



Examiners' Report

June 2023

GCE English Language 9EN0 03

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Introduction

Language and Gender continues to be the most popular topic with just over 40% of candidates answering Questions 2 and 7. Language and Power was the next most popular choice, with 35% of candidates answering Questions 4 and 9. More candidates answered the Language and Journalism questions this year with this topic being answered by just under 20% of students. The Global English and Regional Variation topics remain the least popular choices.

A number of candidates this year appeared to have heavily researched their subtopics but did not present any relevant data to explore using their research. Centres are reminded that the specification does state that, “students will also analyse data and apply language concepts and methods of analysis to a range of data. They will make connections with their research and the observations from their investigation, critically evaluating attitudes towards language and its users.” For a number of candidates, their Section B responses were almost a series of summaries about the various academic papers they had read rather than using this to critically examine data. This often meant that candidates were unable to demonstrate that they could apply a range of language methods to data or show they could select discriminating examples from their data to support their analysis. That being said, it was really pleasing to see the number of candidates making use of the recommended reading from the pre-release material, showing that students are embracing the opportunity to use more current and relevant research in their responses.

Across all the responses, candidates were referencing a range of theories and research papers about their chosen topic. It is worth reminding candidates that the most successful responses carefully and judiciously select the most appropriate concepts and theories to examine the data, whereas less successful responses attempt to reference every theory or concept, regardless of relevance.

Centres are reminded again that rehearsed or heavily taught investigations frequently hinder candidates' performance in Section B. There was evidence of candidates relying heavily on practiced questions that were not completely in line with the statement from the paper. For example, candidates who had researched whether the gender of fitness instructors affected the way language was used sometimes failed to discuss ideas about authority or rapport in their essays. It is important that candidates understand that the statement is not an optional element to this part of the exam paper but must be discussed in detail if they hope to meet the criteria of the exam.

It would be worth also noting that some lower achieving responses presented a lack of understanding of their data, particularly in the Language and Gender topic. In these responses, it appeared that candidates had been given some extracts from crime fiction texts and a handful of quotations to discuss but could not then apply this to the aspect of the statement that asked them to look at narrative roles.

In **Section A**, the most successful responses had a secure understanding of the typical language features of their chosen topic and were able to apply a range of frameworks and language methods to the data in order to explore it in detail. Candidates in the higher levels were also able to integrate wider academic reading to illuminate their analysis as well as using contextual information about the text to examine and evaluate the producers' language choices. Importantly, the most successful candidates ensured that they were focused on the data in front of them, fully exploring how and why it was or was not representative of their chosen subtopic.

In **Section B**, the most successful answers fully tackled the statement, using it to critically discuss their chosen data sources in detail. At the higher levels, candidates clearly had a manageable data set that they understood fully and could use to clarify their stance and ideas linked to the statement. Candidates at the highest levels had clearly selected data that could be adapted to the task and were able to confidently use both the statement and their academic reading to examine their chosen data set.

Question 1

Global English – Uglish

This topic was chosen by approximately 2% of candidates. The majority of responses demonstrated a general understanding of the development of Uglish and its distinguishing features.

The two pieces of data provided offered candidates the opportunity to explore aspects of code-switching, accent, syntax and lexis in detail, as well as offering very different contexts to examine.

Candidates were able to make sound observations about the speaker's use of code-switching and the influence of the platform and mode used by the text. For example, higher level candidates were able to explore the typical features of Uglish in the song lyrics, developing the discussion through ideas about identity and audience. Successful candidates were also able to examine the phonology of both texts using the IPA effectively and were able to draw sensible conclusions regarding some of the accent features of the speakers represented. When exploring Text A2, more successful candidates were able to examine the impact of context on the different speakers.

Less successful responses tended to simply go through the text and list the features seen without exploring why those features may be included. Lower responses also tended to make sweeping and generalised comments about code-switching and accent, often simply pointing features out rather than discussing them in detail. While AO4 is not explicitly assessed in this question, many candidates found it helpful to compare the two texts in order to emphasise whether certain features were representative of Uglish or not.

The following is an extract from a mid-level 3 response where the candidate is discussing one of the phonological features of the data with clear links to the context.

Both texts contain phonological elements which pertain to Uglish. For example, the substitution of the fricative /ð/ for the plosive /d/ can be seen in text A's "the" /də/ (standardly pronounced /ðə/) and in text B's "together" /təge də/ (standardly pronounced /təge ðə/). Though this is a common feature spread across many African-English languages, due to each user's Ugandan backgrounds and influences it would be educated to assume that this substitution occurs in their speech due to Ugandan Uglish.

However, not all of their ~~use of~~ language includes substitution of /θ/ for /d/. For example, in "that" /θæt/, the /θ/ is not substituted. This may be for a variety of reasons. Firstly, singing may alter the way words are produced, therefore this may not be a conscious decision made by the singer. Secondly, due to a song being intended to be heard by a lot of people, the singer may have altered their pronunciation for clarity in order to encourage more listeners. Something similar happens in Text A₂, where BS uses "the" /ðə/ and the reporter uses "these" /ði:z/. Because the conversation takes place on national television, the speakers may be trying to alter their pronunciation for clarity. Overall, this shows limited representation of English.



The candidate offers a clear discussion of a common feature seen in both texts. The IPA is used accurately and there are sensible comments about the context in terms of not only the usage of th-stopping but also why the feature is not consistent across the two texts.

The candidate discusses the impact that both the function and the audience of the first text has on language use before linking it to the features seen in the second text. The awareness that being a text with a wide national audience makes a clear link between the context and specific language features, helping to secure the response in Level 3.



Remember that context can include elements such as function and audience. When looking at a text, particularly one that may not have typically representative features of your chosen subtopic, it is important to think about why the producer of the text has used those features.

Question 2

Language and Gender Identity – Representation of Gender in Crime Fiction

Language and Gender Identity was the most popular choice this year with around 40% of students focusing on this sub-topic. It was clear that the majority of students had undertaken significant research and read widely around the topic, drawing on a number of academic studies about the way gender is represented in crime fiction.

The two data sources for this question came from a novel published in 1929, which almost all candidates recognised as being from the 'Golden Age of Crime Fiction.' The majority of candidates were able to discuss the different descriptions of the characters' appearances, making sensible and relevant comments about how the female character was presented in terms of her physical appearance whereas the male characters were presented in terms of their occupation and mental faculties.

It was pleasing to see that the majority of candidates were focused on integrating their wider research into their responses, looking at the work of Danuta Reah and Alexis Hardee to develop their discussion of the features of the two texts. Although less than in previous years, a number of candidates are still attempting to apply outdated and irrelevant research to data, eg Lakoff's 'empty adjectives'.

A significant differentiating factor between the higher performing responses and those that did not progress beyond mid-level 3 was the breadth of linguistic methods applied to the data, with some candidates struggling to move beyond a more literature-style response.

Responses that moved beyond Level 3 were frequently able to explore syntactical elements at a linguistic level, looking at the way that agency was given to male characters within the data. Higher level responses also recognised the mitigated imperatives used by the female character, examining the way that Meggie used language to achieve certain tasks in comparison to the more bald on-record commands of the male character.

It is important for candidates to explore a wider range of frameworks than simply lexis and semantics, especially when examining the representation of gender.

Some of the strongest responses for this question also examined the atypical features of the male protagonist, exploring the presentation of Abbershaw as intuitive and nurturing following the murder. Many candidates were able to briefly reference the presentation of other male detectives from their research as a way of developing their analysis of Abbershaw's character.

While brief references to other sources can be helpful in exploring the representative nature of key features of the data, some candidates spent too long discussing their own research rather than focusing on the data in front of them. This typically resulted in shorter, less developed responses.

Less successful candidates also attempted to bend the data to fit their preconceived ideas about gender representation in crime fiction, focusing on either the appearance of the female character in the first text or the perceived weakness of Meggie without recognising the strategies the character is seen to use to achieve their goals in Text B2. At this level, candidates only focused on aspects such as her 'chief beauty' or her 'trembling,' discussing that Allingham was being extremely stereotypical in her presentation of gender. At this level, candidates failed to recognise the references to Meggie's 'clever face' or the suspicious quality of Meggie's refusal to discuss the murder in the house.

