



Examiners' Report

June 2024

GCE English Language 9EN0 01

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Introduction

The purpose of this report is to provide centres with an insight into the assessment process and give an overview of how candidates approached each question for Paper 1: Language Variation. This series, candidates engaged with interest for the subject matter of parenting/childhood experience in Section A and the role of women in society for Section B.

Higher achieving candidates were able to interrogate the data providing examples which covered word, phrase as well as some clause and sentence level analysis. Exploration of a range of concepts and issues using relevant theory were closely linked to specific language features. These responses evaluated how contextual factors had contributed to the construction of meaning. A range of language frameworks were covered in these frameworks covering, lexis, semantics, grammatical, phonological, pragmatic, discourse and orthographic frameworks as appropriate. Purposeful and meaningful connections were made in both sections linked closely to linguistic points, issues and concepts or contextual factors. Lower achieving candidates provided more descriptive and generalised responses which did not move much beyond quoting text without linguistic identification and at best, word level analysis. Discussion of concepts, issues and the use of theory were often very descriptive and general in nature without close linking to specific language features. Sweeping generalisations focusing on contextual factors were often seen in the lower achieving responses without close linguistic focus. Connections between texts would be brief and tenuous, occasionally 'bolted on' at the end. There were a significant number of responses which were uneven in quality of response with some sharper analytical and evaluative comments as well as more generalised and descriptive comments.

Time management between the two sections was generally better this series. However, there was still a small proportion of candidates who spent more time on Section A at the expense of Section B. Candidates need to be reminded that an equal amount of time should be spent on each section given each question is equally weighted. In addition, each question focuses on the same four Assessment Objectives (AO1, AO2, AO3 and AO4), all of which are equally weighted.

Similar to the 2023 series, there was a small proportion of candidates who completed both questions within Section A without clearly identifying the error. Candidates are reminded to write their responses within the clearly defined sections in the answer booklet. However, if an error is made, then a clear note should be made in Section B, for example, that the answer is located on a specific page within Section A. Delays in marking can occur if these errors are not clearly highlighted.

Candidates generally produced stronger responses for Question 1 as opposed to Question 2, which has been observed in previous series. However, there was a reasonable number of candidates who achieved better in Question 2 as opposed to Question 1.

Candidates were confident in identifying the different modes, functions, fields and audiences for both Sections. Candidates demonstrated familiarity and experience of working with a range of written texts and spoken transcripts for the purpose of both sections. It is noted that Section B contained a spoken transcript of a TED talk as an example of Present Day English, which has not been set in recent series. The specification does not specify the mode of communication for Section B and, therefore, it is plausible to see a spoken language transcript for a Late Modern English or Present Day English example. However, candidates were still able to engage with the two different modes of communication effectively within the context of how language and society changes over time.

The paper is divided clearly into two sections, Individual Variation and Variation over Time, both of which are worth 30 marks. Similar skills of close critical reading, analysis and evaluation is applied to the four texts provided within the paper as a whole.

Section A: Individual Variation

This question asked candidates to analyse and compare how the writer in Text A and the speaker in Text B use language to convey personal and social identity in two 21st century texts. Text A was an extract from the unpublished memoir 'Dear Toby' in which Adam Weighell discussed his experience of becoming the father of Toby, a premature baby. In contrast, Text B was a spoken language transcript extract from the podcast 'Off Menu' in which the comedian, Sir Lenny Henry, was being interviewed about his childhood growing up in the Midlands.

Section B: Variation Over Time

This question had a thematic focus on social behaviours and asked candidates to analyse and compare the ways in which both texts demonstrate how this type of language had changed over time. Text C is an extract from Thomas Gisborne's book 'An Enquiry into the Duties of the Female Sex' published in 1797. In contrast, Text D is a 21st century spoken language extract from the introduction to a Technology Education Design (TED) talk by Emily Jaenson. It was delivered to a live audience and streamed online.

