



Examiners' Report

June 2024

GCE English Language 9EN0 03

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Introduction

As with previous series, the most popular topics this year were Language and Gender, with just over 50% of candidates answering Questions 2 and 7, and Language and Power with approximately 35% of candidates answering Questions 4 and 9. It was pleasing to see that the third most popular choice this year was the Regional Variation topic, with just over 10% of the cohort responding to Questions 5 and 10. The Global English and Language and Journalism topics were the least popular choices.

While the majority of candidates had clearly undertaken some relevant research for their investigations, there was significant evidence this year of some centres overly preparing candidates, to the point where some candidates had identical opening paragraphs for their Section B responses. **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 practised questions that were not completely in line with the statement from the paper or offering discussions about data that it was clear they did not fully understand beyond regurgitating what they had been told in the classroom.

Centres are yet again reminded that candidates need to show evidence of their own data collection and analysis. The specification for this paper states: **“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”** and the pre-release material reminds candidates that **“data could be taken from a range of sources.”** There were a number of cases where candidates discussed their research or summarised academic papers and articles they had read but did not apply any of this research to data, limiting their opportunities to meet the criteria of the mark scheme. At Level 2 on the mark scheme for Section B of this paper, it states that candidates will, **“apply some understanding [of concepts and issues] to the data,” “describe the construction of meaning in the data”** and **“make links between data.”** Without clear data, many candidates are unable to progress even within this level, simply describing the topic as interpreted by others, rather than analysing it themselves using relevant data sets.

For **Section A**, it was clear that the majority of candidates were able to analyse the typical and/or atypical features of the texts provided, referencing their wider research clearly. At the top end in this section, candidates were able to fully engage with the contextual factors surrounding the production of the texts, using them to examine the function and intentions behind the language use. Candidates were also able to explore a wider range of linguistic methods and frameworks to support their discussions.

Less successful candidates in this section often described the data, feature-spotting in places without any discussion of the context behind the data. For example, lower performing candidates for Question 4 were able to identify that Caroline Lucas repeatedly used the word 'change' but did not discuss its usage beyond the idea that 'this is something all party political broadcasts do.'

The most successful candidates for **Section B** had manageable and meaningful data sets that allowed them to address the statements effectively, drawing on their own research to state and support a line of argument. Candidates at this level were also able to draw on a wide range of linguistic methods to broaden their discussions, using judiciously selected concepts, theories and issues to illuminate their analysis.

Less successful candidates in this section often appeared to have data that they either did not fully understand, or that was simply too big to be able to go into any detail. For example, some candidates were trying to handle seven or eight different pieces of data, often only being able to offer a cursory comment about each one that ended up being rather repetitive and limiting in style. If candidates do want to have larger data samples, they are encouraged to look for patterns within their data to create a more efficient and concise response. For example, listing the ways in which seven different drag queens used kinship terms is less fruitful in terms of discussion than analysing the way that kinship terms, as used by a multitude of drag queens including X and Y, represent the importance of social bonds within the drag community.

One thing that really stood out this year was the difference in the quality of introductions from candidates and how these introductions established a solid foundation for candidates to build their responses and develop their arguments.

The following are some examples of successful introductions:

Question 4:

"Text D features the leader of the Green Party at a party election broadcast encouraging the audience to see the change they have made in the areas they are elected to operate in in the hopes that it enforces the idea that voting for them can bring this real change across the country. Text D is largely representative of the language of party political and election broadcasts through a variety of modes of persuasion. Asyndetic listing and repetition patterns are used to emphasise points, such as when Lucas says, "but I believe there is hope (.) hope for a better future." This repetition structure aims to provide a memorable key message to the audience."

Commentary: In this extract, the candidate has acknowledged what the text is but has also identified the function of the text, considering an overview of the aims and purposes of what they are seeing. A number of candidates started off with a long descriptive list summarising information in the text without considering the function or addressing the question. Here, the candidate explicitly identifies that the text is largely representative of the subtopic they have studied and then used a specific example, with a link to the intentions behind the discourse, to develop their argument.

It is important to note that, right from the beginning, the candidate is producing material that is moving them up the mark scheme, rather than simply rewording the context bar at the top of the text or listing the mode, audience, field and function of the text.

Question 4:

"I believe that Text D is fairly representative of the language of party political and election broadcasts. Although the Green Party has described themselves as "different" within the transcript, their features of language remain very similar to other broadcasts."

Commentary: Although not as detailed as the previous response, this introduction still establishes a clear line of argument that the candidate developed throughout their response. They argued about the ways in which the broadcast had to use certain techniques as it was trying to persuade voters to engage with the party, whilst also discussing less typical features as a way of showing how different the Green Party were from the "political establishment" they were trying to distance themselves from.