This extract is from a Level 3 response. In this piece, the response focuses on both typical and atypical features of the representation of the female protagonist.

more power. Furthermore, they also use lexis in text B2 to indicate clear gender identity. They describe the woman and how she behaves in a way that makes her seem vulnerable and as though she needs protecting by the male. For example, "Abbershaw felt her trembling by his side"

-the use of the verb 'trembling' makes her appear very vulnerable and as though she needs protecting. This is representative because in most crime fiction novels the male has to swoop in and save the female, usually the damsel, as though she needs protecting. However, later on in the text, the female goes against these stereotypes and becomes more dominant by saying "Not here. Can't we go outside?", this shows that she is very affirmative of how she feels and is taking the lead by ~~demanding~~ suggesting they leave and go elsewhere to continue the conversation. This links



The candidate recognises that the author is presenting the character as vulnerable and makes a passing reference to the role of female characters as 'damsels in distress' (AO2 and AO3.) Although the point is made in a somewhat conversational style, the candidate has demonstrated a clear understanding of the subtopic by acknowledging the narrative roles of characters within the novel.

The candidate then makes a link to the way Meggie tries to take control of the action, highlighting the idea that this is an atypical role for female characters in novels of this time (AO2 and AO3). However, it is clear that this section of the response would be stronger if the candidate had used more discriminating and accurate terminology to examine the data.



Ensure that linguistic terminology is embedded accurately into responses in a way that sharpens analysis. Simply bolting terminology onto every comment is not helpful but it is clear to see that this extract would have benefitted from the candidate being able to discuss the use of a mitigated imperative by Meggie.

This is an example of a Level 4 response. Again, this extract focuses on syntactical and lexical aspects of the data.

In terms of syntax, in sentences in which the female character (Eliphant) and the male character (Abbershaw) are present, the male is always the subject. This gives him agency, and also dominance over the female character, representing him as the more dominant gender, which supports views often held in 1920s Britain. In the sentence 'To him she was exquisite', the positioning of the man as the subject and the preposition and pronoun 'to him'

convey a sense of ownership over her 'equisit-ness', which objectifies the woman and supports the outdated view that women belong to men. The male subject and female object pattern continues into the text ~~with~~ with 'He led her out' and 'He drew her arm through his', but now the male character is physically acting on the female character. The verb 'led' and the verb phrase 'drew her arm through his' suggest he is leading her and guiding her, assuming his role as the more dominant gender in society.

The noun in the noun phrase 'sudden intuition' and the verb phrase 'unconsciously ^{pre-modifying} assumed a protective tone', the adjective 'sudden' and adverb 'unconsciously' imply that the male character wanting to protect the female character is ~~this~~ like second nature to him, this supports ideas of hegemonic masculinity, men's power and dominance is upheld by their ability to protect women, who are weaker and in need of this protection.



The response clearly signposts the area being discussed, allowing the candidate to ensure that they are covering a wide range of frameworks.

The candidate begins by recognising that the male character's syntactical position gives him 'agency' over the female character. The candidate clusters evidence from the data, using multiple relevant examples from the text to support the ideas and arguments within the response (AO1).

The candidate is able to integrate ideas from their wider research (AO2) into the response, linking ideas about hegemonic masculinity and societal expectations (AO3) to the data.

The candidate also makes an oblique reference to power (AO2) using the data to make inferences about how Allingham uses linguistic elements to convey key aspects of gender.



Clustering elements from the data can be an extremely useful way to develop and reinforce points succinctly within responses.

This response just tipped into Level 5. The essay was well-structured with evaluative comments surrounding a range of linguistic elements from the data. In this extract, we are looking at the introduction and the first series of points.

The language of texts B1 and B2 is greatly representative of how gender identity is portrayed in crime fiction.

Most importantly, the narrative voice and protagonist of both extracts is male - a characteristic and even expected point of view for the period of publication, and this greatly colours perceptions of gender within the text.

We see this in the juxtaposition of the descriptions of the female Meggie O'Leopard, and the male Wyatt Petrie.

An entire paragraph of text is dedicated to the description of her appearance, where language in the semantic field of youth is utilised, and given a greatly positive connotation in the context of her womanhood, 'modern young women' and a 'youngster', the use of the somewhat more colloquial term seeming to carry a somewhat patronising tone, as opposed to the more neutral description of Wyatt being 'young'.

Her physical attributes, especially her hair, are shown to draw the eye, and as her defining feature, the one that makes the protagonist first take interest in her 'a gleam of copper-coloured hair' and 'her hair was her chief beauty, copper-coloured and very sleek'. The association of her hair with beauty is established, it is in

fact the 'chief' thing attribute she possesses from the male viewpoint of Mr

Abershaw, demonstrating how women within the narrative are primarily defined by beauty - and assigned value based upon it. This is shown through the imagery of

her 'copper-coloured hair', the association with of her beauty with a rare and precious metal assigns her value, along with objectifying her. She is assessed more as a precious item than a character, and the language used reflects this 'to him

she was exquisite.

Conversely, the male Wyatt Petrie is defined by his intelligence, his physical attributes assigned a deeper meaning 'his clear, thoughtful face', and his description provides far greater character depth through appraisal of his underlying traits.

He is defined in many terms, as a 'scientist' a relation of 'the portraits on the wall' and 'a scholar of the new type' who is obviously 'a cultured fastidious man', and language in the semantic field of intellectualism is present throughout.

This is a common feature within crime novels, wherein intelligence in male characters is treated as a defining feature and uplifted, whereas female characters only have depth insofar as their 'beauty' and are thus treated with no degree of seriousness.

This is demonstrative of Spender's theory of gender dominance, in that language is utilised to uphold male structures of power within a text, this especially being so in the reactionary crime novels of the 20th century.



The response opens with a clear declaration of the candidate's views. Candidates need to remember that this part of the exam paper is asking students to respond to the statement, 'To what extent...' establishing the idea that an argument needs to be presented. The opening lines also hint at the idea that the representation of gender may be affected by the narrative perspective of the novel rather than the gender of the writer, although this could be clarified a little further, offering a more interesting discussion of the data rather than simply summarising the events of the extracts.

As the response progresses, the candidate makes use of a number of discriminating and judiciously selected references to build on their exploration of the data, eg the subtle difference between the use of 'youngster' to infantilise and describe Meggie in comparison to Wyatt simply being referred to as 'young.'

The vast range of data the candidate uses to exemplify and reinforce their idea results in a more evaluative discussion of the characters and the ways in which they are either typical or atypical in terms of gender representation in crime fiction.

Towards the end of this extract, the links to context and Spender's ideas about language and gender are used to evaluate the presentation of male power within the text. The ability to select and embed relevant research into their response is a key differentiating factor between stronger and less successful responses.



Candidates should practice embedding and integrating wider research in a way that illuminates their discussion of the data rather than simply demonstrating knowledge of the various studies. Many students are able to name-drop a range of researchers but with limited application to the data.

Question 3

Language and Journalism – Tabloid Journalism

The Language and Journalism questions were answered by almost 20% of candidates this year, almost double the percentage from last year. It was clear from the responses that most candidates had a secure understanding of the typical language features of tabloid journalism, recognising that the data they had been given utilised a number of representative features of this style of journalism.

The vast majority of candidates had a clear awareness of The Sun's status as an established example of tabloid journalism. However, this did mean that some students spent a large amount of time presenting their knowledge about The Sun and its history and target demographic rather than analysing to what extent the article was representative of tabloid journalism.

As with other questions, a key differentiating factor between successful and less successful responses was the breadth of linguistic methods applied to the data. Many candidates, perhaps those that had looked at Section B before completing Section A, simply focused on sensationalist lexis, resulting in a narrow and repetitive response. While many candidates could identify that the topic of celebrity scandal was typical of tabloid journalism, few moved beyond the idea that the writer used first names and the semantic field of sex to present the story in a way that appealed to the reader.