Question 1

Candidates are generally engaging better with the set focus of this question on personal and social identity. Responses generally fell within Levels 2-5, showing the full range of quality descriptors across all four Assessment Objectives. Very few Level 1 responses were seen, being of a limited and descriptive nature. They found the focus of Adam Weighell's parenting of a neonatal child and Sir Lenny Henry's childhood experiences enjoyable and interesting from both content and linguistic perspectives.

Higher achieving responses which fell within Levels 3-5 clearly demonstrated good linguistic knowledge with a range of frameworks being used to illuminate the data. Features such as: semantic fields; the Midlands accent and dialect as evidenced from vocabulary and specific phonetic features; deontic modality; use of first-person singular, plural and second-person pronouns as well as noun phrases, sentence mood and types were explored in relation to the construction of personal and social identity either explicitly or implicitly. Level 2 responses would be more restricted in range and focus more on general language features like the use of similes, colloquialisms, slang and jargon/technical lexis/field specific lexis. Lower level and uneven responses either demonstrated 'feature spotting' without linking to the question and other Assessment Objectives. Similar quality answers referred to a limited number of features, but then focused on concepts, issues and contextual explanations.

Level 3, 4 and 5 responses were credited for their accurate and sophisticated identification of a range of language features. References to personal pronouns without precise referencing to first-person, second-person, etc, would be regarded as general knowledge. There is still some confusion about the difference between pronoun types with 'we' being cited as a third-person pronoun as opposed to first-person plural inclusive pronoun. Candidates were keen to identify lexical and semantic fields, but would quote whole clauses and sentences as opposed to several carefully selected words. More controlled and discriminating answers would label individual words with correctly identified word classes to show how a particular semantic/lexical field had been created, which was then linked to either a contextual factor or aspect of personal/social identity. Many candidates engaged with Henry's accent and dialect features as presented in the IPA transcriptions. There was a general referencing to the regional Midlands accent and dialect variety with direct quoting of the IPA. Many candidates referred to the deletion of the final consonant in /pleɪjɪn/ as opposed to highlighting the substitution of the velar nasal consonant with a dental nasal consonant. Correct identification and insightful evaluation in relation to regional contextual variation or Giles' accommodation theory, for example, would be regarded as being at least controlled and discriminating in nature.

Responses were generally effectively structured with appropriate introductions and then moving through specific language frameworks or concepts, issues or themes presented within both sets of data. Some candidates spent too long on the introduction merely describing the content or discussing the identities of the text producers in general terms. This approach did impact on their ability to make more analytical and evaluative language points in relation to the question. Written expression was generally accurate, however, some misuse of the apostrophe, spelling errors and sentence boundary issues were seen.

Candidates were able to engage with language concepts such as the relationship between the text producers and target audiences, formal and informal registers, accent and dialect as well as engaging with the functions of the texts. Level 3 and higher responses highlighted the informative and advisory nature of Weighell's text with appropriately placed humour to offset the serious emotions and feeling of a parent of a neo-natal child. Some candidates successfully analysed and evaluated the reminiscent and nostalgic tenor of Sir Lenny Henry's recollection of childhood memories all initiated by the podcast host asking if he wanted still or sparkling water.

There were clear attempts to use theory to illuminate the personal and social identities of the text producers. Stronger responses made very fruitful use of Goffman's and Brown and Levinson's face theory to explore how Weighell and Henry were constructing or presenting personal and social identities. Some gender approaches such as Tannen's difference theory, Butler's performative theory and Eckert and McConnell-Ginet's communities of practice engaged with Weighell's educational background and Henry's working-class Midlands background were applied to specific language features and either proven or disputed. Lakoff's deficit approach as a 'one stop shop' approach gender was infrequently seen in responses. Weighell's parental experience of a neo-natal baby and Henry's social/occupational identity as an established comedian were analysed in relation to specific lexical and semantic features. Some candidates will quote examples from the text and put the theorist's name in brackets, however, it is expected that there would be a brief explanation of how the theory is reflecting or constructing identity/ies.