Question 7:

"As a whole, the members that collectively define what is known as the drag community are considered by most as being champions of gender fluidity. Whilst the community's core ethos of individuality is reflected in the way they dress, and their performative nature when in drag, their distinct sociolect serves the purpose of representing their community, first and foremost, whilst also extending this message of defiance to any person feeling constricted by the limits of traditional sex roles within society. Due to the uniqueness of this style of talking, it is arguable that the language of drag queens is indeed considerate of the individual but also emphatic above reinforcing the core values and purpose of their community."

Commentary: This response clearly focuses on the statement and sets up a secure discussion linked to the statement in the question. The language of the statement is embedded in the introduction without simply being rephrased into it, and this creates a sophisticated tone right from the start of the essay. This candidate has also clearly considered the function of the language of drag queens – both as promoting an individual identity and reinforcing the values of the speech community.

Question 9:

“My investigation focus was looking at how the main opposition use their party political broadcasts to achieve power and influence voters compared to how the current party in power at the time uses party election broadcasts to keep their position. I looked at a range of broadcasts from 1997 through to 2015, focusing on the Labour and Conservative party election broadcasts. My findings showed that both major parties use a range of language devices to influence voters (as the statement agrees) and there is some evidence of manipulation from both parties by positioning the opposition in a negative way. Although I didn’t explicitly research I the language used by party election broadcasts ‘misrepresents,’ I have seen other language techniques that are used to gain power over voters.”

Commentary: It is a common approach for candidates to have a specific hypothesis that they research to support their investigative process. However, it is vital that candidates realise that they will have to bend that research to suit the statement in Section B. Here is an example of a candidate who has done just that in a clear and effective way. The language of the statement is embedded into the introduction and there is a clear acknowledgement that some aspects of the statement might be easier to address than others. The statements are deliberately designed to be broad to encourage debate and discussion, and this candidate is making full use of that element of the question. The full response from this candidate can be found in the 2024 Exemplar Material pack.

Question 1

Global English – Belizean Kriol

While only a small number of candidates answered this question, those that did were able to access the data and identify key aspects of code-switching, accent, syntax and lexis, using the contextual information about the speaker's time in America to offer comments about why some features may be less prominent than others.

Successful candidates were able to consider the fact that the speaker was making a traditional Belizean recipe and including personal anecdotes as ways of highlighting her identity as a Kriol speaker, whilst also discussing the influence of the fact this would have a broader online audience. At this level, candidates were able to examine aspects such as syntax and phonology, using the IPA effectively, to draw sensible conclusions regarding some of the features of the speakers represented.

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. For some candidates at this level, the only focus of the essay was phonology, often presented descriptively without using the IPA.

The following is an extract from a script on the Level 3 / 4 border response where the candidate is discussing syntactical and morphological aspects of the data.

One feature shown that is representative of what I found in my research is the use of non-standard negation. I found this in my YouTube videos that I transcribed, one being "Fi Di Kuitcha", where the speaker said "Daddy but no worry". In this text we see "I no want do" and "you no want to add it". This non-standard negation strategy is common in Belizean Creole speech. In standard English, the negative verb phrase is formed using the auxiliary verb and the ~~lexical~~^{negative} adverb 'not', negative noun phrases are formed using the negative determiner 'no'. In this way, Belizean Creole has regularized the strategy for negation to use the negative determiner no to negate all word classes. This is due to the tendency of creoles to simplify language down and regularize where possible as a result of the language's simple pidgin origins.

Another feature shown that is representative of what I found in my research is the ~~was~~ lack of pluralisation in Belizean Creole. In my research, the YouTube video "Fi Di Kuitcha" saw the speaker saying "I tell dem girl", avoiding pluralising 'girl' due to the fact that plural existence can be inferred from the third person pronoun 'them'. This can be seen in this data due to the fact that

the speaker does not pluralise 'four ounce'. This is because we already can infer plurality through the quantifier "four". This is because Belizean Kriol avoids grammatical redundancy, which is where the same piece of grammatical information is repeated twice. This is often seen in standard English, however, ~~in the past creole continuum~~ Bickerton suggests in his language bioprogram theory that children have an innate language ability that allows them to take the pidgin form of their parents to a creole with more complex grammatical structures. This process will involve manipulation of standard language rules to 'fix' some of its issues. In this way, Belizean Creole 'fixes' grammatical redundancy.



This candidate opens with a discussion about the construction of negation, using evidence from their own research to support their discussion of the data in Text A. While explicitly referencing the candidate's own data is not always necessary, it is clear in this response that the candidate is using it to illustrate why they think that the text is representative of Belizean Kriol in general.

The candidate also makes clear and increasingly discriminating links to the concepts and issues surrounding the use of creole and pidgin languages, integrating and applying them to the data in a controlled way.



If candidates do wish to use some of their wider research into their analysis in Section A, it is important to ensure that they are only brief references and do not detract from the overall analysis of the text from the source booklet.