The most successful candidates were able to demonstrate a sophisticated and insightful discussion of a broad range of features and frequently integrated elements of their wider research alongside more standard AO2 elements such as ideas about influential power.

Less successful responses often went through the data chronologically, highlighting examples of lexis that was typical of tabloid journalism, rather than discussing how the data worked as a whole tabloid piece.

These extracts are from a response that just tipped into Level 5.

Text C is very representative of the language used of tabloid journalism through its use of ~~sensational~~ sensationalist language that aims to inform the target readers in a very entertaining way. Furthermore, typical journalistic features are portrayed such as the common ^{subject} of scandal of celebrities. This is shown as Text C is an article taken from 'The Sun' in March 2021 about the upcoming publication of books, including aspects of the personal and quite scandalous life of golfer Tiger Woods.



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The introductory paragraph of this essay clearly establishes that the candidate has an understanding of the function and purpose of tabloid articles while also making links to the task by discussing that certain features are 'very representative.'

The candidate then goes on to start discussing graphology. Although typically considered a low-level framework, it is clear that this candidate has a secure understanding of the role and function of different aspects of tabloid journalism by integrating different language methods into their discussion.

In terms of graphology, the way in which Text C represents tabloid journalism is with its use of capitalised black and bold heading 'THE TIGER FLINGS'. The noun string is very short yet just with 3 words mentions ^{the} very important information that would probably hook the target readers. This word-play hyperfocuses on the scandalous 'flings' of the golfer which could be an entertaining topic for the target readers who perhaps enjoy learning about the personal life of celebrities such as Tiger Woods.

Furthermore, another graphological journalistic feature is the use of the strap line that is also written in bold that summarises the entirety of the articles in one simple and declarative sentence.

The noun phrase also hyper-focuses only on the most important information with the pre-modified noun phrase 'Tiger Woods' mistresses' highlighting his debauchery with the plural 'mistresses' and how the article will 'reveal details' giving off a semantic field of exposé and new information provided just for its target readers.

Through its ~~the~~ use of short paragraphs consisting mainly of 2 lines, the article represents how tabloid journalism aims to ~~make~~ their organise their information in an easy and accessible format for all.

Regarding lexis and semantics, there's further semantic fields of exposing secrets of the multi-millionaire's facade who's marriage was a 'sham'. This derogatory lexis portrays how Tiger's marriage was not real which may provoke a public outcry from conservative readers of 'The Sun' who consider adultery to be a sin and of course illegal in the UK.

Moreover, there's a semantic field of drug addiction and gambling, further topics of taboo for conservative readers of 'The Sun' adding to the typical journalistic feature of controversial topics. The article states 'he was hooked on sleeping pills and high-stakes gambling / his life went off the rails after the death of his father, Earl'.

The latter incorporates the use of ~~Aristo~~ Aristotle's pathos as the article invokes sympathy for Tiger Woods using emotive language such as the dramatic idiomatic expression 'off the rails' which gives the semantic field of losing control and deviating from one's sense of moral standards. This is used to justify how the previous semantic field of moral misconduct which could've caused public outrage and judgement from society.



The first paragraph focuses on the role of the headline and the use of puns as a way of engaging the reader. The response clusters ideas about the headline and the strapline together, using the two pieces of the data to look at how tabloids use language to create the impression of an exposé to appeal to their reader.

The response then goes on to discuss the typical feature of short paragraphs. Even though this is a relatively simple feature to comment on, the candidate has attempted to elevate the response by linking it to the need for modern tabloids to be accessible and appealing to as wide a demographic as possible.

As the response progresses, the candidate then draws in aspects of lexis and semantics, using these features to continue to show a more sophisticated analysis of the data by incorporating increasingly perceptive ideas about the moral values of the publication and its target audience.



It is important that you know the key features of your subtopic really well and can examine a range of language features in detail. Integrating ideas about context, including the values of the producers or receivers of texts, can help to develop discussions about the construction of meaning within texts.

This is an extract from a response which scored a high Level 3. In this extract, the candidate makes a clear link between context and specific language features.

Another feature commonly found in ~~all types~~ of tabloid journalism is proper nouns of recognisable names and places which link to the function of informing the reader. Text C uses 'Jamie Jungers', 'Rachel Uchitel' and 'Elin Nordegren' ~~in order to inform the reader~~ as well as 'Las Vegas', 'LA' and 'California' to give factual evidence and information to the story. The use of the women's names exhibits the 'exposé' nature of articles like this ~~which~~ ~~are~~ ~~able~~ ~~to~~ ~~access~~ as well as showing the power held by ~~the~~ tabloids like The Sun who are able to access and publish this fairly sensitive and personal information. This allows for the reader to feel fully ~~&~~ informed on the story and its contexts which is, after all, the primary purpose of all types of journalism.



Although Language and Power is a separate subtopic, it is worth remembering that there is a synoptic element to this paper. In this extract, the focus on the function of proper nouns in terms of establishing the power of the newspaper allows the candidate to weave AO2 content into their response. The candidate is able to make a link between the intentions of tabloid journalism and the expectations of the audience.

Again, the candidate clusters elements of the data together to reinforce their ideas, using clear and relevant examples to fully support their ideas.



AO2 asks candidates to apply a wide range of concepts and issues to the data. Candidates are reminded that they can apply any relevant and appropriate concepts and issues to the data, eg power strategies in the Journalism question.

Question 4

Language and Power – The Language of Fitness Instruction

This proved to be a very popular topic with around 35% of candidates answering this question.

The data provided candidates with a clear opportunity to discuss a range of frameworks and power strategies employed by the instructor, and it was evident that candidates had a secure understanding of the key features of the language of fitness instruction. Many candidates were able to explore a range of language frameworks, making clear links between the language and the context.

In terms of applying concepts and research to the data, many candidates were able to select relevant material from their studies, with research by French and Raven, and Fairclough being the most popular. The majority of candidates were able to move beyond simply name-dropping the research and used it to demonstrate how and why the speaker in Text D was using features such as collective pronouns, jargon, and imperative structures.

In this question, a large number of candidates were also able to successfully apply research from the pre-release material, citing Mellor's work on the metaphor of fire and Biscontini's ideas about adapting language for a modern audience to the material seen.

Candidates were typically seen to focus on the power aspects of the data, which was pleasing to see. In previous series, students have sometimes failed to acknowledge that they have been asked to consider the data in terms of language and power, resulting in thinner, less convincing responses.

Overall, the most successful candidates were able to discuss a broad range of frameworks and methods, fully integrating accurate terminology and examples to support their ideas.

For this question, less successful candidates seemed to go through the data in a slightly feature-spotting, chronological way, rather than clustering data to create a more systematic approach to their analysis.

The following extract is taken from a Level 3 response.

Text D is a transcript from April 2021, when covid lockdown was beginning to ease out. As many people had been locked at home for so long, exercise and movement had been placed on hold, Chrissy was able to demonstrate positivity ~~except~~ ^{and} cooperation in helping individuals get back on track. Chrissy exhibited positive face needs through out, for instance, the direct address declarative 'you're looking so good', 'good' and through the collective noun 'team' which can help build a sense of community and encourage everybody to continue pushing through. * → two pages down

Also, Chrissy continuously used repetition through the dynamic verb 'breathe' (such as the imperative 'take a deep breath', 'breathe in' etc). Many of these individuals in the spin class probably are not used to intense movement and exercise, ~~especially~~ especially during covid and after the lifting of lockdown.

Chrissy's gentle reminders would have been key in returning these individuals to full health and getting them accustomed to exercise once more.

Furthermore, there are semantic fields of ~~body~~ specialised physiological lexis throughout. For example 'shoulders', 'hands', 'arms', 'chest', 'core', other than to instruct, ~~Chrissy also employed~~ (through features such as imperatives: 'squeeze your core' and repetition: 'breathe'), she also fulfils the function of informing and educating. Naming each body part helps individuals understand which areas they are engaging for each exercise, enabling them to exercise and learn simultaneously.