Contextual factors such as the use of more formal polysyllabic lexis in Text A and Text B's use of specific accent and dialect features were used to good effect to engage with the social identities of the language producers. Gender, social class, regional and national social identities were explored in an illuminating manner in the more successful responses. Less successful responses demonstrated sweeping generalisations, for example, Henry's use of colloquialism being evident of him being 'uneducated' and Weighell's use of jargon linked to being 'well educated'.

Many candidates clearly engaged with the degree of humour as a clear and relevant connection between the two texts. Higher achieving responses would explore the nature and placing of Weighell's humour in comparison to Henry's more natural and regular humorous and entertaining register being employed throughout. Colloquialisms versus jargon, pronoun usage and spoken language features were effectively compared between the texts. Level 3 and higher responses would make frequent connections and comparisons throughout their responses, whereas Level 2 and lower would make fewer, general connections.

In summary, this question was accessible for candidates to engage with all Assessment Objectives across the full spectrum of levels.

The following is an example of a low Level 5 script which was awarded 26/30 marks.

- 1 Analyse and compare how the writer in Text A and the speaker in Text B use language to convey personal and social identity.

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

(30)

Text A is an unpublished memoir meaning it was written with the intention to be read by a public audience. It is relatively formal and advisory, and explores Adams' ~~father's~~ experiences with his premature baby. Text B is a transcript from a podcast interview, therefore is also written to a public audience. It is relatively informal, and is entertaining as it explores Sir Lenny Henry's childhood.

Text A uses euphoric references / similes throughout such as "like Harry Potter's lightning bolt scar on his forehead", which suggests Adam is well-read ~~and~~ as he has a poetic sense of literature. This could imply a higher level of education. This can also be evidenced through the complex polysyllabic Latinate lexis used throughout such as "unforgettable", "mandatorily" and "perplexing", which shows that Adams

lexis is quite sophisticated and complex possibly as a result of high degree level of education.

This contrasts to the lexis in text B which remains relatively simple, using mono/bisyllabic lexis instead. Furthermore, it contains colloquialisms such as "pop" and "mate" which suggests Sir Lenny may be less educated, due to a lower level of sophistication in his dialect. He also uses the slang term "dope", which tends to reflect a lower social class. He may also have used this term to appear more youthful and easy going. Lastly, he uses the taboo term "crap" which suggests he may not have much knowledge/experience being on podcasts/interviews as it is less professional. However, he may have done this to maintain the intimacy of the conversation and appear more easy going; this is expected given that he is a comedian therefore his language reflects his comedic/lighthearted persona.

The writer in text A uses the first person personal pronoun "I" which reflects a sense of closeness/intimacy as one parent

imparts knowledge with others on the same /similar parenthood journey. He uses the 2nd person pronoun "you" when addressing the audience (most likely other parents), which is an example of synthetic personalisation (Fairclough) where he is attempting to create a false relationship with the readers. This closeness is expected given the intimate / ~~private~~ ^{emotional} experiences being shared. He maintains an element of light-heartedness / humour when stating "it might snap!" when referring to the babies neck, which he may have said to devalue the intonation / seriousness of the topic at the end of the memoir. The humorous element is reinforced through the exclamation which adds a softer element to the memoir, along with the synthetic personalisation.

Text B shows evidence of having a regional dialect, ~~though~~ evidenced by the phonemic transcription in the connective "and /ən/" which is an example of deletion of the voiced alveolar plosive "d". Secondly, his pronunciation of vowels e.g. "I'm /æm/" reflects a

regional / Midlands ~~dialect~~ ^{accent}. This could be another feature that represents his lower social class (Trudgill and Gordon, non RP shows lower social class). His British persona is reinforced when mentioning "kick the can" and "hide and seek" which are typical British games / activities. He compares this to his perception of American people "always playing Baseball" which may be him following a common stereotype. In Text A, Adam uses negative adjectives throughout such as "petrifying", "overwhelming" and "nerve-wracking" to show the hardships faced as a parent, and his negative / ~~extra~~ emotional experience of the journey. He uses quotation marks "in my world" to show common stereotypes which he challenges and tells other parents it is not always the case. His advisory tone is reinforced through the capitalisation such as "WILL BE 'incredible'", suggesting his enthusiasm for the topic, and ensuring the parents reading understand him. He uses the ~~the~~ adverbial of time "In the beginning" to reflect his past experiences of being a

