions following the female superhero's revelations about the letters, often underpinned with direct references to the writer's intentions.

Higher level responses were also more likely to explore any atypical representations of gender, e.g. the mutated hero's focus on his appearance and the references to the female superhero's involvement in key moments of action.

Weaker responses tended to focus on the female superhero's emotional response, often without recognising the role of the writers or the purpose of the narrative, and tended to apply Lakoff's comments about women's language in a simplistic fashion. For example, many candidates inaccurately identified the use of 'disturbing' to describe the letters as an example of the empty adjectives which Lakoff believed typified women's language.

Sweeping and generalised comments about the male characters' use of exclamatory sentences or declaratives often led to very superficial comments about the way gender was represented in the data and weaker responses also tended to focus on graphology far more than specific language features with varying comments about the appearance of the female superhero's outfit and her sex appeal or lack thereof.

The following extract illustrates the candidate's ability to discuss Tannen in some detail while also considering the motivation behind the writers' decisions.

Regarding lexis, it appears this 1962 comic reflects traditional roles for men and women. As previously mentioned, gender use seems to separate males and females - Sue jumping into "an" fight implies a degree of separation. Sue appears to directly model ideas for women in 1962 - she is maternal and caring - "comfort", "wonderful". The use of maternal, phatic language - "I've been indulging in self-pity!" appears to reflect Tannen's theories on women's language as seeking support and more

concerned with emotion. However, interestingly, the character of The Thing also appears to express emotion and a need for support. "I'm the Thing again! Of all the crummy luck!" "I'm still nothing more than a gruesome gorilla!" Whilst it could ~~be~~ be argued this language functions as a plot device to encourage Sue to use typically feminine lexis, the Thing also expresses a ~~lot~~ level of self-pity. The adjectives "crummy" and "gruesome" suggest a level of self-consciousness - a trait typically associated with women. Whilst it appears that Sue's "self-pity" [ing] language reflects her position as a woman in an androcentric environment, the Thing's use of exclamation "Big deal!" and "adjectival ^{ad noun} phrases" "crummy luck" and "gruesome gorilla" suggest a male character adopts a more traditionally 'feminine' use of language.



This response succinctly reflects a nuanced reading of the pronoun use, neatly presenting the idea that the data is challenging previously held beliefs about gender identity. The integration of contextual values helps to discuss the way gender is represented and there is a confident use of terminology throughout. The comparison of the female superhero's language with language used by the mutated superhero allows the candidate to discuss Tannen in a much more detailed and sophisticated way, challenging the Difference Model using carefully selected references to the data.



Candidates are encouraged to consider theories and research more critically and should not be afraid of challenging or disagreeing with any aspects they find outdated or unrealistic.

Question 3

Language and Journalism – Broadcast Interviews on Current Affairs

This topic was one of the more popular choices and the majority of candidates had clearly undertaken additional research into concepts such as overhearing audiences and adversarial interviews. Many candidates were able to explore the typical and atypical features of the data and many appeared to have a wider understanding of the contextual factors affecting the interview e.g. the interviewee's political background.

At the lower levels, candidates often described the features seen and simply commented as to whether they were typical or not with limited explanation about why these features were used. For example, simply acknowledging the presence of an interruption or overlap without discussing the adversarial or entertainment aspects of the data.

Some candidates demonstrated the rather sweeping use of gender theories to the data, often erroneously identifying Reid's politeness as merely a female feature of language rather than recognising the conventions of broadcast interviews. While candidates are encouraged to apply research from across their course of study, it is important that they select research carefully to ensure that it is used relevantly.

Stronger responses recognised the impact of the audience on the way the interviewers used language as well as the power struggle that defines the interview, integrating relevant power concepts into their discussion.

In the example below, this Level 3 response demonstrates a clear understanding of the ways in which language is used supported by clear links to relevant contextual factors.

Text C is representative of the lack of deference in modern broadcast interviews ~~through~~ which is shown through the number of interruptions. Immediately after Nuttall's first response, Reid interrupts his answer to challenge what he has said:

"N: ... that's bad for the economy and that's bad for the state // as a whole //

R: // but lots of // people of course ..."

Reid interrupts to try and get Nuttall to be more explicit in his opinion. He is discussing ~~the~~^a controversial topic of religion and ~~what~~ his opinion on what Muslims should wear and he tries to justify this by stating that it is not beneficial to women or the economy. By doing this he gives the impression that he is thinking in the interests of others, however Reid challenges his argument by ~~suggesting~~ ~~that~~ arguing that it is not just Muslims who cover their faces, suggesting that what Nuttall is saying is based on personal prejudice. She uses the interruption to highlight the problems with Nuttall's argument, ~~or~~ making the interview more adversarial. Over time, the level of deference towards politicians has declined ~~and~~ ~~as per~~ as the public became more determined to ~~not~~ ~~not~~ hear what political parties

actually work. This lack of respect has caused interviewers to become more combative in their approach so they can satisfy their audience by getting actual answers. Interruptions are typical of a less formal register which ^{generally} ~~typically~~ shows a lack of respect for a 'joint enterprise' (Wegman 1963).