Moreover, another common feature of fitness instruction is Fairclough's synthetic personalisation. Chrissy utilises direct address frequently: 'you got weights', 'you look so good', 'you can have...' etc. This feature is typically used to create a relationship between instructor and trainee, closing the social distance gap and helping the trainee become comfortable with their trainer.

Finally, another common feature is metaphors. In this transcript, Chrissy states 'this is really going to

'burn', a phrase seen very often in intense workouts. It mainly serves to exaggerate and prepare individuals for the physical pressure the body is about to be under, which is helpful for those returning to exercise after lockdown.

~~the~~

a continuation...

Chrissy also met face needs through weakened imperatives such as 'add a gear if you can', here she successfully instructs her class without pushing the boundaries or making them feel forced to do something they are not able to.



The candidate acknowledges the influence of contextual factors on the data, clearly discussing the construction of meaning across a number of different examples from the text.

It is clear that the candidate is able to select relevant examples to support their ideas and has successfully integrated popular power concepts such as Face theory to develop their discussion of the data.

The candidate has obviously made the choice to develop their response after reading their own essay, clearly signposting where examiners can find additional information. This is helpful and ensures that candidates' attempts to make their responses coherent and cohesive are acknowledged by examiners.

The comments about the construction of meaning are clear and straightforward.



The higher levels ask candidates to make inferences about the data by considering some of the implicit meanings behind a text's language use and evaluating the impact of context. Candidates are encouraged to look at the intent behind language in order to draw more nuanced conclusions about the data they are analysing.

This brief and succinct response was placed in Level 3.

This extract of fitness from a spin class is representative of my research into beginner fitness instruction as the instructor uses first person plural pronouns such as "we" and "~~we are~~" "we're", "We want to add a little bit more", "we're going into isolations later". I found that it is common for instructors to reduce their authority in this way as a method of motivating the clients to work as part of a group, and that they're a part of something, which I have found modern audiences to value in my research.

This text also reduces authority, as done in my researched extracts, as they uses hedges to soften the intensity of the fitness and not overwhelm their client, "a little bounce", "tiny little bounce". The hedges "tiny" and "little" makes the fitness seem manageable to client and ensures they don't quit or get put off the instructors class as they are overwhelmed, since spin classes are usually for recreational fitness rather than advanced/profession fitness.

The instructor also uses imperative to effectively direct and motivate her clients, which is also representational of my research, "take a deep breath in", "go on push through", the imperatives in this text are used to open and finish the instruction, showing that the

Instructor increases her authority to push her clients to be motivated at the challenging parts and reduces her authority through the middle in order to retain their cooperation, ~~and imperatives~~ proving that this text is representative of fitness instruction as this is commonly done.

The instructor also uses positive adjectives within this text, as did the extracts in my research that I chose to analyse, "nice and easy team", "looking good", the adjectives "nice" and "good" encourage the clients to feel empowered as the instructor uses her power of occupation (warning) in order to be able to tell her clients when they're carrying out the instruction effectively and that they should be motivated to continue, as done by the majority of the extracts I chose to analyse.

① making for effective instruction.



The response opens with a clear analysis of the speaker's language use, focusing on the use of pronouns and the function of the feature as a method of reducing footing between the instructor and their clients. The references to the candidate's wider research is a useful way of reinforcing the idea that these are typical features of the language of fitness instruction.

The candidate then makes a clear attempt to link their ideas together in a systematic way, focusing on other methods that help to reduce authority and increase the rapport between the speaker and the audience. The contextual comment about the difference between recreational and more advanced classes is logical and relevant.

The following comments about the use of imperatives show a clear explanation of the construction of meaning and there is an attempt to demonstrate some inferences in terms of the way the speaker adapts her language to suit the different elements of the class. However, the comments about imperatives being used to open and close an instruction are a little vague and would have benefitted from a little more clarification about the discourse of the data.

The response then moves to a comment about the use of adjectives to empower the audience. While the examples used are relevant examples of positive adjectives, the reference to the power of occupation and Wareing is a little underdeveloped and would have benefitted from clearer references to specific features of occupational lexis.

Overall, this is a secure mid-level response that covers a number of frameworks but often in a clear and straightforward way rather than looking at the subtle nuances of the data.



Essay technique is an important aspect in this paper and candidates are encouraged to work on developing smooth transitions between their points.

Question 5

Regional Varieties of English – The West Midlands

This topic was chosen by approximately 2% of candidates. As with previous series, this question offered candidates two pieces of data. The spoken data featured a voice note from a West Midlands speaker and the written text was a poem by Liz Berry. Some candidates analysed the two texts separately, discussing the data in terms of the language features and context, while others took a comparative approach to their response. Both approaches produced successful responses.

It was clear that candidates had undertaken a great deal of research to discuss the key features of the accent, working well with the IPA to explore the data. Candidates were able to discuss the way Berry represented her accent through phonetic spelling, often linking the frequency of accent features to Berry's construction of identity. However, as with previous series, some candidates tended to only focus on phonological features of the data rather than exploring a range of frameworks.

The majority of students made sound judgements about the different contexts of the two texts, drawing tentative yet valid conclusions about the impact of dialect levelling and Berry's pride in her own identity.

At the higher levels, students were able to confidently and accurately use the IPA, using terminology precisely to explore the accent features present in both texts. Candidates were also able to cover a wide range of frameworks, including grammar and lexis, to discuss the dialect features present in the two sources.

Strong responses also took a somewhat synoptic approach to the data, drawing on their study of language and identity, power, and gender, to offer an in-depth analysis of the texts. Insightful discussions about the impact of dialect levelling was also a feature at the higher levels.

At the lower levels, candidates tended to make descriptive comments about the accent and often without using the IPA to illustrate their points. At this level, candidates tended to fixate on features that are not always specific to this variety, looking at th-fronting and h-dropping at the expense of arguably more distinctive features.

This is a small extract from a response given Level 4.

in their variety of English. Berry also tries to represent the ~~accent~~ accent features of the west midlands through the use of graphemes. "over" substituting "ovr" represents the diphthongisation. There is also use of slang such as "wench" and "jimmiching", both evident representations of the dialect which are not used as prominently in text E1 due to the context of the text perhaps. It may be also unrepresentative as Berry is attempting to use her "dialect in her writing" which infers that some uses of the language may be over-exaggerated to fit in with her purpose. There are also inconsistencies with the choice nature of the accent with text E1 omitting 'r' sounds in "over" to create /ɔvæ/ however in E2 the 'r' sound is more used freely in words such as "yer" to represent "yours".



In this extract, the candidate focuses on Berry's representation of accent, linking the concept of diphthongisation, which had been explored earlier in the essay with Text E1, to Berry's desire to exaggerate her regional identity.

The candidate also combines a discussion of phonology with lexical features of the variety as a way of fully supporting the comments about the construction of meaning within the data.



When exploring phonology, ensure that the IPA is used in order to discuss features accurately. Placing the IPA inside slash marks makes the use clearly identifiable within the response.

Question 6

Section B – Global English

Although only a small number of candidates answered this question, there were a number of strong responses that engaged fully with the statement. Candidates were typically able to discuss the adaptability of this global variety of English, drawing on their understanding of the formation of creoles and the ways in which speakers manipulated language to suit their own purposes.

It was clear that some candidates had not selected primary sources of data, resulting in a more generalised discussion of concepts and issues surrounding the variety. Without primary data, candidates were unable to demonstrate their application of language methods or make inferences about the construction of meaning, meaning they struggled to address the assessment objectives of the paper.

The positive framing of the response offered candidates a clear platform from which to argue whether or not they saw Uglish as an adaptable and vibrant language. Many candidates used the statement as a platform to discuss how key lexical items had been created as part of Uglish as well as discussing the role of Uglish as a lingua franca.

At the higher levels, relevant contextual factors were used to draw conclusions about candidates' own data as well as offer evaluative comments about the creation of Uglish and its role as a method of communication.

Less secure responses tended to focus on the history of Uglish or recount features of creoles without their ideas being anchored to specific data sources. Broad, sweeping statements about the variety without any precise or carefully selected data sources hindered students' success.

This is the opening of a mid-level 3 response.