parent, which is further reinforced through the past tense shift seen in words like "had" and "refused". Adam uses modal verbs of certainty eg "WILL BE incredible" to show his certainty that parents will get through their struggles; this also shows his confidence. Furthermore, he uses imperatives "Seize every opportunity" which reflect his confidence and authoritative/experienced position, as well as reinforcing the advisory nature of the memoir. Adam reflects his feelings through the parenthetical brackets "(Urgghh)" showing his frustration and regret for not spending as much time with his baby. The extended graphemes reinforce the online element of the text, and adds a spoken element ~~to~~ in order to maintain a sense of closeness with the readers. Lastly, he uses the slang term "preemie" instead of premature which reduces the formality of the text, and reflects Adam's knowledge of common parenthood slang.

The speaker in text B shows his age through the adverbial of time "back in

any day", suggesting his childhood was a significant amount of time ago, and he is reflecting on his experiences and how different society was back then. When he refers to his childhood he uses the past tense eg "ran" and "ate" which shows the journey he has been on when he shifts to the current day in present tense "like"; yet his preferences, taste remains the same, such as how he chooses still water. ^{text}THE uses the bold letters which add an emphatic stress, in intensifiers such as "really" to convey his enthusiastic tone. His light-hearted persona is once again shown through the humour "get over yourself have a party" to people like him with type 2 diabetes. This emphasises that despite his health problems, he puts leisure / fun at the forefront of his life which ~~that~~ reflects his identity as a comedian; which he reinforces using humour to match his career to his persona to the public ~~and~~ listeners. Lastly, his speech maintains relatively fluent with a scarce use of fillers "uh" and timed pauses "(1)", thus showing his confidence with public speaking as there are

all contain few non-standard features.

Text A contains a semantic field of parenting "baby" "cuddles" "parents" "preemie", whilst text B contains a semantic field of childhood / family "family", "mates", "hide and seek". Both the semantic fields reflect the story both writers / speakers are conveying; text A is serious whereas text B is light-hearted.

The speaker in text B uses the possessive pronoun "my" in "my family" to show his closeness to people around him, and suggests Sir Lenny is very family orientated.



This script starts to demonstrate critical and evaluative qualities at the low end of Level 5. The candidate engages effectively with the personal and social identities of both text producers. There is a strong focus on how and why language has been used to convey a father's premature baby experience with a comedian's recollection of childhood and family experiences. The response offers tentative and different evaluations as to why the writer and speaker have used particular language features.

The introduction is concise and focuses on the advisory, emotional and at times humorous persona of the father of a premature baby compared with a comedian's more entertaining register. There is a slight slip in reference to Text B as being "written" as opposed to "spoken", although this misconception is rectified later in the response.

The candidate effectively engages with a lexical and semantic analytical comparison between the texts. Exophoric references, similes and Latinate lexis are linked effectively to social class contextual factors for Weighell. Henry's use of monosyllabic lexis is linked to social class, but then more critical insight is offered by considering "more youthful and easy-going" or a "comedic light-hearted" persona.

There is a very controlled discussion of pronoun usage, particularly in respect of Text A, although this could have been extended to Text B. First-person pronoun usage is evaluated in relation to the parenthood journey and there is an explanation of how the second-person is used to support Fairclough's synthetic personalisation theory in creating a false relationship with the reader.

An excellent point was made about the exclamative sentence "it might snap!" in Text A being a spoken feature of language within a written text as an attempt at humour to reduce the overall serious tenor of the text.

Controlled and discriminating analysis of the use of past tense is explored across both texts in relation to conveying personal past experience. Modal verbs of certainty were critically evaluated in relation of potentially showing Weighell's frustration and possible regret for not spending much time with his baby. There is effective linking of emphatic stress to the use of intensifiers by Henry conveying his occupational identity as a comedian and to create a "light-hearted persona".