Question 2

Language and Gender Identity – The Language of Drag Queens

Language and Gender Identity was again the most popular choice this year with just over 50% of candidates focusing on this sub-topic. It was clear that candidates had used the pre-release material as an effective springboard for their wider research into the language of drag queens and were able to use this to discuss the data presented to them.

The data source for this question was an online interview with three drag queens, discussing how they met. Many candidates were able to recognise the impact that the goals and values of the magazine that had published this video had on the language of the interviewees, identifying that typical elements such as taboo lexis and sexual innuendo were not present.

Less successful candidates were often unable to move beyond this judgement, failing to consider the range of typical and representative features of the language of drag queens that were present in the data, e.g. stereotypically feminine terms of address, and often had a limited discussion of the data at this level. Other lower performing candidates seemed to discuss the data as if the speakers were all women and broadly applied Lakoff, with little to no discussion about why the speakers might be exhibiting overly stereotypical representations of 'female' language.

The most successful candidates were able to see patterns in the data, using them to discuss the language of drag queens as a form of sociolect and therefore identifying the representative features of this form of language in a more succinct and focused way. Identifying elements such as pronoun use and kinship terms allowed candidates to explore the purpose and function of these terms within the data. For example, a number of high performing candidates recognised that the typically feminine vocative 'girl' was used in recognition of the queens' skill at presenting a female persona, as well as challenging gender stereotypes and boundaries, as can be seen in this extract from a Level 4 response where the candidate is discussing the use of the kinship terms 'sisterhood' and 'mama' used in the data:

"...these naming nouns are typically seen in gay male communities to identify and support each other, which is evidently shown in Text B as well as a sense of a 'drag sorority' which further facilitates a connected, intimate discourse among the queens. This allows for drag queens to differ from the 'male stereotype' that is portrayed in society and therefore blurring these gender lines of gender norms."

It was evident from the responses that the vast majority of candidates were making effective use of the pre-release material to inform and develop their discussion of the texts, and many candidates were also able to use outdated research, such as Lakoff's work on 'empty adjectives,' to discuss the idea of drag language being a stereotypical parody of female language.

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 simply discussing the use of adjectives and stereotypically feminine pronouns.

Responses that moved beyond Level 3 were frequently able to explore aspects of syntax and discourse, as well as looking at the performative nature of drag and the impact that this element had on the language used. Candidates at this level were able to integrate discussions about the connection between drag and the LGBTQIA+ community, using the references to 'the Ritz' and 'Mickey's' to discuss the creation and maintenance of the speech community associated with the language of drag.

In this example from a response that just tipped into Level 4, the candidate is analysing some of the key elements of drag language in the source, while clearly considering the impact of context.

Lexically, kinship verbs is very prevalent in text B which can be assumed this is because they know each other well. Kinship verbs aim to create a sense of community and family which is typical in drag language as they seek to create tight-knit communities to stand together against discrimination. For example, the phrases 'I love you' and 'our story' create a sense of family and shared experience which is portrayed, ~~and~~ however it may be exaggerated for entertainment purposes. Furthermore, Eureka mentions 'sisterhood' which reflects the idea of speech code theory that suggests drag queens have a set way they

are 'supposed' to speak, for instance Simmons explains the 'code of sisterhood' is to represent the bonds which they create in the drag communities which is typical of drag queens and their use of language.

Furthermore, the drag queens frequently use a lot of ^{empty} adjectives and adverbs such as 'sweet and humble' as well as 'extremely vibrantly'. The use of multiple adjectives and adverbs when describing a situation adds to the drag queens exaggerated persona and performative nature as they wish to emphatise and express themselves as they don't want to blend in. The use of empty adjectives is deemed as a feature of women's language by ~~the~~ Lakoff, which is typical of drag queen's language as they use style-switching such as 'white women's English cunt' to blur gender lines. However, Lakoff's research is dated and based off assumptions with no research evidence.



In this response, the candidate focuses on the function of key aspects of the language used, clustering elements from the different speakers together to validate their ideas that this is a common and representative feature of the language of drag queens. The application of concepts and issues such as speech code theory and the performative nature of drag, helps to build a more discriminating discussion of the language being used. Furthermore, while Lakoff is discussed with clear reference to the fact that this is a stereotype of language, the candidate explicitly recognises the limitations of such outdated research.



It is acceptable, and indeed encouraged, to challenge research, especially research that is considered outdated when applying it to data.

The following extract is taken from another Level 4 essay. This is the candidate's discussion of lexis, though they did also explore discourse, pragmatics and further elements of gender theory.