I agree with the statement as it takes into account the positive influences of globalisation in today's society's language use. Considering how Uglish (Ugandan English) involves ~~two~~ ~~languages~~ what seems to be two languages - one local to the area and one not. One way it could be argued that Uglish shows the adaptability of global varieties of English is with the feature known as derivation. This is where speakers of Ugandan English have combined two words together (usually English) and/or have added suffixes/prefixes (sometimes both) to a word to create a new ~~new~~ word that makes sense to them. In other words, to create / add a new ~~the~~ meaning. An example that is common in my research and also found in the data is the word 'benching'. Although it seems to be predictable that its meaning may involve a seating arrangement due to 'bench' present in the word, an English word, a seating item - in Uglish, anything to do with ~~seating~~ sitting does not come any close to its meaning. In Uglish, the meaning is to 'trying to win ~~her~~ over a girl'. Although it could be argued that its meaning comes from how benches tend to be seen as a romantic casual date and the youth have adopted it, the fact that it is of English root word - and seemingly English suffixes - but the meaning differs from the root

show how English can be changed around the globe to cater to its local users.



The response opens with a clear position in terms of the statement and swiftly draws on their own studies about global varieties of English.

The candidate not only discusses lexical features of the variety, there is also a valid and relevant comment about the way that Uglish is adapted by younger speakers in order to fulfil a specific function.

This response offers a clear explanation of processes of lexical formation and tentative reasons for the creation of specific terms directly linked to context.



Ensure that the response is focused on the statement. It is not an optional part of the paper and should be addressed in full.

This is an extract from a high Level 3 response.

Although these terms may not be intelligible when compared with native speakers, they also allow for Ugandans to express their unique cultural identity.

This could be seen in one of my pieces of data, a comedy skit from a Ugandan online channel, ^{about a taxi and a boda-boda} which contained both phonetic, lexical and syntactical features of Uglish - allowing for a wider reach and reflecting the purpose to entertain the audience by using Uglish as a lingua franca to be understood. In this data there was evidence of Uglish text, for example in the non-standard compound word 'overspeeding' - 'daddy, why are you overspeeding?' which was uttered using short monophthong vowels: /ɒvə'spi:diŋ/. This relates to the aforementioned shorter set of vowels in West African Englishes, meaning there are more allophones which may be confusing for an inner-circle speaker of English. MacArthur's model classifies 'world Englishes' or 'new Englishes' - ~~into the 'inner'~~ into the 'inner' variety or those such as British and American English that carry linguistic prestige, the 'outer variety' or those where English has been adopted as the dominant language - such as the case with Uglish - and the 'expanding' variety where English is taught as a foreign language. While this does pertain to the colonial and post-colonial influences on Uglish, it has been criticised, such as by Mollisano (1999) who is critical of having 'correct' language presumptively judged by

inner-circle language "expert": ~~perhaps~~ Perhaps it would be in fact
more useful to use Schneider's dynamic model as it pertains to
post-colonial Englishes, under which Uglish would have undergone
the 'Africanization' stage in using non-standard, mixed language features.



ResultsPlus
Examiner Comments

In this extract, the candidate makes a clear link to the statement, looking at key issues associated with global varieties of English.

Ideas about the role of Uglish as a lingua Franca are integrated with analyses about lexical and phonological features of the candidate's chosen data.

The contextual references to the status of varieties such as British English or American English show a clear understanding of the topic. This candidate makes a number of tentative conclusions about the adaptability of Uglish throughout their response, but in this extract, the candidate is focused on the ways in which the adaptive nature of creoles and the impact of influential varieties affect the language used in their selected sources.



ResultsPlus
Examiner Tip

Having manageable and carefully selected data is essential for this section of the exam paper. It is also important that candidates have a secure understanding of the context of their own data sets and explore the impact of context on the construction of meaning.

Question 7

Language and Gender Identity

This question asked candidates to discuss how gender stereotypes were exploited to reinforce the roles of the characters. While some candidates were able to discuss the statement fully, exploring ideas such as Miss Marple's changing language depending on the function of her speech and the section of the narrative, some candidates interpreted the statement to be asking about the reinforcing of societal roles.

It was clear from the responses seen that the vast majority of candidates had undertaken some wider reading around the topic and were able to offer clear and relevant discussions about their own chosen data in light of the research they had studied. It was pleasing to see how varied the research undertaken by some students was, with candidates selecting both contemporary and classic examples of crime fiction.

One of the key differentiating factors for this question was the candidates' understanding of the texts they had chosen for their investigation. It was clear in this section that a number of centres had pre-taught extracts to students and candidates did not have a clear enough idea of the texts they were supposed to be supporting. Many candidates struggled to identify or recall the narrative roles of certain characters. Centres are reminded that the best performing responses come from students who know their data well and can manipulate it to suit the demands of the statement.

The vast majority of students presented relevant data, with only a small handful trying to discuss film or TV adaptations exclusively.

This question also saw a number of candidates who answered their own hypothesis rather than addressing the question. For example, several candidates were looking at how the presentation of female detectives had changed over time. While this was an interesting avenue to explore, and could have been adapted to suit the demands of the statement, a number of candidates did not address the exploitation of stereotypes to suit the narrative roles. It is imperative that centres remind their students that the statement is not an optional aspect of the exam but something that must be addressed throughout their Section B response.

Some candidates chose to focus on one or two texts, with some students exploring how the language used reinforced the roles of the characters. Other candidates had a broader range of data in the form of extracts, choosing examples that reinforced and challenged traditional narrative stereotypes. Both approaches produced secure responses.

Some responses were closer to critical literature essays than linguistic essays, and while these were often well-written with smooth transitions between ideas, the breadth of language methods applied to the data tended to be limited to lexis and semantics.

The most successful responses came from students who fully understood their data and were able to offer a linguistic analysis across a range of frameworks and language methods. Candidates at the higher level were able to critically examine the way that narrative roles and gender were linked with a number of interesting discussions about the way perceived feminine traits in language were used to manipulate and deceive detectives or to emphasise power imbalances.

The least successful responses either spent a long time retelling the plot of their chosen crime texts or clearly did not have a secure understanding of the roles of the characters within the extracts they were taught. A number of candidates at this level were clearly making comments about quotations that had been told to them by centres, as seen by the frequency of the exact same comments, but with little understanding about how to apply this knowledge to the statement. This invariably resulted in a generalised and less secure discussion.

This is the opening of a Level 4 essay.

Overall, I would agree with the statement that the language of crime fiction exploits gender stereotypes to reinforce the roles of the characters, as these powerful archetypes with women as weak and dependent victims and men the tough, cynical detectives, both influence, and are influenced by, the society in which they are set. Over time these roles have become familiar, ingrained into the most famous crime fiction novels, echoed by my own research. I have studied *The Maltese Falcon*, published by Dashiell Hammett in 1930, and *Report for Murder* by Val McDermid, published in 1987.

Within Hammett's novel, he exploits gender stereotypes thoroughly through the presentation of the character formerly known as Miss Hardley, fulfilling the innocent, weak female victim role. This stereotype is reinforced through her description as "tall and pliantly slender, devoid of any angularity, ~~her legs long~~ her body was erect & high-breasted, her legs long, her hands and feet narrow". This description reinforces her inferior role, and as this is the first impression we are presented with of her, it establishes her character as almost one-dimensional, as this is what seems to be most important about her, reinforcing her character's inferiority. Furthermore her character also reinforces male stereotypes, as Miles Archer, a detective, is described as having made "a whistling mouth of appreciation" upon the sight of her. This reaction supports the use of the self-important, anti-heroic detective as it illustrates his character as morally grey, as he is married, reinforcing his role. It also demonstrates the societally accepted right of men at the time to view women as something to be appreciated rather than respected, consolidating both gender roles and supporting Hardley, who suggests that in this genre men

comment on women's physical appearance which, for them, determines each woman's value. Additionally, in the original description of Wonderly she is described with the adverb "pliant", implying that she easily yields to others' will and lacks her own identity or headstrongness, ~~instead~~ reinforcing the gender role of women as inferior to men, fulfilling the classic stereotype through the presentation of her character.