ResultsPlus
Examiner Comments

The candidate clearly presents a relevant example from the data before going on to explain the construction of meaning behind Reid's language use. There are clear links to the context of the piece, recognising a diminished level of deference in modern interviews and also a subtle reference to the less formal register of the data, which is also explored later in the essay. This clear link to context acts as a method of creating a strong link to the question, showing a clear understanding of the way the data is representative of this style of interview. However, this candidate would have benefitted from a more critical discussion of the specific contextual factors associated with the data as well as broader historical factors e.g. development of the candidate's recognition of the political leanings of the interviewee and the impact this may have had on the use of language by all concerned.



ResultsPlus
Examiner Tip

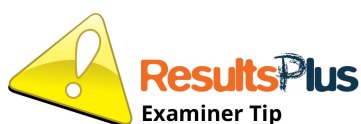
This response would benefit from a wider range of terminology being deployed to offer a more discriminating analysis of the data and could also have developed the range of AO2 aspects being discussed e.g. power concepts, implicature etc.

The following is another example from a Level 3 response.

Morgan uses interrogatives as a way to face threaten Nuttall. 'are you gonna ban beards' is a simple closed interrogative that is a unrealistic, almost humourous question but is used in a way to represent ~~represent~~ ~~that~~ how unrealistic and unacceptable his point was.



In this short extract, there is a clear link to a relevant language feature with some acknowledgement of the purpose of Morgan's use of interrogatives and the ideas that are being presented to the audience. The slightly unusual use of 'face threaten' as a phrasal verb shows some attempt to integrate AO2, although this is not developed in terms of explaining how this links to context.



This response would have benefitted from some stronger discussion of relevant AO3 factors in order to discuss whether this style of interrogative is representative of broadcast interviews or not. It is important to try and ensure that the question is addressed regularly throughout the response.

Question 4

Language and Power – Language of School Behaviour Management

This was another popular choice for centres and the vast majority of candidates engaged enthusiastically with the data, acknowledging the televised aspects of the transcript as well as the fact that the data focused on interactions between teachers and an individual student, rather than a whole class.

Strong responses showcased the ability of candidates to integrate a wide range of concepts surrounding the use of language to manage students' behaviour, including wider research regarding teaching practice. Candidates at the higher levels were able to critically discuss the effectiveness of the different methods employed by the various members of staff and their relationship with the student, skilfully examining the impact of contextual factors on the language used.

Within higher level responses, many candidates demonstrated close analysis of the different levels of power asymmetry between Vinnie and the various members of staff, exploring the range of terms of address, honorifics and registers used by the participants as indicators of the different power dynamics within the data. Where this was done particularly well, candidates were able to evaluate different AO2 issues, integrating traditional language and power concepts (Fairclough, Goffman etc.) with more field specific examples of research.

Higher level candidates were also able to examine the data with subtle links to their own research and convincingly discuss aspects that were typical or atypical of school behaviour management, using precise terminology and carefully selected examples.

Less successful candidates simply listed the features seen with limited discussion about how and why language is used e.g. Miss Conway uses Vinnie's name to show she knows him. She uses questions to ask him how he is etc. Although able to identify different ways that various forms of Vinnie's name were used in the data, at the lower end, comments tended to be quite superficial.

Most candidates were able to identify and comment on key features, such as the use of the IRF structure and imperatives, with varying degrees of analytical detail. Candidates at the top end were also able to examine the use of disguised imperatives and the varying use of register to manage and control Vinnie's behaviour.

Some candidates also explored Vinnie's response to the varying methods, using his responses to examine the need for different strategies and the power struggles which were present in the data.

There was a general engagement with concepts of power relationships including convergence and influential/instrumental power. However, some candidates were applying ideas about synthetic personalisation in a way that showed limited understanding of the concept.

The following example is taken from a high performing response and demonstrates an increasingly confident and evaluative application of a range of concepts carefully linked to the data. The previous point was a comment about Miss Conway's use of Vinnie's full name and the implicature behind it to manage the conversation as a way of demonstrating power.

Alongside this, evidence of convergence is shown from Miss Conway whereby she is changing her language to suit Virnie. Using, 'calm?', suggests that she is trying to use the dialect that Virnie would use with his friends. Since 'calm' could be considered a slang word which means "okay", this use of colloquial language is reinforcing how Miss Conway is trying to equalise the footing again with Virnie after they had the disagreement to

~~shown~~ show him that they are both on the same side, ~~and~~ A model of behaviour management perhaps links to this idea of creating a mutual relationship between teachers and students through open communication (Gordon). Therefore, Miss Conway could be using her language to enforce the idea that although she is the more powerful participant, there is still a high level of mutual respect.



In this example, the candidate builds successfully on previous points and looks at Miss Conway's use of convergence supported by carefully selected references from the data. There is a tentative exploration of the reasons behind the teacher's use of the colloquial term 'calm' and strong inferences made about the construction of meaning behind the choices.

Terminology is accurately used and there is some recognition of the use of dialectal features that may link to the clear geographical context of the data. There is implicit acknowledgement of the different methods Miss Conway has to employ to manage Vinnie's behaviour and there is an increasingly critical awareness of the pragmatic implications of Miss Conway's language i.e. that she wants to show she is remaining 'on the same side' as Vinnie despite her position.

While less successful responses did identify the use of colloquialisms in Miss Conway's language, very few responses at the lower end recognised it as a way of establishing or using power and often used it as evidence of Miss Conway's weaknesses as a teacher, failing to look at the wider impact of her language choices.