In terms of lexis, all three drag queens use what may be considered as empty adjectives in order to describe one another and their meetings. Empty adjectives, according to Lakoff, are much more commonly used amongst women. Eureka states, "she was just so sweet and humble" using the adjectives to describe her impression of Shangela. Shangela later describes Eureka as "amazing", demonstrating the frequent use of empty adjectives within the ~~sociolect~~ drag sociolect. Barrett explains that the features

of Lakoff's theory provide a great way for the drag queens to present their feminine personas by using the ^{linguistic features} ~~ideas~~ within different theories, that form the stereotypes surrounding gender and language. Not only do the interviewees use empty adjectives, but intensifiers such as "extremely" when Shangela states "I would describe... Bob and Eureka as extremely vibrant." are also used. Lakoff's theory also states that intensifiers are a common feature of the typical feminine discourse, further demonstrating that Barrett may be accurate in his idea that drag queens use this to ~~exagg~~ present and also exaggerate their femininity.

Finally, when considering lexis, drag queens appear to have formed their own distinct and unique sociolect. This is evident when Eureka states, "It's like fuu circle realness". Terms that are not used in the typical everyday language appear to have been developed in the drag community. An explanation for this may be provided through Essing's ideas which suggests that drag queens make use of a distinct sociolect in order to demonstrate their belonging within that community. contextually, this may

be important for some drag queens as a result of them mainly consisting of individuals from minority groups including race and sexual orientation. In forming a community they can experience a powerful sense of group identity, allowing them to break away from the discrimination and restrictions they may have faced.



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This candidate has made effective use of the research by Barrett to question and explore their application of Lakoff, identifying the assumptions made by Lakoff as an easy way for drag queens to present the feminine persona they are aiming to create on stage. The tentative discussion, 'what may be considered,' is also quite a sophisticated approach to the analysis of data and avoids some of the sweeping statements seen about the use of adjectives in the text.

It is worth noting how this candidate clusters the data, using the patterns within it to reinforce their ideas, e.g. 'Shangela later describes Eureka as "amazing", demonstrating the frequent use of empty adjectives within the drag sociolect.'



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Examiner Tip

Clustering the data and looking for patterns within it can often make for more discriminating and succinct discussions of representative features of language.

Question 3

Language and Journalism – Editorials

This subtopic was answered by a significantly smaller number of candidates this year than in previous years. However, those that did answer this question clearly had a secure understanding of the key features of editorials supported by clear knowledge of the aims and intentions of these particular pieces of journalism.

The vast majority of candidates had a clear awareness of the ways in which political ideologies could be represented in editorials and could competently discuss the lexis used as a result. Candidates were also aware of larger concepts surrounding the media, such as audience positioning and the creation of moral panics.

As with other questions, a key differentiating factor between successful and less successful responses was the breadth of linguistic methods applied to the data. Whilst almost all candidates were able to make relevant comments about the lexis used in the source text, some candidates then struggled to cover a wider breadth beyond that, choosing to focus instead on some graphological elements, with little commentary about the motives or message behind the editorial.

The most successful candidates were able to demonstrate a secure and developed understanding of journalese as a whole, exploring some of the grammatical and syntactical elements associated with this opinionated style of writing. More successful candidates were also able to integrate elements such as power theory into their analysis, identifying how the relationship between the paper and its target demographic worked to ensure the success of the editorial as a criticism of the government.

This is an extract from a fairly straightforward, mid-Level 3 response. The candidate began the essay with an analysis of the lexis used by the paper to promote its opinion and its political ideology. They then developed it with the section seen here.

Pragmatically, we see how the Guardian is able to enforce this anti-conservative stance, typical representative of the Guardian itself as a publication but in a wider sense how publications endorse different political parties. For example, the extract says 'schools need more support to help pupils return'. This implies that the Guardian doesn't think the government is doing enough to support schools and as a result of this, failing. This is contrasted by the Guardian's support of Labour's proposal, where it says 'more breakfast clubs, as promised by Labour's Bridget Phillipson if her party wins power, would help, particularly in the poorest areas.' This creates the impression that the Guardian support Labour's proposal, which makes sense given they are pro-Labour. The Guardian, as well as endorsing Labour, is able to display some of its own values, which is usual for editorials to do. This can be seen where it says 'school is where children learn to be with other people'. This implies suggests that the Guardian recognises the importance of education, perhaps why the editorial team decided to choose this topic. It is representative of the Guardian to express their own values as well as political ones because

this is something seen across all editorials.

The syntax in this piece is quite simple. The writer uses simple sentences for effect, such as 'The concern is justified'. However overall, the syntax is quite simple, except from a few complex sentences. This is arguably rather unusual, especially from a broadsheet which are seen as more prestigious and high brow. However this is not related to the structure of editorials but more to do with that of a broad-sheet publication.



By focusing on the pragmatic values of the language used, the candidate is able to effectively draw comparisons within the data and discuss the ways in which these aspects work together to promote the purpose and intent of the writers. Similarly to Question 2, by clustering elements of the data together, candidates are often able to develop their points beyond simply general discussions, helping them move out of Level 2.

The analysis of pragmatics is also underpinned by the idea that this is "usual" for editorials, supporting the candidate's ability to meet the demands of the question. At the lower end of the mark scheme, some candidates fail to acknowledge that this is the purpose of this question – to identify and explore representative features of their chosen subtopic.