On the other hand, it could be argued that within *The Maltese Falcon* gender stereotypes are subverted, as seen through the ~~presentation of the main male detective~~ ~~Samuel Spade~~ evolving presentation of Miss Wonderly, who was revealed as a dangerous & deceptive antagonist called Brigid O'Shaughnessy. Her true character is revealed when she says "I am a liar... I have always been a liar", implying that she has been utilising traditional gender stereotypes of women to manipulate others and get her own way, demonstrating how powerful these conventional roles are that she can use them to her own advantage. This implies that she is ruthless and intelligent qualities not associated with typical female roles, and this is recognised by the anti-heroic detective Samuel Spade, who replies "Ah, now you are dangerous". This also goes against the typical male role & opinion of the time, recognising that a woman may pose a threat, as Aardoe suggests that there is a commonly accepted mindset that women cannot be dangerous. This is further perpetuated by the crime fiction genre as a whole, where women fulfill simple victim roles as they classically weren't believed to be capable to pull off crimes worth writing about. Spade challenges male stereotypes of ignorance and underestimation, refuting the statement that they are used to reinforce characters.



The candidate opens with a clear link to the statement as well as demonstrating an understanding of the narrative roles within the genre. The reference to character archetypes reflects the candidate's understanding of the statement and prepares their argument well, allowing them to control the structure of their essay effectively.

The candidate also frames their data clearly, ensuring that the examiner is aware of the texts they have studied. This is extremely helpful to an examiner. However, in some cases, this framing is overly long and detailed without adding anything to the analysis. Succinct and brief references are sufficient.

The analysis of Miss Wonderley is fully linked to her presentation as initially a victim and later a criminal, again showing that the candidate is looking at the narrative role of the character and not just the social stereotypes.

The way that the candidate uses the presentation of the female characters to comment on the male characters is also a useful way of examining links within the data, helping to draw tentative conclusions about the ways in which writers manipulate language to enforce key roles within the novels.

Another strength of this response is the way in which contextual factors are analysed in order to make inferences about the construction of meaning, eg when discussing Sam Spade's reaction to the truth about the female character.



Encourage candidates to frame their data in a clear and succinct manner.

This extract is taken from a Level 4 response. Prior to this extract, the candidate had been discussing how the female murderer was being described as 'too beautiful' to be a criminal in an Agatha Christie novel, with insightful comments being made about how women were presented as using their physical attributes to deceive others.

This is contradicted to have by Barker and Patterson in their 2022 crime fiction novel through the character of Amy. Here she is described to have 'grabbed one of the dead SWAT officers by the back of the head as if he were nothing but a weightless rag doll'. The verb 'grabbed' indicates show Amy's power and defiance against the typical gender stereotype of contradicting Reddy's when this combined with the objectification of 'weightless rag doll' shows describes a male that has got societal views has changed over time as it is now common to see a female character asserting power over a male. This desexualises Amy as well, as a male audience is unlikely to find this attractive, further reinforcing the character's role. The use of the Amy being the supposed killer of the dead 'SWAT officer', potentially foreshadowing her lack of fear towards death.



This extract then looks at the presentation of another female killer but in a more modern text. The candidate works hard to ensure that the discussion about female killers is brought back to the statement, arguing that the deviance from the stereotype is exploited to build up the narrative role of the character.

The examples selected are closely analysed, with inferences about the construction of meaning being presented.

The contrast between the representation of male and female characters could have been developed further, considering the possible gendered associations with dolls, but the point is discriminating and considered.

The comparison between the two killers fully meets the AO4 criteria for this question, analysing and comparing links between the two texts.



While many students find it helpful to test their data with their own hypotheses, it is vital that the statement forms the backbone of their responses. Candidates are invited to argue for or against the statement, or even offer a balanced view, but it must be the focus of their response.

This is an extract from the same essay.

It is clear that the submissive role however has changed across time and gender as suggested by Reich about the gender stereotypes. In 2003, when gender equality is starting to come into place, Alton's ~~and~~ Zora Banks is told by his female subordinate to 'Pull the cart out your ass Alton' and 'no pant passing about'. This demonstrates Annie doesn't feel the need to code switch due to speaking to her boss or to engage in instrumental power. This is clear seen through the use of expletive such as 'ass' and 'passing' as well as the use of imperative like 'pull'. This demonstrates Annie assertiveness and dominance in the encounter and helps reinforce the role of the character despite flouting gender stereotypes. The Alton with this, the idea that she uses Bank's first name 'Alton' shows how society has developed, with titles as seen in many novels written in the Golden Age. This therefore shows how the language of crime fiction is stepping beginning to exploit gender stereotypes.



In this example, the candidate is using their wider reading to discuss how the presentation of narrative roles has changed over time. The discussion of taboo lexis by a female character is linked to linguistic concepts such as code-switching and instrumental power, helping to address AO2 alongside their academic reading.

Importantly, the response is focused on the idea that these power strategies are linked to the presentation of the character and their role, despite flouting gender stereotypes. The idea that the character of Annie is being presented as a figure of authority and power underpins the discussion rather than purely focusing on the contextual influences of changing social values.



Candidates can use their wider reading to challenge or support their own findings. Using their research as a springboard can be helpful when applied securely to their data and the statement.

Question 8

Language and Journalism

For this question, the majority of candidates had sourced a broad range of data texts from a range of suitable sources, which gave them a secure foundation of material to discuss.

However, some candidates had clearly researched a narrow hypothesis and focused on their own statement in their response rather than the statement offered by the exam question. For example, some candidates were examining the differences between stories about the Duchess of Cambridge and the Duchess of Sussex but did not address the statement at all.

The statement argued that tabloids had to use sensationalist language in order to attract an audience. Many candidates were able to address ideas about sensationalist lexis but did not broaden their discussion beyond lexical features of tabloids. It is important that candidates are aware of the demands of the question and are able to apply a range of language methods in their responses.

Some candidates argued for the statement, focusing on the rise of clickbait and the importance of headlines at making mundane stories seem exciting enough to read. A number of candidates also incorporated discussion about the influence of technology on the way tabloid journalism is consumed by users, exploring how this affects the way publications try to attract an audience.

A number of candidates argued against the statement. In particular, a small number of students looked at the political affiliation of papers and the ways in which these publications used the shared values and ideologies of their readers to ensure sales.

Equally, some candidates offered a more balanced view, recognising that brand loyalty and personal habits were as influential as sensational language when it came to attracting readers. There were strong responses regardless of approach.

In this question, the most successful responses not only looked at sensational lexis but also features of journalese such as the passive voice, modes of address and stock phrases. Candidates at this level recognised that tabloids employ a range of strategies to appeal to an audience and demonstrated a nuanced understanding of the ways in which journalists and publications worked to sustain their readership.

Less successful responses tended to list examples of sensational lexis they had seen in their articles and offer a simple explanation about why these words and phrases were considered to be sensational. This question was one where overly long framing of data was an issue. Lower-level responses spent a long time explaining what their articles were about and the publications they had come from rather than analysing the ways in which these articles used language to attract their readership.

This is the opening of a script that just tipped into Level 4.

It is partially true that tabloids must be sensationalist in order to attract an audience. For my investigation I focused on the coverage of politicians and political events to show the change over time of sensationalism in tabloid journalism. The first text I looked at was The Daily Mirror 1983 - Margaret Thatcher (hereafter referred to as Text A), the second text was OK Magazine 2023 - Matt Hancock (Text B), The Daily Mirror 1997 - Tony Blair (Text C) and finally The Sun 2020 - BREXIT (Text D). Over time my research implies that tabloids have begun to use much more sensationalist language in order to attract an audience.