The final paragraph effectively compared the semantic fields of parenting and childhood/family experience across the texts, although this paragraph could have been critically evaluated further.

Although there is the occasional slip and some areas which could have been critically evaluated further, the response was critical and evaluative enough overall to be placed at the bottom of Level 5.



Introductions should be approximately 4-5 sentences in length which introduce and compare the identities of the text producers and any thematic focuses.

Candidates should consider different reasons as to why specific language features have been used, considering different contextual factors and theoretical approaches.

Several words and occasional phrases should be provided to illustrate semantic or lexical fields. Candidates should not provide full sentences or paragraphs as examples.

The following is an extract from the end of a high Level 4 script which achieved 24/30.

Overall, both individuals present down-to-earth and humorous identities. However, this is done in similar fashions for ~~the~~ varying reasons based on master status, situation and class. Weighell often uses semantic fields of self-defence ("shielded me from breaking down") and first-times with his child in a tentative,

compassionate manner to convey an organic experience which other first-time parents will find comfort in whereas Henry conveys humor in relation to his master status ~~and~~ and general attitudes from his upbringing in the ~~middle~~ Midlands with endearment and nostalgia for simple childhood experiences such as "sugar ~~on~~ sandwiches with butter" /bʊtəl/ and "council pop". Henry is characterised by his upbringing, ~~and~~ shown through his dialect in lexis such as 'pop' as well as ~~his~~ his familiar comfort for his working-class upbringing.



This final paragraph in a Question 1 response was controlled and discriminating in connecting the texts by focusing on the text producers' "humorous and down-to-earth personalities". The comment about Weighell's tentative and compassionate manner is a discriminating point to highlight. In comparison, the candidate refers to how humour was used to refer to his "upbringing in the Midlands with endearment and nostalgia with simple childhood experiences".

The language analysis is more imprecise in this last paragraph, although it was more controlled and discriminating in the rest of the response. The reference to semantic fields is quite general and several individual words and phrases would have been more effective than the longer quotation in this paragraph. There was a missed opportunity to refer to the use of concrete nouns in the collocation "sugar sandwiches with butter and council pop".



Candidates should read carefully and explore how the language producers create meaning to convey their personal and social identities, for example, tentativeness, compassion, endearment and nostalgia in this specific question.

Candidates should always label a quotation with a specific language term to gain credit for AO1.

Candidates should provide several individually quoted words for a semantic field rather than a full sentence.

Question 2

Candidates continue to find this question slightly more challenging than Question 1 which is not dissimilar to what has been observed in previous series. The set question does not change between series, but there still remains a challenge for candidates to interpret what is meant by “analyse and compare the ways both texts demonstrate how this type of language has changed over time”. In comparison to Question 1, there is a proportion of Level 1 responses which are limited and descriptive in nature. There is, however, a significant proportion of Level 2 and 3 responses with some responses achieving Level 4 and very occasional Level 5 responses.

The question this year provided candidates with the opportunity to explore both genre and societal change in relation to the roles of women, which interested and engaged candidates. The majority of candidates engaged with the patriarchal views of society as demonstrated in the late 18th century, Modern English, non-fiction text written by Thomas Gisborne. In contrast, candidates were able to engage to varying degrees with the more independent and societal opportunities available to women in the 21st century (Present Day English) as evidenced in the extract from the introduction to a TED talk spoken language transcript delivered by Emily Jaenson. Despite the fact that spoken language transcripts have not been seen in more recent series of the exam, this was not to the detriment of overall candidate performance. On the contrary, candidates were able to discuss the different modes of communication as a type of language and societal change, often with discussion about how technology had impacted upon language change.

Given the thematic focus on gender issues, candidates sometimes focused too much on gender issues and saw it as an opportunity to bring in lots of gender research, sometimes being used more effectively than others. This focus often prevented candidates exploring other “types of language changing over time”, for example, genre, religion and scientific/technological change as well as processes of language change.