The candidate in this response does attempt to say something about syntax, but it is quite generalised and would have benefitted from more research into how this particular language framework is used in the area of editorials.



Ensure that candidates are confident when analysing a range of frameworks, especially areas such as discourse and syntax. For the journalism subtopics, having a working knowledge of the typical syntax associated with journalese would benefit candidates by giving them a greater breadth of knowledge about the language used in these texts.

Question 4

Language and Power – Party Political and Party Election Broadcasts.

This topic was the second most popular topic, with around 35% of candidates answering this question.

It was clear that candidates had a good working knowledge of the purposes of party political broadcasts, and the majority of responses showed an awareness of The Green Party's position as a minority and 'progressive' party, allowing them to effectively comment on the impact of these contextual factors on the way language was used in the data.

Most candidates were able to discuss typical linguistic elements of party political broadcasts, including direct address, audience positioning and imperative constructions, and the vast majority of candidates were able to examine the 'problem/solution' structure offered by Lucas in the transcript.

At the higher end, candidates were able to effectively explore the use of implicature and more nuanced elements of power theory to examine the data, integrating a solid and discriminating discussion of concepts and issues alongside a wide range of linguistic frameworks. More sophisticated aspects of language, such as modality, the use of passive constructions, and the use of conditional clauses, were discussed in detail, fully linked to the over-arching aims of the text: to encourage people to see The Green Party in a favourable light, and ultimately vote for them.

Less successful responses for this section tended to talk about features of language in a general way, with very little link to The Green Party and their aims. Although, even at this level, candidates were able to accurately identify some relevant language features, such as the use of singular and inclusive pronouns and the use of direct address, analysis at this lower end tended to be quite sweeping and almost summative in its approach, e.g. simply saying that 'I' and 'we' were common features because they were talking about themselves. At the lower end, more generalised discussions of common power theories such as Wareing's 'types of power' and Fairclough's synthetic personalisation theory, were evident, often highlighting a limited understanding or application of these concepts about language.

Prior to this extract, the candidate had done a detailed analysis of the data revolving around pronoun use and the creation of an 'us vs. them' narrative within the broadcast.

Similarly ~~through the confident declaratives often~~
~~demonstrated~~ the party also ~~that~~ strongly
presents a confidence in their own capabilities,
through use of declaratives, ~~at~~ ~~not~~ ~~essentially~~
~~their ability~~ ~~is~~ essentially reassuring. He

electorate that they are indeed capable of running the government. Through statements such as ~~'you can vote for change'~~ 'because of the Green Party, residents are now saving money on their fuel bills' and 'our councillors are change makers' the party asserts their position as one capable of change, attempting to subvert any assumptions regarding the power behind the discourse emphasising their ability to make change through factual declarative statements. To a similar effect, ~~the~~ verbs of modality, namely 'can' are also utilised within their deductions with 'you can vote for change' and 'you can put your trust in us' again to display this sense of capability. This is again typical of parties in the minority, attempting to not only present their beliefs but to ~~legitimise~~ legitimise their cause in a sector of such self-preservation.

It is also significant to note the dynamic verbs utilised to create an ~~impression of~~ impression of an active party, attempting to do anything in their power to achieve their aims. ~~The contrast in the~~ The repeated phrase 'real change' is a perfect example of this, ~~and~~ ~~as~~ a ~~phrase~~ phrase of such repetition throughout that it is clear the party is attempting to synonymise the term 'change' with the party itself. Similarly

The contrast between 'green space being destroyed' and 'chance to build a secure future' uses these dynamic verbs to emphasise the supposed contrast between the Green Party's actions and that of the other parties, however once again this hyperbolic language is little different from any other party attempting to contrast themselves against others thus making it typical of Party Political discourse.



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In this section, there is a successful discussion of sentences with a declarative function and the intent behind their use, recognising the aims of The Green Party in 'subverting the assumptions' of the electorate. This is a clear example of how the candidate's prior research into a broad range of party political broadcasts has benefitted them in terms of their ability to analyse the construction of meaning within the data.

The candidate then goes on to develop their ideas with an interesting discussion on the role of contrasting dynamic verbs. Although the first example of 'real change' is perhaps not the best illustration of their point, the candidate's comments about the contrast between 'destroy' and 'build' highlights both an understanding of the context of this specific piece of data and the common practices of party political broadcasts.

This response was awarded Level 4.



Covering a range of linguistic frameworks is important for this section of the paper. Also, it is important to revise the relevant linguistic terminology to ensure that it can be applied accurately to the data.