Ensure that you consider the data within its context. Some candidates look at language features without thinking about the data as a whole leading to less perceptive and less accurate comments about the data.

There was clear evidence of students carrying out wider research across all the sub-topics this year and many candidates were able to integrate their research into their responses with some success. The following example is taken from a Level 4 response and although not perfect, does demonstrate a productive approach in terms of linking the data to issues surrounding the sub-topic.

However, downwards convergence cannot always be used in a teaching scenario. The education support booklet for teachers describes how there are high and low levels of student disruption. When a student's behaviour reaches high level disruption ~~the~~ so direct challenge to authority or ignorance to teacher's requests then the teacher must stop dominantly converging and should display the power asymmetry that exists between the two. This can be seen in the text as Miss Conway stops calling Vinny by a nickname like 'Vinny' or 'Vin' and calls him by his full name 'Vincent' as he has repeatedly ignored her, and is now displaying high level disruption. An



ResultsPlus
Examiner Comments

In this example, the traditional concept of convergence is compared with advice from a piece of professional guidance, with short explanations demonstrating the secure understanding the candidate has of their reading. The reference to wider research also serves as a method of explaining the representative nature of the data in an increasingly controlled manner, fully supported by a carefully selected example.



ResultsPlus
Examiner Tip

Briefly defining or explaining concepts or research can be helpful in terms of illustrating your understanding.

Question 5

Regional Varieties of English – Change Over Time in the Tyneside Dialect

This topic was chosen by around 3% of candidates. Most candidates were able to discuss how the ages of the different speakers may have impacted the language used, reflecting an understanding of the focus of the sub-topic.

Less successful candidates tended to focus primarily on features of accent rather than exploring wider features of the dialect itself. There was a tendency to identify every example of glottalization at the expense of covering a wider range of features. Even at the lower levels, there was clear use of the IPA to support some points suggesting that candidates are becoming more confident with using it.

Less successful candidates rarely discussed the differences or similarities between the texts as directed by the question and therefore struggled to make valid AO3 points about the data.

More successful candidates were able to explore the morphology and lexis which typifies the Tyneside dialect, demonstrating an increasingly detailed understanding of the history of the variety and the impact of dialect levelling and open networks.

The following Level 4 response clearly demonstrates an increasingly discriminating discussion of the data, making clear links to the differences and similarities between the data sets as well as the representative features of the Tyneside dialect.

Texts 1 and 2 are spoken interviews focussed on the Meadow Well riots, with text 1 including older speakers (40+) and text 2 with younger speakers (20+) who are all long term residents.

There are a number of shared features between the older and younger generations. Firstly is their use of the noun 'bairn' to refer to children which originates from an Anglo Saxon term 'barn' meaning 'child'. These Anglo Saxon influences are notable in Geordie English due to the history of the region. When the Romans left, King Vortegen employed foreign mercenaries (Angles from Denmark & Saxons from West Germany) to fight and defend Tyne Valley from the Scots & Picts. However, they saw opportunity for long term colonisation of Britain and their initial settlement grew into the kingdom of Northumbria where Tyneride dialect is most prevalent. Therefore, this use of the Anglo Saxon term 'bairn' by both age groups shows the texts to be representative of Tyneride dialect as more than 80% of Geordie words are Anglo in origin and are still used by speakers today.

Despite this use of typical Geordie dialect, the

younger generation, also evidence more modern slang / dialect with the use of the tag question 'innit?', a term adopted by younger speakers, that is not as prevalent in older people. This example shows how constant minting of new terms causes a decline in traditional Tyneside dialect as it is replaced, showing the younger speakers to not be as representative of Tyneside dialect.

Another feature seen in both texts is the use of double negation, which are not used in standard English but are allowed in Geordie. This can be evidenced in text 1 with the declarative 'you cannot get nothing' and in text 2 with the declarative 'you didn't learn nothing'. The older speaker shows the typical Geordie feature of not contracting negation, leaving it in the full form 'cannot'. However, the younger speaker does contract the negation 'didn't' which follows standard English as typically it would be produced as 'diwint' in Geordie, showing the older generation to be more representative of Tyneside.

The use of pronouns in Tyneside English greatly varies from the standard. For example, in text 2 there is use of the possessive pronoun 'me' instead of 'my' such as in the adverbial of time 'all me life' and noun phrase 'me mam'. This is a typical Tyneside feature that has survived through the generations (although

not evidenced with the older speakers (in text 1) potentially because of the fast paced nature of Geordie speech and reduction of vowel sounds. This could explain why it is used in a spoken interview. It may also be used to converge to a local audience by using common dialectal forms as the documentary is about a local incident.

Another common feature comes from the glottalisation of certain plosives, used by both older and younger speakers, likely because it was inherited through the accents of parents, etc. The main glottalisation is with the /t/ alveolar plosive realised as a /ʔ/ glottal fricative at a final syllable such as in the adverbial of reason 'about' /əbaʔ/ in text 1 and lexical verb 'start' /staʔ/. The younger generations also show glottalisation of the /p/ /k/ ~~velar~~ velar plosive in the interjection 'like' used almost as a filler in spoken speech, common in Northern speakers. This therefore shows both texts to be representative of Tyneside. However, in the adverb 'about', the older speakers' pronunciation follows standard English rather than using the unshifted long vowel /u:/ 'oo' sound that was retained by Geordies after the Great Vowel Shift, therefore is not entirely representative of Tyneside English.