Approaches to the text varied, however, many general Level 2 responses fluctuated between historical language change questions on the one hand to gender sociological essays on the other. There is still a tendency for candidates to be confused about the different phases of English Language development with some responses suggesting that Text C was a typical Middle English text or both Texts C and D were typical Late Modern English texts. Level 3 and Level 4 responses demonstrated clearer and controlled historical language change knowledge, exploring the functions of both the non-fiction text and TED Talk introduction extract. Stronger responses evaluated the factual register of Text C compared to the more opinionated register of Text D.

Candidates did generally engage with both Texts C and D, although time management issues and the structure of the response often meant that there was an imbalance in favour of more discussion of Text C than Text D.

Analytical methods ranged from a focus on orthographic, spoken and lexical features at the lower end of the spectrum to wider ranging progression through the frameworks, considering semantics, grammatical (including phrase and clause analysis) and pragmatic features of the texts. Some Level 1 and 2 responses would focus too much on orthographic features when the Modern English nature of Text C did not present a significant degree of variation worthy of relevant and discriminating comment.

Processes of language change concepts included some relevant discussion of lexical and semantic change between the texts as well as some syntactical changes. Register, mode and function were explored across the two texts as well as author identity issues. Given the semantic focus of the data set on gender, there was an over-reliance on gender research and theory, which was often tenuously applied and not linked directly to specific language features. Lakoff's deficit approach was often applied to Gisborne's text, providing some candidates with the opportunity to refute the theory. Some candidates explored the performative function of Jaenson within the Present Day media context of a TED Talk. Higher achieving candidates made effective use of Bex's genre theory, Goodman's informalisation theory and Romaine's internal and external factors of language change which allowed for a broader interrogation of how and why the type of language presented had changed. There is the tendency for candidates to quote an example from the text and put the theorist name in brackets without further explanation as to why the theory is relevant to exploring how the type of language has varied or not over the period of time.

Contextual variation did focus a lot on the gender identities of the text producers and changes in attitudes towards women. Level 3 and higher responses consider other contextual factors such as social class, occupation, technological advances impacting upon communication, attitudes towards religion and scientific advancements.

Connections between texts were limited and general at the lower end of the scale commenting upon lexical and gender societal changes. Clearer, relevant and more discriminating comparisons were made in respect of the changing roles of women in society placed within changing religious views and employment opportunities for women.

In summary, the question and data demonstrated that candidates could access all assessment objectives and the complete range of levels.

The following is a complete low Level 5 script which achieved 26/30.

2 Texts C and D both discuss aspects of social behaviour.

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

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

(30)

~~Text~~ As a result of changing patriarchal attitudes, both text C and text D differ in their presentation of social behaviour. Despite both texts sharing a semantic field of ^{underlined by the common concrete noun} women ("female"), text C uses common abstract nouns such as "indolence" to ~~present~~ perpetuate female stereotypes that reflect 18th century - pre-first and second wave feminism - attitudes towards women. Furthermore, the use of ~~the~~ elaborative coding, underlined through the use of multi-syllabic nouns such as "prejudice" suggests a higher educated audience, ~~speci~~ this would likely consist of ~~men~~ upper class men. Moreover, adhering to Swales' discourse community. Comparatively, unlike text C who perpetuates female stereotypes, ~~being~~ Text D, ~~counte~~ rebels against them, underlining the increasing freedom of women in present day modern society. The speaker opens her *!

As a result of developing technology, text C and text D differ in their means of production. Text C is an extract from a published book discussing aspects of social behaviour.

Following the rise of the prescriptivism movement, emphasised by the publication of Johnson's dictionary, the writer of text C uses standard English to such as in the dynamic verb "modelling", segmenting the long vowel <O> from <e>. This is likely as a result of the Great Vowel Shift. Furthermore, ~~the~~

*'speech with the dynamic verbs "crying" and * the abstract noun "homesick", connoting upset and dissatisfaction. Moreover it adheres to the stereotype^{that} women are emotional and weak. However, this is subsequently juxtaposed by the semantic field of ~~activeness~~^{achievements} ("number one" and "confidence"). Additionally, whereas text C uses listing with the ordinal determiners "first", "secondly" and "thirdly", limiting what a woman can do, text D uses the conditional clause ("if you were ten times more confident) to provide unlimited opportunities.