In this extract from a Level 3 / 4 borderline response, the candidate is discussing a range of relevant and increasingly discriminating aspects of language, using relevant and accurate pieces of evidence from the data to support their ideas.

group. Additionally, there is use of ~~adverbs and adjectives~~ ^{emotional language}. For example 'challenges we face', 'crisis', 'broken', 'crisis-facing our country' and 'if you feel politics is broken' the nouns 'challenges', 'broken' and 'crisis' are all negative in meaning and provide an image of austerity and suffering. The party draws on the fear of the current social climate and then provides themselves as a solution through the comparatives 'better, fairer society' and 'more affordable homes'. By using nouns that imply panic, hardship and uncertainty

and then providing themselves as a solution is a common feature of ppibs especially those who arent in power. This is to gain power as they are seeking status (Gee et al) and trying to gain support by promising people that their life will be better and more fair and manageable financially if the green party are in power.

In terms of syntax and grammar there is use of imperative sentences and first person and collective pronouns. There is evidence of imperatives, for example, 'vote green on may 2nd' which is the only imperative and its featured at the end to contrast the declarative sentences throughout. The imperative promises assertiveness and leaves a lasting impression on the reader and demands that they vote. This is the green party trying to gain votes and power as the imperative shows they're confident and direct and passionate which is what most people want the

party in power to be. The declaratives throughout, and almost list like structure of everything their MPs have done across the UK for example 'Andrew Cooper... insulation' all the way through to 'in Brighton... felicity... employees' this creates a factual tone and highlights the work that the party has done all over the country - from housing 'insulation' to 'securing decent living wage' especially when costs were high due to Brexit. This creates power as it shows the productivity and what they're delivering on not just promising which makes the audience more likely to trust them and give them ^{and is combined representation of} power. The 'modals' ('you can vote' and 'you can send') 'can' give the audience the power and tell them that all of this greatness mentioned can be yours if you vote and make a change. By giving the audience the power they are connecting with them and making them seem more

equal which makes the audience more likely to listen and agree with them which then gives them power. This is representative and common in ppBS + PEBS.



The candidate's implicit discussion of the overall discourse of the text and the use of implicature (although not mentioned by name) shows a good level of understanding about meaning is constructed within the text.



The candidate does reference a number of concepts and issues within this section of the response, with convergence being woven in and the reference to Gee et al. being almost name-dropped in brackets. Integrating and demonstrating a secure understanding of research such as the work by Gee et al. would be a more successful approach than simply jotting the name down.

There is a guide available about how to use concepts and theories on the Edexcel website called 'Guide to Issues, Concepts and Theories'. This can be found on the Teaching and Learning section on the A level English Language pages under 'Guide'.

Question 5

Regional Variation – Greater Manchester

It was really pleasing to see that this question was one of the more popular questions to be answered, coming in third behind the Gender and Power topics.

It was clear that the vast majority of candidates had a secure understanding of the key features of the Greater Manchester variety of English and were able to effectively select elements from the text to discuss.

From the majority of responses, it was clear that most candidates were able to recognise salient features such as strut/foot distinction, the ‘trap’ vowel, and h-dropping. At the higher end, candidates were able to use the IPA effectively to examine these elements of language and draw connections between this and other varieties of English, recognising that aspects such as ‘th-fronting’ and ‘h-dropping’ are widely used in spontaneous speech, regardless of accent.

For some reason, more candidates this series seemed to feel the need to translate the IPA using phonetic spelling. For example, some candidates were seen to write things such as: ‘Kelly says ‘you’ like /y ɜ /, which sounds like ‘yur’, which is typical of the Manchester dialect.’ Candidates are encouraged to practise working with the IPA, and need to be taught how to use appropriate notation, so that they don’t feel the need to write these ‘translations.’

It is also worth noting that more successful responses also recognised the inconsistent pronunciation of the pronoun ‘my’, clustering and comparing the two varieties and drawing some sensible conclusions about why the pronunciation may differ.

A lot of candidates, particularly at the higher end of the cohort, were also able to integrate discussions about dialect levelling and the rise of a more generic Northern variety of English that appears to be emerging. At the lower end, candidates simply discussed features they expected to see, often making sweeping assumptions based on stereotypes associated with the dialect of Greater Manchester, without acknowledging or discussing reasons why these aspects might not be present. For example, one candidate commented on the lack of swearing being atypical of this variety as the Manchester variety is known for it.

In this extract from a Level 3 /4 borderline script, the candidate is discussing the phonological aspects of the data.

Regarding phonology, it's very clear that both Karim and Kelly follow the unique pronunciation found in Greater Manchester. With multiple instances of h-dropping "have /æv/ you had..." and vowel reductions "hard graft /græft/" by Karim, which are very typical phonological features of Mancunian English, we can argue that his pronunciation of ~~the~~ Manchester ~~is~~ vocabulary is very representative of Greater Manchester.