In Text A, The Daily Mirror does not sensationalise in order to attract an audience, instead the writing is very formal and prestigious, such as the subject specific lexis 'Joint Council of the Welfare of Immigrants' and 'Race relations'. By using subject specific lexis the tabloid is presenting themselves as very informative and formal which attracts the audience. This is because at this point in time (1970s/80s) there was a large interest in politics within society, especially with Margaret Thatcher winning the Falklands War and the conflicts between trade unions and politicians. This means that tabloids didn't need to sensationalise their writing because the audience wanted to be informed about political affairs. Therefore, by using subject specific lexis they are achieving their function of attracting an audience because they are using political knowledge, whereas sensationalism would go against the function and the tabloid would not be respected, as that is not what the people were attracted to. They also do this through the use of proper nouns when referring to the politicians, such as 'Margaret Thatcher'. This shows that the tabloid respects her position of authority as they refer to her as her full name, instead of a nickname such as 'Bojo' or by first name like 'Boris' as they do in Text D, which

presents are far less formal manner to the article, and suggests the writer of the tabloid knows them well enough to refer to them on first name or nickname basis. By using Margaret Thatcher's full name the tabloid is attracting an audience through respecting a powerful and popular figure, of that time. Once again, sensationalism would not attract an audience as people had respect for the politicians and believed they must address them formally.

This has changed over time and sensationalist language techniques are used in order to celebrate politicians much more now. Text B is a very sensationalist article which almost completely strips the identity of a politician and replaces it with a celebrity figure. The final positioning of the noun 'I'm a Celebrity's Matt Hancock' suggests that the politician's time on a reality TV show has far greater importance than his time as the Health Secretary during a global pandemic. This sensationalism is used to attract an audience because people's interest in politics has reduced significantly since Margaret Thatcher, and as we know, much of their audience at OK Magazine derives from social media, which is infuocated with young people, who care even less about politics, especially if they cannot vote yet. This means that the sensationalism appeals to them because the political identity is being stripped and a celebrity figure is replacing it, which appeals to the audience much more. Additionally to this, the tabloid uses colloquial language in order to appeal to the audience, such as the word 'beau' used to describe the girlfriend of the politician. Culturally we know that public relationships are points of significant interest for younger people, so this helps to achieve that function of attracting an audience through sensationalism once again.



The response opens with a clear introduction that establishes the candidate's viewpoint in light of the statement. The data, which is clearly framed for the examiner, has been carefully chosen and is highly suitable for the task.

The candidate's first point argues against the statement, incorporating ideas about prestige and power into their discussion about how tabloids attract an audience. The range of increasingly discriminating examples to support their ideas reflects how securely the student understands their data and the function of the articles.

Logical connections between data sets are analysed, particularly when looking at the modes of address for the politicians mentioned in the articles, with the analysis fully linked to the statement. Valid and relevant contextual factors are integrated and examined, offering sensible inferences about the data.

The comparative and linked approach creates a well-structured response.



Candidates are encouraged to debate and argue with the statement, and use it to critically analyse their data. Candidates also need to ensure that there are clear connections within their data are examined. For Section B, a comparative or clustered approach can be extremely helpful when discussing the data.

This is an example from a Level 4 response.

The modified noun phrase <num>-of-one
Kate>, while not ~~subjective~~^{sensationalised}, can be
argued to have been somewhat
strategically placed in order to juxtapose
the use of Cannabis and Cocaine with
the responsibility of caring for a child,
thereby increasing the drama surrounding the
scandal. This is also evident in the

Daily Mirror's < Kate dumps druggie lover > through the relative clause < ^{she} who has a three year old daughter, Lila Grace >.

This could imply that while tabloids do rely on and often use sensationalisation, a factor that also comes into play in regards to attracting an audience is ^a somewhat strategically structured article. Moreover, both < Kate's cocaine apology > and < ~~R~~ Got Any Coke Kate?? > use the ambiguous ~~p~~ active structure < One onlooker said > < One insider said >. This could validate research from City, University of London that states broadsheet journalists have a more refined code of ethics while tabloid journalists place less emphasis on this. This may be what allows tabloids to provide indirect ~~say~~ or ambiguous sources in order to include sensationalised or dramatic media to therefore increase consumption and profit. This echoes research from Sofia Johansson from the University of Westminster who cites Louis James' statement that ^{the} radical success of radical newspapers creates business opportunities to exploit the ^{tabloid} ~~sector~~ of

demographic, therefore emphasizing research from City, University of London that states tabloids expose personal affairs with strong commercial emphasis.



This part of the response is drawing tentative conclusions about the deliberate structure of the article, making connections between data sources to reinforce their ideas.

The discussion about modified noun phrases and ambiguous sources shows a secure use of terminology.

The response makes smooth transitions between the discussion about the structure of the articles and the perceived lack of ethics in tabloid newspapers. The examination of ambiguous and indirect sources shows a detailed understanding of aspects of tabloidese beyond lexis with secure links to the financial motives of the publications.

The candidate is clearly trying to support their comments with relevant research, using their wider reading to illuminate the discussion of the data.

Throughout this section, the focus on the statement is clear.



Candidates must ensure that they cover a range of frameworks and language methods in their responses. Accurate and precise terminology is also vital for successful responses.

Question 9

Language and Power

For this question, candidates were asked to consider how the language of fitness instruction had to strike a balance between being friendly and authoritative in order to be effective.

The vast majority of candidates, even those that had clearly researched the topic from a more gendered perspective, were able to adapt their data to the question, addressing the statement fully.

Candidates selected highly appropriate data, including some students who had collected their own primary data from classes they had attended. Candidates who had taken data from a range of different platforms, eg face-to-face, online, home DVDs, were frequently able to draw tentative conclusions about the influence of context on language, as were candidates who ensured they knew the target demographic of their chosen material.

It was clear from the responses that the majority of candidates had a secure understanding of the typical features of the language of fitness instruction and were able to discuss how pronouns, imperatives and jargon reflected either the authority or friendliness that the instructors were trying to achieve.

A number of candidates also adopted a diachronic approach to their research, looking at how the language of fitness instruction had changed over time. Although there were some examples of overly long discussions about issues surrounding body image, the majority of these responses were securely linked to the statement, exploring the different needs of the audience over time and the impact of the interactivity of social media when compared with DVDs and VHS tapes.

The most successful responses integrated concepts and issues about power into their answers, drawing tentative and evaluative conclusions about the different ways text producers created relationships with those they were instructing and the purposes of those relationships. A number of candidates at this level were also able to make subtle inferences about the construction of meaning in the data, examining the impact of the type of sport or fitness activity being discussed.

Successful candidates were also able to use terminology accurately and noticed patterns across their data that they could examine and evaluate in light of the different contextual factors surrounding each piece.

It was clear that candidates had made secure use of the material recommended in the pre-release document, using work by Mellor, Biscontini and Karageorgou (frequently referred to as the Malmo study) to examine their data. Interestingly, a number of candidates used their research to debate the views by Biscontini about the changes that needed to be adopted, creating more evaluative and discriminating discussions.

Less successful candidates made frequent errors with terminology, eg labelling 'we' as a third person pronoun, and tended to list features from their data and state whether they thought they were friendly or authoritative.

Responses at the lower levels also spent a long time detailing the history of fitness instruction, writing paragraphs about the ways in which Greek soldiers were trained with sticks, and the influence of the pandemic on the rise of online fitness videos. While historical developments are useful when it comes to discussing these subtopics, overly long recounts rarely prove beneficial in terms of giving candidates the opportunity to demonstrate linguistic analysis.

This is an extract from a secure Level 3 response.

In the Jack LaLanne transcript I evaluated, he seems to be friendly to his audience. In the declarative, "thank you for letting ~~be~~ into your home." LaLanne uses negative politeness (Brown and Levinson) to make the audience feel good, not imposing on their lives. His use of direct address "thank you" also highlights a friendly face. Which according to Goffman, is a persona we present in certain situations. Here, LaLanne achieves his friendly face in order to connect with the audience, making him more likeable. Therefore, making the audience want to watch ~~the~~ ^{the show} again. He also uses negatively loaded lexis such as pun "trim nasties", referring to an overweight stomach. In the 1950s, the attitudes to weight and body image were more negative, the idea that there was

an 'ideal' body image was more common ~~is~~ compared to Modern Day society. ~~the~~ Modern Day fitness concerns more about healthy bodies rather than body image. A more friendlier approach.