*² Moreover, as text C was printed using a printing press, it is likely ~~ink and saving~~ to have been edited. Similarly, ~~tools were used~~, comparatively, text D is a transcript from a speech. ~~Since that~~ As a result, it is likely that this text, like text C, was planned and edited - ^{however, unlike text C, this is} emphasised by the use of pre-modified noun phrases like "confident students" and the descriptive structure that adheres to Labor's narrative structure in order to emphasise the motivational and inspirational function. Furthermore, as the text was spoken, ~~emphasis~~ and stress was placed on abstract nouns such as "excellence" in order to emphasise a point. Similarly, in text C, through the non-standard capitalisation of the preposition "In", stress is placed, reinforcing the speaker's point. Although this could be due to John Hart who, in 1551, ~~suggested~~ suggested or ~~att~~ at the start of a sentence or a proper noun any noun of importance should be capitalised, it is likely as a result of the lack of standardisation of punctuation and the writer of text C treated the comma ", " as a full stop [.]

As both texts are sharing information,

[^] Both text C and text D share an informative function. Text C uses declarative sentence moods such as "human happiness is on the whole much less

affected". Moreover, it also attempts to warn the reader[^], using the comparative noun phrase "good or evil", the writer ~~adheres to~~ appeals to the supernatural, religious believing attitudes of the 18th century. As a result, the reader ~~to~~ may be more inclined to follow the advice on social behaviour. Moreover, ~~in the end, imperatives are used to such as~~ ~~the~~ similarly, adhering to Bex's genre theory, the speaker of text D also uses the declarative sentence mood ("my first time away from my small town") to ~~build a~~ inform the audience of their experiences, building a close footing ^{with} as a result. However, unlike text ~~5~~ and text D, uses imperatives such as "count yourself in" to motivate, inspire and advise the audience. This is perhaps ~~as~~ due to increasing access to education, healthcare and technology which has allowed a vast quantity of opportunities in modern day society that were not available, specifically for women, in the 18th century.

Following technological advancements, text C and text D differ in their audience. As text

C is a published book, it is likely written for the educated, upper class members of society. ~~Moreover~~ This is underlined by the use of third person subject determiners, like "their", ~~implying~~ implying this is not to be read by women. However, due to the educational and informative function, it is possible ~~in~~ text C may be written for matrons or tutors of upper class households so that ~~they~~ the women could be raised to meet patriarchal expectations. However, unlike text C, text D, ~~has a wider audience.~~ ^{as} As a result of an increasingly diverse modern day society, ~~there~~ is likely to have a presumed wider audience. This is reinforced by the fact that it is livestreamed, meaning that it can be viewed by people around the world. This is reinforced by the use of first person plural ~~pronouns~~ subject determiners such as "our", connecting togetherness and creating a sense of community (unlike the distant tone in text C). Moreover, the use of ~~an~~ Synthetic Personalisation (Fairclough) builds a close footing and a symmetrical addressor - addressee relationship.



The candidate has produced an effective comparative response to the question, which starts to evaluate and critically engage with a variety of contextual factors.

The introduction starts confidently providing a comparative topic sentence which focuses on the changing patriarchal attitudes towards women. The response swiftly moves on to analysing the semantic fields of women with carefully selected examples from both texts and accurate labelling of a range of word classes. Insightful comments are made about the pre-feminism 18th century stereotypes in Text C contrasted with the second wave feminist views of Text D. A critical and perceptive point is made about the writer's perpetuating of female stereotypes compared with the speaker appearing to rebel against those views.

There is a sophisticated and critical range of analytical frameworks ranging from a discussion about how ordinal determiners helped to reinforce the limitation of women's roles within society in Text C to the use of conditional clauses providing unlimited possibilities for women.

The application of Labov's narrative structure in Text D critically illuminated the variation in communicative intent. However, the reference to Bex's genre theory was brief and undeveloped.