English. Jimmy Kelly's pronunciation ~~is~~ also matches typical Greater Manchester language, with instances of vowel reductions as well "my /mil/ role". He also replaces the velar nasal phoneme /ŋ/ with an alveolar nasal /n/, "over er sparing /sparɪn/", which is one of the most typical aspects of Mancunian pronunciation. ~~As such the transcript is very representative of~~ These phonological features would suggest ~~the~~ transcript is very representative of Greater Manchester English, however it could be argued that the found features could represent other varieties of English like Scouse English. The concept of dialect levelling would suggest this is because different ~~the~~ dialect varieties become more similar over time, and this is especially true with the rise of technology and social media. It's easier to surround yourself with differing variants, and to adopt their spoken language features; which over time reduces the differentiation between dialects.



The candidate begins with a clustered discussion about the presentation of the accent in the transcript, accurately recognising that the pronunciation of the pronoun *my* as /mi:/ is evidence of accent rather than non-standard pronoun use. The candidate then explicitly acknowledges that the features discussed are not unique to the regional variety of Greater Manchester, offering a valid discussion as to why dialect levelling is evident in a lot of varieties of English.



Ensure that candidates revise how to correctly demarcate the use of the IPA in their essays and remember that a phonetic translation of the IPA is unnecessary and, indeed, discouraged as a practice.

Question 6

Global English – Belizean Kriol

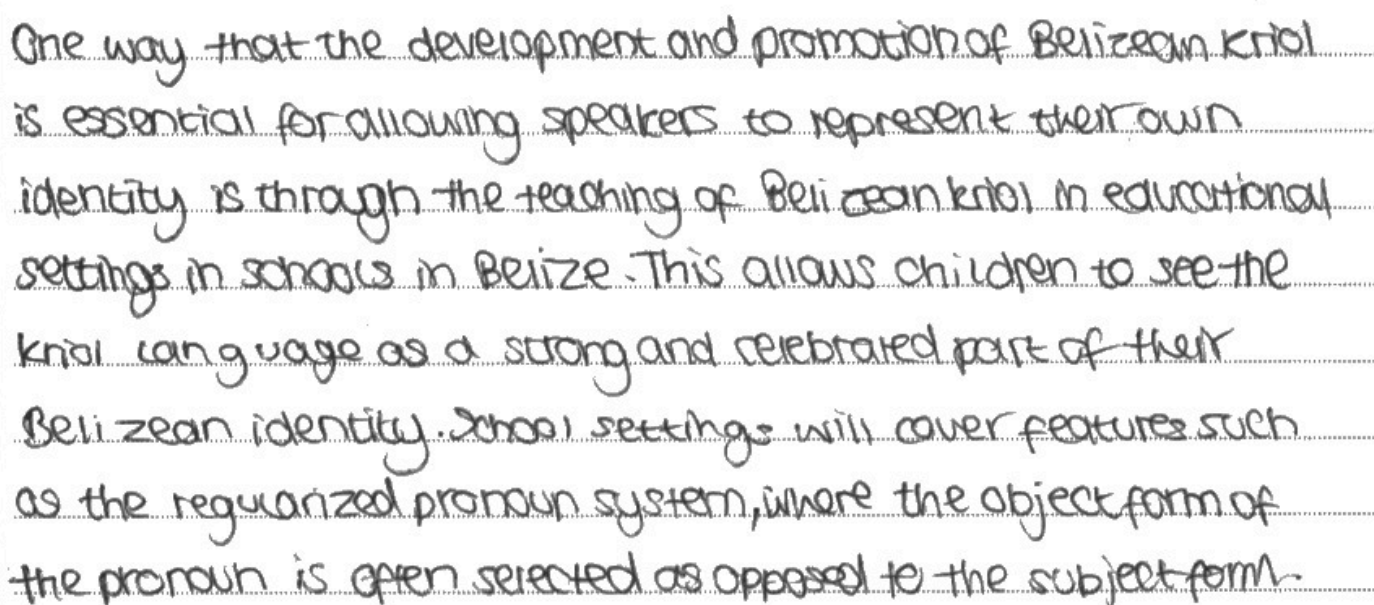
Although only a small number of candidates answered this question, there was clear evidence that the most successful candidates had sourced their own primary data, enabling them to effectively discuss how the language was used to represent speakers' identities.

A number of candidates also referenced the creation and work of the Kriol Council as further evidence of the development and promotion of Kriol as a respected language, highlighting a secure understanding of the role that respected institutions play in raising the status of certain varieties of English.

The most successful candidates for this question were able to adopt a scholarly and analytical approach to their data, integrating well-informed linguistic analysis of examples of Kriol with salient historical and sociolinguistic context.

Less successful candidates often did not have any data upon which to hang and develop their arguments, resulting in answers that offered little more than a superficial historical account of the development of the variety as a 'lingua franca', with few concrete examples, that could therefore have applied to any creole.

The following two extracts are taken from the same essay, which was awarded a mark securely in Level 4.

A photograph of a handwritten response on lined paper. The handwriting is in black ink and is somewhat cursive. The text discusses the development and promotion of Belizean Kriol in educational settings, mentioning that this allows children to see the language as a strong and celebrated part of their identity. It also notes that school settings will cover features such as the regularized pronoun system, where the object form of the pronoun is often selected as opposed to the subject form.