To conclude, texts 1 and 2 are representative of

the similarities and differences of younger and older Tyneside speakers while ~~is~~ evidencing more recent effects of dialect adopted from other regions / The general decline of Tyneside dialect over time.



This response offers a controlled and carefully structured response which covers a wide range of language features. While there is discussion of phonological features this does not dominate the essay, allowing the candidate to successfully examine the dialect as well as the accent. The comments about phonology are not as strong as some of the other areas of discussion and although the candidate acknowledges the geographical isolation of the Tyneside region and the impact this had on some vowel sounds, there is little discussion of how and/or why this has changed over time.

The discussion about the colloquialisms used by the younger speakers demonstrates the candidate's research and successfully integrates ideas about the changing aspects of the Tyneside dialect.

Throughout the response, there is accurate and precise use of terminology and the consistent links to contextual factors allows the candidate to make a number of sensible and often tentative inferences about the choices of the speakers i.e. acknowledging the possible local audience of the text.

Where this response is particularly strong is its coverage of the data and the consistent discussion of similarities and differences showing a secure link to the question as well as the candidate's ability to carefully select increasingly discriminating examples from the data.



Ensure you cover a wide range of language features, demonstrating precise and accurate terminology where appropriate.

Question 6

There were some strong responses for this question often supported by a carefully selected corpus of data. Many candidates had found not only spoken data but also written data sources as part of their investigation, providing them with a range of examples to discuss.

The question asked candidates to discuss Pacific Creoles in two key ways – one as a simplified version and the other as a language whose speakers had an ‘imperfect grasp’ of language.

Many candidates were able to explore the reasons behind certain features of simplification within creoles demonstrating an understanding of the historical and cultural influences on the creation of pidgins and creoles, with some being able to discuss the evolution of Pacific creoles and the arguably complex nature of their current forms. At the higher end, candidates were able to use their primary data to examine key language features which both supported and challenged this part of the statement, offering carefully selected and relevant examples from their research.

As with previous years, less successful candidates tended to offer more detail about the history of the slave trade and colonisation of the Pacific islands rather than a linguistic analysis of creoles.

With regards to the second strand of the statement, many candidates successfully argued that although there were common features between the telegraphic stage of development and creole languages e.g. the omission of auxiliary verbs, the idea that this was imperfect was simply due to the stigmatisation associated with creoles. Candidates that had a clear corpus of data to draw from, particularly from varied speakers and written sources, were able to successfully argue against this deficit viewpoint.

At the higher levels, candidates were effectively able to discuss the complexities associated with syntax, offering arguments against the statement supported by clear references to primary data sources. In this example, the candidate is using an interview with a speaker of Hawaiian creole: *Within the complex sentence, the verb <wen>, which derives from the English verb <went>, is placed before the lexical verb <ride> to show that the action is past tense. In Hawaiian creole there are no inflections unlike its lexifiers and therefore relies on word order to convey tense. ... The fact that it has its own grammatical structure for forming tense refutes the notion that it is a simplified version of its lexifiers as it has undergone its own process of language development.*

While the majority of responses were able to address at least some aspect of the statement, responses that were limited to Level 1 or Level 2 often simply listed features of Pacific creoles with little use of examples suggesting little or limited research.

At the lower end, candidates also appeared to present a rather confused discussion of phonemes and graphemes offering comments such as: *Phonetically words are shortened such as in Tok Pisin where words like ‘talk’ are changed to ‘tok’ because they have removed letters from the Standard English version.*

In the following extract from a Level 5 response, it is clear to see the candidate engage with the question and offer a carefully supported and increasingly evaluative argument using appropriate terminology.

Indeed, the idea of creoles being 'simplified' in relation to their superstrates is contradicted upon examination of some of the syntactical and morphological features of Tok Pisin. Speakers of ~~THE~~ Tok Pisin incorporate elements of the grammar used in tribal languages into their speech: for instance, the predicate marker 'i' (denoting the subsequent part of the clause ~~given~~ contains a verb and references the subject) can be observed in sources such as the newspaper *WanTok*, which contains phrases such as "bung i bin stat long Mande" (the meeting started on Monday). British Standard English has no such marker, and thus may be described as syntactically less complex (in this instance) compared to its creoles in the South Pacific. Of course, the aforementioned sentence may seem to evidence morphological simplification as the verb "stat" is uninflected (not using the perfect past tense suffix "-ed"); this reflects the ideas of the linguistic theorist Todd (1974), who suggested that conditions of stress when speakers of mutually unintelligible languages attempt to form pidgins (as in the case of Papua New Guinean labourers working ~~in~~ in diversely-populated areas of Queensland on plantations in the late 19th century) often engenders simplification, with inflectional suffixes usually being the first elements of morphology to be omitted. However, upon closer examination, it is evident that the loss

of this inflectional suffix has been substituted for the tense marker "bin" (derived from the English "been"), showing that Tok Pisin still retains the same level of communicative potential as British Standard English despite losing these inflections.



In this example, the candidate clearly references their data source and offers a close and critical analysis of language supported by a secure understanding of the linguistic influences on Tok Pisin. The tentative conclusions drawn regarding attitudes towards the complexity of the syntax of Pacific creoles allows the candidate to present an increasingly sophisticated and accessible argument.