At the beginning and towards the end of the response, there is a critical appreciation of the precise audience composition varying between the texts.



A comparative topic sentence which engages with a language feature, concept, issue or contextual factor sets the scene for the analysis of the two texts which follow.

Candidates should consider the precise nature of the audiences/text receivers.

The following is an extract from a high Level 4 script which scored 24/30.

2 Texts C and D both discuss aspects of social behaviour.

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

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

(30)

Text C is a Modern English text which is a guide to how women should behave focusing on themes of morality, expectation and religion characteristic of attitudes towards women in this time period. Similarly Text D also seeks to guide women however focuses on themes of confidence and self worth and encouraging education. Whilst Text C seeks to render women subservient Text D seeks to encourage women to be bold.

The title of Text C alone highlights the position concerning women at the time, 'An Enquiry into the Duties of the Female sex'. Firstly the use of the ^{dynamic verb} ~~connotes~~ 'Duties' connotes that of expectation and requirements emphasizing the view of the time of women and men having prescribed roles in society.

Furthermore, the use of the ~~less~~ common noun 'enquiry' highlights the objectification of women as something which should be observed and examined. The ~~use~~ common noun 'enquiry' ~~and~~ connotes something of a scientific experiment. Further the use of Latinate and complex lexis such as 'exertion', 'prejudice' and 'unavoidably' allows the writer to come across as a learned man, someone whose views should not be ignored but embraced. Furthermore the use of the common noun 'fact' adds to the sense of scientific experiment and the reliability of the writer. There is a semantic field of self improvement through the complex lexis 'improvement', 'distinguish', 'rise', 'enlightenment' which is condemned which ~~are~~ are told to "affect" "the happiness of society". This plays on the role of the time of women to stay in their uneducated and submissive position so not to threaten ~~social~~ operation of the social order. It is unsurprising that such demands for women to stay subservient at this time ~~like~~ when women were becoming increasingly literate and learned due to the rise of the gentry in this period. The use of the metaphor ~~is~~ ~~is~~ 'the sphere in which women are destined to move is so humble and so limited' the use

of the metaphor reminds them of ^{how} ~~what~~ they are expected to believe. The use of the intensifiers



The candidate produces a very controlled and effective introduction to the two texts focusing on comparing the thematic concerns.

The second paragraph demonstrates that the candidate had read and understood the significance of the title of Text C focusing on the 'duties'. However, the labelling of the word was incorrect given it was an abstract noun and not a stative verb.

The response is controlled in its discussion of a range of features in respect of Text C, for example, metaphors, intensifiers, basic word classes and the use of suspended multi-clausal sentences. There is a discriminating discussion about the apparent scientific approach of the writer to the discussion of the role of women in society. Discriminating contextual points are made about social class and the influence of religion in the late 18th century which are clearly linked to these language features.



Candidates should consider a range of contextual factors, for example, science and religion, affecting the language choices.

Candidates should use a range of language frameworks to specifically identify the language feature which is then evaluated in relation to concepts, issues and contextual factors.

Candidates should make connections regularly throughout their response to ensure even discussion of both texts.

Paper Summary

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

- Ensure that an equal amount of time is spent on both sections of the paper, given the equal number of marks and weighting for the four Assessment Objectives.
- Carefully select a range of words, phrases, clauses and sentences which can be discussed in relation to focus of each question. Label these examples precisely with accurate and precise language terms.
- All language points should be explored in relation to concepts, issues and contextual factors in order to avoid feature spotting.
- Relevant theories and contextual points should be linked to specific language examples and not described in general terms.
- For Question 2, candidates are reminded to focus on the type of language variation which is occurring. This would include genre, register, author identity, social, cultural, technological change, values, beliefs, etc, as well as processes of language.
- Ensure that the language analysis underpins the response instead of the responses becoming sociological and historical essays.
- Consider possible different interpretations as to how and why particular language choices have been made by the text producers.
- Comparisons between texts should be made regularly throughout each section to ensure equal treatment of the data set.
- Ensure that responses for Section A and B are written in the appropriate sections within the booklet.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