The idea of health rather than body image refers back to Joe Wicks' transcript. Highlighting three key elements of fitness; accessibility, simplicity and effort. His ~~text~~ mitigated imperative, "do as many as you can." highlights the idea of simplicity and accessibility — Wicks is making ~~it~~ it an option for the audience to do the workout, they are independent. His mitigated imperative allows the workout to be authoritative yet with a friendly face at the same time (Goffman). This gives him ^{referent} power (French and Raven) highlighting power bestowed upon by others. Here, the audience give Wicks the power to tell them what to do, ~~is~~ proving the authoritative element of the transcript.



This extract starts with a discussion about politeness and how this constructs a friendly face, clearly focusing on the statement. The reference to Lalanne needing viewers to watch again is a logical and relevant link to context, creating a clear point about the way Lalanne uses language.

The comments about shifting attitudes towards body image are valid and the candidate manages to draw the ideas back to the statement, suggesting that current body positivity movements create a friendlier approach.

The candidate then identifies a relevant connection between their data sources, looking at how Joe Wicks focuses on using mitigated imperatives to encourage the audience.

The reference to the three key elements of fitness show evidence of wider research and are used to reinforce ideas linked to the statement, and the candidate continues to apply relevant concepts and issues to the data by discussing ideas about power and Face.



Candidates are advised to have a range of relevant concepts and issues that they can discuss in light of their data. Although the subtopics are defined, candidates are invited to apply any relevant research or theory to their data.

This response is taken from Level 4.

the audience. Donaghue and Allen stated that instructors have an important role in striking a balance between ~~authoritative~~ aesthetic and health based discourse. This statement highlights the importance of flexibility and the instructors ability to adapt for the different purposes a fitness class holds - both physical and mental, ~~more~~ which could possibly support the statement that they need to strike a balance between authoritative and friendly to meet all purposes. I will use my data collected to investigate the extent and importance of striking a balance between authoritative and

* which highlights technological advances and the way in which fitness instruction has developed across different modes.
 friendly, and how effectively each instructor does this.

In my face to face text, the instructor highlights their authoritative identity through her position power. She uses imperatives such as "~~leave it &~~ lower it into the mat." to inform the audience quickly of what to do. This is effective at maintaining the fast pace we expect to see at a private gym class, due to the participants being of a higher fitness level. The instructive verb 'lower' supports the instructor being able to quickly give out commands. ~~The instructors use of where she uses the~~ third person pronoun 'it', we can see Bisconti's idea that the use of the third person pronoun 'it' is reflective of Bisconti, who stated that when cueing to engage large audiences, people tend to use non-specific cues. ~~where we can~~
In the face to face workout, the instructor also uses authoritative syntax through the repetition of the phrasal verb 'up', in the imperative "up, up, up". This use of repetition not only works to ^{re-rein}reinforce the movement to the participants, but also helps to act as a form of motivation for them, providing the support they need to carry out the action.



In this extract, the candidate uses some of the wider research they have carried out to explore their data in light of the statement provided in the exam.

Discriminating references to concepts such as positional power are clearly linked to the speaker's use of imperatives and the context of the class, demonstrating an accurate use of terminology and closely examined links between their chosen data.

The discussion about the brevity of instructions being important to ensure the pace of the class and the reference to the experience of the participants allows the candidate to draw inferences about the construction of meaning.

The candidate also makes a number of references to their wider reading applying a range of concepts and issues to the data.



Ensure that terminology is used accurately and precisely. Candidates are also advised to ensure they have a secure understanding of the context of their data so that they can use it to draw conclusions about the way meaning is constructed.

Question 10

Regional Language Variation

The statement for this question invited candidates to debate whether or not aspects of the West Midlands variety of English demonstrated that it was 'alive and well'.

Many candidates had researched contemporary users of the variety, meaning they were able to discuss which features of the variety were still in current use. Candidates were also able to discuss issues surrounding dialect levelling and the influence of programmes such as 'Peaky Blinders' at raising the profile of the variety. Overall, it was clear that candidates had carefully selected highly appropriate data with which to discuss the statement.

As with previous seasons, there is still evidence of a minority of candidates focusing solely on issues surrounding accent and not broadening their research to cover different aspects of dialect. Alongside this, some candidates were focusing on accent features that are not unique to the West Midlands variety, offering comments such as the use of the glottal stop proving the West Midlands variety was 'alive and well.'

While the majority of candidates had selected a range of data sources to discuss, the most successful responses made links between the data, identifying patterns across the sources to reinforce their ideas and views about different aspects of the dialect.

The most successful responses used the IPA effectively to discuss features of accent as well as looking at broader aspects of dialect, discussing the loss of certain lexemes from common use in the data they had acquired. The majority of candidates at this level were able to integrate ideas about the pride users of the variety had but also tempered it with references to the considerable stigma associated with the variety.

At the lower end, responses tended to simply describe features of accent, rarely considering them in terms of being unique features and frequently trying to discuss the phonology without the IPA making the comments less precise.

Upper and mid-level candidates were able to discuss ideas around dialect levelling, while also recognising that the fact their material was often for a larger audience outside of the region may have affected the ways in which language was used, while lower level performances often failed to consider the impact of contextual factors on the construction of meaning.

This is an extract from a Level 3 essay.

Evidence to support the statement can be seen in areas such as the Black Country where the dialect is still spoken by a younger generation

of speakers. Lexis, such as 'wench', 'wommal' and 'such' are still ~~used~~ used by younger speakers and remains a part of their sociolect. The dialect still remaining with the younger speakers align with the findings of Labov's Martha's Vineyard study, where he found people don't want to lose their accents as they want to maintain their social identity. This can be further emphasised by areas in the West Midlands like ~~the~~ Coventry who previously were perceived as having a southern accent, are moving closer to a Brummie accent. This can be seen in a BBC Sound clip where a speaker complains that the kids "only have a 25 letter ~~the~~ alphabet" and how they "can't be bothered to put the t in the middle of the word". This demonstrates how ~~as~~ attitudes ^{to} the accent have developed, the sense of identity of speakers with the accent have become stronger.



This extract follows a discussion about intonation and the influence of neighbouring counties.

In this section, the candidate is discussing the rise of dialect terms being seen in youth sociolects. It would have been helpful to have some more precise evidence from the candidate's research to add greater clarity to the argument.

The application of the Martha's Vineyard study is relevant, if a little generalised in summary, but helps add to the idea that users want to retain features of their own dialects in order to reinforce aspects of their identity.

There is a clear attempt to try and present the argument that external factors, such as attitudes towards different varieties, have an influence on the way speakers strengthen certain aspects of their own dialects.



Ensure that all points made are supported with valid and relevant evidence from data to ensure they are clear and focused. Unsupported points often result in more generalised discussions.

Paper Summary

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

- Candidates should source their own data to ensure that they have a secure understanding of the context of production and the linguistic elements of their pieces.
- Candidates must address the statement in their Section B responses.
- Candidates are advised to frame their data at the start of their Section B responses in as succinct a way as possible.
- Candidates are encouraged to engage with current research where appropriate. Outdated gender theory is not always helpful when analysing contemporary texts.
- Candidates are encouraged to challenge existing research and theory within their sub-topic, especially if their investigation refutes the findings. Evaluating the validity of prior research can help to offer a more insightful debate around the issues within the sub-topic.
- Candidates are encouraged to read widely around their chosen topic, including academic texts, to ensure they are fully immersed in the debates and linguistic features of their chosen sub-topic. The sources given in the pre-release material should be seen as a springboard rather than an exhaustive list.
- For **Section A**, candidates are encouraged to explore a wide range of frameworks, not simply lexis or phonology. Candidates are also advised to ensure they are confident when it comes to applying relevant terminology to their data.
- Also in **Section A**, where appropriate, candidates may consider clustering aspects of the data to offer a more evaluative interpretation about the way language is used. Candidates can use this to argue whether a text is representative or otherwise. Discussing atypical aspects of the data can offer as rich a seam of analysis as typical features.

Grade boundaries

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

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