Where this response is particularly strong is the succinct integration of historical contextual factors e.g. the reference to labourers in Queensland, and the concise explanation of Todd's research regarding the formation of pidgins and creoles.

This response also successfully examines the data in a broader sense, recognising the substitution of inflections as a feature of language development rather than adopting a deficit approach.



Remember that you can argue for or against the statement or offer a balanced approach. Whichever approach you choose, your discussion should be carefully supported by evidence you have collected during your research period.

Question 7

While it is recognised that the visual codes of comic books are a significant aspect of the form, it is important to remind centres that candidates should be conducting investigations which focus on linguistic elements of data. A number of candidates offered multiple comments about the costumes or appearance of certain characters or descriptions of key plot lines they were involved in at the expense of any specific language analysis. This meant that students struggled to hit the relevant criteria across all AOs.

Saying that, the majority of candidates had clearly engaged well with the sub-topic exploring a wide variety of sources and academic texts about gender identity in superhero comics. There was generally a secure understanding of the different ages of superhero comics and the key features that defined these ages in terms of the representation of gender identity.

A range of valid approaches were taken in this investigation including case studies following the development of a specific character and the exploration of characters with both a male and female version. It was evident across all responses that students were able to locate various examples of data with relative ease.

With that in mind, it is worth noting that a small minority of candidates focused on the front covers of comics often limiting their data pool in terms of specific linguistic features. Centres are encouraged to challenge candidates' data choices to ensure that they are robust and fit for purpose.

In a similar fashion to Q02, responses that purely focused on graphology tended to offer superficial and repetitive comments about gender identity. These responses tended to describe the characters' image and often struggled to explore how traditional gender stereotypes had changed (or not) over time.

While the majority of candidates clearly framed their data, some responses offered rather vague comments about data in general resulting in rather descriptive answers that rarely offered any links to contextual factors. The following is an example from a Level 2 response which exemplifies this point: *A male who is in power told a female character to 'Shut up' which conforms with dominance theory that men are in power and dominate over women.*

Stronger answers offered tentative conclusions about what constitutes a 'traditional' gender stereotype, citing events such as World War Two and the legalisation of gay marriage as significant cultural shifts in terms of the roles occupied by men and women over time. Candidates at this level were also able to use the reference to 'things [being] very different today' as a platform to effectively explore the extent of any changes seen within their data. This style of approach often led to more evaluative responses characteristic of Level 5.

At Level 4 and above, candidates were able to integrate a range of critical and academic readings into their analysis showing an increasingly secure understanding and application of the concepts and issues surrounding this specific sub-topic.

The following is an extract from a Level 4 response which demonstrates the coverage of a range of linguistic features.

these characters. All three are from a comic series entitled using the apposition 'Superman's girlfriend Lois Lane'. The title of the comic is interesting as the male is fronted, showing semantic order of preference despite Lois being the eponymous ~~protagonist~~ protagonist. The possessive apostrophe suggests the female is owned by the male. Furthermore, the noun 'man' in compound proper noun 'Superman' contrasts with 'girl' in compound noun 'girlfriend', showing lexical asymmetry, as the female is infantilised. When collecting quantitative data, I found that out of 743 superheroes, 91% had 'man' in their name and only 1.6% had 'woman'.

Text A is a clear attempt to empower the female and target a more female readership. Syntactically, the characters are introduced as 'SUPERMAN as the IMMOVABLE MAN and LOIS as the IRRESISTABLE WOMAN'. Attributive adjective 'immovable' connotes physical strength in Superman while adjective 'irresistible' sexualises Lois and implies her power is only ~~more~~ evident through her effect on

the male. Graphologically, bullets are seen 'bouncing' off of Lois' chest while ~~the~~ Superman says "You're super - like me". This seems to suggest he cannot find another way to describe Lois other than to compare her to himself. This leads to what Feithem calls 'absence of identity' which female characters often suffer from. Lois then goes on to use the interrogative "NOW DO WE GET MARRIED?" suggesting she is only using this new-found power to become a wife, linking to the CCA and the sanctity of marriage.

Similarly, text B attempts to empower Lois as she is seen leaving Superman, saying "Get out of my magazine! I'm leaving Metropolis to start a new life". Here, ~~the~~ Tannen's now outdated difference approach is subverted as Lois is choosing to become independent, albeit through being hysterical, as shown through the bald on-record imperative 'get out'. The ~~the~~ noun phrase 'a new life' may reflect societal changes following the second wave of feminism.



The extract begins with an increasingly discriminating analysis of the title of the series (AO1), recognising that despite Lois Lane being the protagonist she is still presented in terms of her relationship to Superman (AO3). There is consistent use of accurate terminology and a strong focus on the specific language features used within the data (AO1). Even when the candidate does make reference to graphological factors, the comments are supported with analysis of carefully selected language features.

AO2 comments about Freithem are more precise and accurate than the reference to Tannen regarding Lois seeking 'independence,' and there are a number of references to issues regarding the representation of gender that help make this response predominantly discriminating and accurate in terms of its application of concepts and issues.

This response also makes a number of connections across the data and it is worth reminding candidates that this section of the exam paper is also assessed for AO4. The comments about the 'sanctity of marriage' and 'a new life' implicitly present ideas about the changing presentation of gender as does the reference to the comics' attempts to empower women. However, framing this a little more explicitly may help the response to become a little more precise in terms of the links to the question.



Ensure that your response is focused on linguistic elements and is fully supported by a range of carefully selected examples.

Question 8

For this question, the majority of candidates had clearly selected data that was relevant and manageable. However, there was perhaps more evidence of 'taught' data sets evident in this question with many candidates saying similar things about the same data sources. It was felt that this often limited candidates' responses and some candidates struggled to adapt their investigation to the question.

Less successful responses often took a rather simplistic view of the language of broadcast interviews, making rather descriptive comments about the use of adjacency pairs to offer information to the audience without considering the agendas of the different participants. Responses at Level 1 and Level 2 also tended to make sweeping and generalised comments about aspects such as gender or power without considering the wider context. For example, some responses described the use of interrogatives by female interviewers as evidence of women using powerless language according to Lakoff without considering the conventions of broadcast interviews. At this level, there was also more evidence of less accurate applications of terminology e.g. the incorrect identification of tag questions.

More successful candidates were able to explore AO2 through discriminating discussions about power and conversation structure as well as referencing wider research from academic writers such as Tolson and Montgomery when discussing changing interview styles. Effective application of AO2 and sustained focus on the question were often key differentiating factors in terms of the success of responses.

Good Level 3 and Level 4 responses were able to adapt their research to suit the focus of the question, acknowledging the multi-purpose nature of many interviews and making increasingly successful links to contextual factors.

In stronger responses, a clear line of argument is presented and responses are increasingly well-structured. In the following extract from a Level 3 response, it is possible to see how the candidate intends to proceed with their essay although there are perhaps lapses in clarity as the candidate slightly labours the point. There is a clear attempt to link their research to the question and integrate all the AOs within the response. Their data concerns interviews between established journalists and Prime Ministers who were discussing controversial decisions. In the point prior to this, the candidate discusses some of the deflection tactics employed by interviewees to avoid answering certain questions: *This links to the fact that both Prime Ministers are speaking on their controversies/scandals, such as Blair and sending the British troops into Iraq, which was met with huge uproar and unpopularity, hence his use of this technique to explain/persuade the audience of this action he took. In addition, Cameron is speaking on the Brexit issue from his 2016 interview, implying him also trying to persuade his audience, especially those who voted remain in the referendum of his reasons and perhaps reassurance of a successful, advantageous withdrawal from the EU. This therefore supports the element of the statement of the 'interviewees' using language to persuade the audience but not necessarily the interviewer, also corroborating with Mullaney with the Prime Ministers "providing discourse on behalf of the overhearing audience" in the sense of persuasion and explanation.*

In this example, an increasingly clear understanding of the ways in which interviewees avoid certain questions to persuade the audience or manipulate their response is shown. Clearly, the candidate could have sharpened their argument and the mix of 'explain/persuade' is potentially not helpful in terms of exploring the data but it does allow the candidate to go on to discuss the different agendas of the interviewer and the interviewee.

A number of the responses considered the impact of technology, news consumption and the different levels of deference towards politicians with varying degrees of detail, analysis and

understanding. At the highest levels, candidates demonstrated a sophisticated awareness and evaluation of these factors considering the need for modern interviews to create soundbites and the ways in which interviewees are affected by the fact that comments made in interviews can be shared easily via online and social media platforms.

The following extract is taken from a response which just scored Level 5. Throughout the essay, there was a sustained focus on the question, utilising the data and research to draw conclusions about the validity of the statement.

At the same time, this statement is also correct, in that, in more modern interviews, the other media sources comprise a large proportion of the overhearing audience, and thus the interviewer and interviewee must appeal to them for their own ratings. As an example, in his interview with Frost, Blair makes use of the sensational language of, "war on terror" and juxtaposes this with a repetition of the abstract noun, "peace" as an example of soundbite politics, so as to appeal to the listening media and become quoted in media headlines. ~~Similar~~ Again, in his interview with Nixon in 1977, Frost allows Nixon to float the maxim of ~~good~~ quantity (Griener) by using the rhetorical device of ~~some~~ the syntactical repetition, "I let down..." in order to evoke sympathy from the audience and the media critics, at a time when it was ~~less~~ ~~con~~ unheard of for presidents to admit their mistakes and appear human. Frost allows Nixon to do this as they are both gaining appeal and popularity (Heathwood) from the ~~audience~~ external audience; as a result, in ~~broadcast~~ ~~or~~ this statement is correct, as both the ~~interviewer~~ interviewer and interviewee recognise

that these rhetoric devices are necessary to appeal to the audience, and even if their purposes for doing so may differ, such as Blair appealing to newspaper editors, while Frost appeals to the listeners and his supporters themselves.



In this example, the candidate discusses a discriminating range of language features (AO1) making increasingly sophisticated connections across the various data sources (AO4). There is a sustained and increasingly evaluative discussion of the motivations behind the uses of language supported by increasingly perceptive comments about the mutually beneficial uses of rhetoric in the Frost/Nixon interview as well as secure AO3 comments about the role of additional media sources as part of the 'overhearing audience.'

There is an interesting and subtle discussion of the need to appeal to different audiences not only to persuade them to respond in a particular way i.e. sympathetically, but also to repeat the desired content of the interview at a later stage.



Make sure you plan your response to ensure that you have a clearly structured response. Remember that AO1 not only looks at the use of terminology and the identification of language features, it also focuses on your written expression and the clarity of your ideas.

Question 9

This question was perhaps the one where lower performing candidates most frequently demonstrated evidence of narrow research projects which they subsequently struggled to adapt to the statement. There were frequent examples of candidates researching areas that focused purely on ideas about gender, (e.g. do female teachers use more interrogatives than male teachers), without linking them to ideas about power, despite the fact that this sub-topic is under the main heading of Language and Power.

The question's requirement to consider whether "current strategies give too much power to pupils" seemed to lead a few candidates away from a focus on language into realms that are more the domain of sociology or psychology. Stronger candidates were able to use the question as a pivot for discussion of how language is used in a variety of ways to reinforce or minimise the power differential between teacher and pupil, and to evaluate the effectiveness of such techniques informed by careful consideration of contextual factors.

When analysing the details of language used, there was frequent confusion over terms such as 'interrogative', 'imperative' and 'declarative' with the distinction between grammatical form and semantic function rarely made successfully, even though this is one of the most interesting aspects of how behaviour is managed and manipulated. Teachers may well now be a little wary of Grice given previous guidance that his 'maxims' are often handled badly, but this was a topic where a proper understanding of implicature could really pay dividends, and the occasional very strong answer was seen where such understanding was seamlessly integrated into analysis of well-chosen and memorised examples.

In terms of data, candidates drew from a wide range of sources including documentaries and primary data collected from classroom observations. When using televised examples of data e.g. from the 'Educating...' series, the most successful candidates were able to discuss the significance of the editing process, the purpose behind the documentaries and the likelihood of observer effects on all participants. However, it was felt that in a number of cases this would have been effectively complemented by more traditional primary sources.

There was some evidence of candidates possibly making misguided choices about their data. For example, some candidates made reference to representations of school behaviour management in texts as diverse as 'Jane Eyre' and 'The Inbetweeners.' Frequently, less successful candidates struggled to acknowledge that these texts were not actual examples, but dramatic representations of language and often made sweeping generalisations in relation to the sub-topic. This was also true of candidates who attempted to use their analysis of 'Back in Time for School' as a way of demonstrating how the language of school behaviour management had changed over time without acknowledging the fact that the data was taken from a scripted television programme.

Responses tended to be much more engaged with language and concepts, as well as being more engaging to read, where candidates had clearly collected data for themselves, often through classroom observation and/or collating written documentation on behaviour.

In the following example from a Level 3 response, the candidate makes reference to some of the research and advice surrounding the language of classroom management, identifying specific strategies employed by different teachers.

One way in which current strategies give too much power to the pupils is through the use of ~~polite terms~~ ^{interrogatives} and mitigated imperatives. By asking a student 'could you please sit down?' it is asserting less authority over them within the classroom. Although this creates a more positive relationship with the student, the use of this interrogative also gives the student two options; to follow the request, or refuse. ~~It is argued~~ ^{My res} Within my research, individuals like Bill Rogers, have argued that you should not ask the student to do something, you should tell them to do something then show them gratification after by using the polite term 'thank you'. This eliminates any options that would allow the student to defy the teacher's request. The use of interrogatives give students a choice and therefore a sense of power over whether to submit to the teacher's personal power. ~~Says~~ Saying an imperative sentence



In this example, the candidate is looking specifically at politeness features and is able to show a clear understanding of the links between politeness and the creation/maintenance of positive relationships. This discussion offers clear links to the question highlighting that while the use of the mitigated imperative seen in their data could be seen as giving students too much power, it is not the strategy recommended by writers in this field. This point would have benefitted from a more evaluative discussion of teaching methods or the availability of training materials as a potential reason for the use of this specific feature in the context of the data.

Question 10

This was perhaps the topic where it was most obvious that good preparatory research and teaching leading up to the individual investigation could really pay dividends, as plenty of candidates had a rich armoury of dialect features from across the language levels memorised from their data, along with the linguistic labels and analytical tools to explore them clearly.

Many candidates were able to confidently discuss the statement in terms of Geordie losing its distinct identity over the last fifty years, citing a wide range of data sources including primary data. Although with varying degrees of success, the majority of candidates were able to discuss the impact of dialect levelling, the increased accessibility of the region and/or the role of coal mining as a primary industry which has since given way to other forms of employment, making clear links to how the dialect has changed over time. Some candidates also examined the influence of wider social shifts such as the increased access to higher education, with many making sensible links to the work of Trudgill, Milroy and many more.

Relatively few candidates were seen to be relying solely on media examples of Tyneside dialect, demonstrating an understanding of the need for primary data. Where the likes of 'Geordie Shore' or celebrities such as Cheryl Cole and Alan Shearer were cited, it was often used to focus discussion onto the aspect of the question dealing with Geordie as a 'media creation,' although this aspect of the question was frequently dealt with at a more superficial level, especially by weaker responses which largely ignored it.

Despite the fact that the sub-topic and the question asked candidates to look at the Tyneside dialect, many candidates focused on accent, limiting their discussion to phonological aspects of data at the expense of a broader discussion of language levels and features.

The most successful candidates were able to offer perceptive comments discussing the difference between media representation and media creation, with some being able to explore reasons why celebrities from the region might emphasise or reduce certain features.

In this example of a response which just achieved a Level 5, the candidate focuses on specific lexical features found in their data and considers the extent to which the media affects language.

Use of Geordie lexis in my transcripts opposes the view that the Geordie dialect is not distinct. However, ~~it~~ the lexis used supports that media helps create the dialect. Geordie lexis from my transcripts includes <bairn>, <baire>, <muckle> and <worldy>. The majority of these words, like <bairn>, ~~are~~ are unlikely to be heard outside of the Tyneside area. Particularly, <bairn> is distinctly of Geordie, as it originates from

the Anglo-Saxon invasion of the North ~~East~~ East, centuries ago. However, the noun <worldy> is, in fact, a media creation, used to label an attractive female. It originated from the ~~TV show~~ reality TV show 'Geordie Shore', which is set in Newcastle. This contrast between the traditional, distinct <bairn> and newer <worldy> illustrates how the Geordie dialect is, both, distinct and a media creation. In Adrian Beard's 'Language Change', he agrees that media and press has the greatest influence on dialects, now. So, perhaps in future the Geordie dialect may not uphold its distinct features of lexis, like <bairn>, and may include more media creations, like <worldy>.



Although a slightly laboured point, the candidate identifies key lexical features of the dialect and considers the historical and cultural factors affecting their use. While there is some development of the reasons for the use of 'bairn', a more developed discussion of the formation of 'worldy' would have helped the candidate examine how new additions to the dialect are the result of media creations.

Throughout the response, and exemplified here, there is a strong focus on the question with an increasingly critical and evaluative discussion of contextual factors relating to the development the Geordie dialect.

In this example from a Level 4 response, the candidate discusses the ways in which the media can affect different language features while also making secure connections to other data sources.

There is indeed an argument to be had that the Tyneside dialect is now a 'media creation' that is seen ~~as~~ in the media such as in television programmes such as Vera, and has lost its identity as a distinct dialect in recent times. I looked at examples of speech from Ant and Dec, two speakers of the dialect from the Tyneside region who are now very much in the public eye. Their language does show a level of dilution of their dialect, perhaps in part due

to the influence of the media. In the verb <make>, Dec uses the ~~pres~~ standard pronunciation /meɪk/, using the standard diphthong /eɪ/ in place of the diphthong /eə/ or /ie/ that would be expected as part of the Tyneside dialect. Though likely an example of convergence, ~~as~~ (the movement of language towards that of the audience to lower the social distance) as this was spoken on a national television programme to an audience who would primarily involve those who do not have the Tyneside dialect, this does still show signs of a loss of the distinct identity of the dialect as influenced by media.

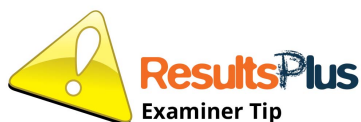
This loss of the dialect's identity may also be seen at a local level, outside of the media's eye. In a piece of my data that ~~is~~ involved two younger speakers of the dialect speaking to each other, one speaker uses the adjective <same> /seɪm/, which also ~~is~~ does not use the expected /ie/ ~~grapheme~~ diphthong. This echoes Watt's research in which he notes a loss of this ~~gr~~ diphthong that had been so distinctive in the region's identity and the differences between Tyneside and Wearside, ^{which is further noted in Pearce's research}



In this example, the candidate makes increasingly analytical connections across the data, exploring how different sources of data present the same features. The use of the IPA allows the candidate to discuss these features with an increased level of precision and there is a strong link to both aspects of the question.

The response also integrates and discusses relevant contextual factors, making tentative inferences about how the language has been used and the impact that the different audiences or ages of speakers has on the data collected.

This response would have benefitted from a more detailed explanation as to why the younger speaker's language has moved away from traditional Geordie features in this specific incidence, offering a more discriminating and critical discussion of language use rather than simply supporting Watt's findings.



Using the IPA can make your discussions about accent more precise and accurate, so practise using it regularly if relevant to your investigation.

Paper Summary

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

- Candidates must ensure that their data has the potential to be used to discuss a wide range of potential statements and are advised to avoid narrow and restrictive areas of research that they will struggle to adapt to the demands of the question in Section B.
- Candidates are also reminded that examiners do not have access to their research data and so simply referencing Text 1 and Text 2 without framing the data can make it difficult for the examiner to understand precisely what is being referenced. These frames should be succinct and do not need to go into a great deal of detail e.g. I used the following data sources: Text A, which was..., Text B, a transcript taken from...and Text C, a.....
- In Section A, candidates should be aware that the data presented may offer features which are not typically representative of their chosen area and are encouraged to explore the reasons behind any atypical features. Candidates do not simply have to agree that the text is a perfect example of what they have been studying.
- When conducting their research, candidates should ensure that they are focusing on the linguistic aspects of their chosen sub-topic and must ensure that they have a robust set of data which covers a broad range of features e.g. morphology, syntax, phonology, lexis etc.
- Candidates are advised to use their time wisely and consider how much detail regarding data collection is actually relevant and useful. The same can be said for offering prolonged descriptions of historical factors. However, candidates are advised to briefly frame their data in Section B to enable examiners to understand where the conclusions are being drawn from.
- Candidates are encouraged to read widely around the sub-topic chosen, including academic texts and research, which may help give them a deeper understanding of the field. However, it is important that candidates are able to distinguish between research findings, academic opinions and linguistic theories rather than broadly labelling everything as a theory.

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>