One way that the development and promotion of Belizean Kriol is essential for allowing speakers to represent their own identity is through the teaching of Belizean Kriol in educational settings in schools in Belize. This allows children to see the Kriol language as a strong and celebrated part of their Belizean identity. School settings will cover features such as the regularized pronoun system, where the object form of the pronoun is often selected as opposed to the subject form.

This feature was supported by my research as in the YouTube video I transcribed "Fi Di Kulcha", the speaker displayed this with "mi no wah", where the first person object form 'me' was substituted for the subject form 'I'. A theorist that would support Belizean Kriol being a celebrated part of Belizean identity is Degroff, who noted in his book "~~linguists~~ 'linguists' most dangerous myth", that despite a lack of documentation, Belizean Creole has a long history, in which it's speakers were able to form traditions and customs, separating them from the identity prescribed by the colonizers. This shows that the development and promotion of Belizean ~~Creole~~ Kriol allows it's speakers to be proud of this identity.



In this first extract, the candidate is clearly discussing their data in light of the statement, considering how the promotion of Belizean Kriol is working to give people a sense of pride in their identity as Kriol speakers. The candidate has made a secure connection between the teaching of Kriol in schools and the development of a very specific aspect of grammar, showcasing a discriminating discussion of specific language features. While a number of candidates were able to comment generally on the importance of teaching Kriol in schools, this candidate was able to use an aspect of language seen in their primary data to explore a deeper and more insightful reason behind the importance of this movement.

inferior stigma carries on today. The translation of Belizean the New Testament into Belizean Kriol helps to end this stigma as it proves the ~~worth~~ adaptability and legitimacy of the language. Practising religion in Belizean Kriol could help other traditional cultural products of Belizean Kriol be elevated, such as it's folk songs which I studied in my research. These 3 songs preserve traditional features of Kriol, such as the phrase "gott no wetter" in "Freetown gyar", which shows the traditional negation strategies of Kriol where the ~~negative~~ auxiliary verb and the negative adverb ~~not~~ are substituted for the negative determiner 'no'. Elevation of all of these cultural products as a result of combining Belizean Kriol identity with religion helps to allow it's speakers strengthen their own identity through it's promotion.



The candidate then goes on to explore the significance of translating the Bible into Kriol, addressing issues linking religion, language and identity together. The tentative language in phrases such as 'could help other traditional cultural products,' demonstrates a more considered understanding of the impact this has had on speakers of Kriol and makes direct links again to their primary research as evidence.



Any wider research into the subtopic must be underpinned by links to relevant sources of data. Candidates are reminded that they **must** have sourced some primary data as part of their investigation.

Question 7

Language and Gender – The Language of Drag Queens

In the statement for this question, candidates were asked to consider whether the language of drag queens was more about reinforcing the identity of the drag community as a whole than the identity of the individual. Candidates tended to adopt one of two strategies for answering this question, both of which were equally successful.

Some candidates successfully used data that focused on the language of specific drag queens to examine how these drag queens used language to promote their own identity and persona, as well as recognising the competitive nature of shows such as ‘Drag Race,’ as a reason why the language was all about the individual speaker. Candidates who had looked at more than one drag queen were also able to compare the ways in which these different performers used language to promote specific aspects of their character for entertainment purposes, discussing the main role of the language of individual drag queens.

The other popular approach was to examine the language of drag queens as a form of sociolect centred around creating a strong, communal identity that focused on pride and acceptance, discussing the role of insults and ‘readings’ as a way of demonstrating an almost brazen sense of bravado.

While the majority of candidates had clearly carried out their own research and were able to adopt an approach that suited them, this question featured a number of candidates that had seemingly been given the same set of data and were unable to consider it in light of the statement. For example, a large number of candidates had looked at the documentary ‘Paris is Burning’ as a data source, but while some of the more successful candidates had clearly watched the whole documentary and were able to draw sensible conclusions about the way the drag queens used language within the context of the film, less successful investigations made broad, sweeping comments about aspects of language, such as ‘empty’ adjectives, with little to no reference to the function of these lexical items in the context of their usage.

As with last year, it is the candidates who understand their data well that perform better in this section of the paper.

This was also the question where a number of candidates were seen with the same opening paragraph: *A drag queen refers to a male performer adopting a traditionally female persona, with emphasis on extravagant style and flamboyant dress, typically a member of the LGBTQ+ community, although this doesn't always have to be the case.* Research suggests that this is a paraphrasing of the Wikipedia definition of drag queens, but centres are reminded to encourage candidates to avoid this type of wholesale plagiarism in their responses.

Strong responses to this question briefly framed their data, and then looked at elements of language in a more collective approach, exploring how key linguistic elements reinforced either the drag community or the individuals within it.

Less successful responses often spent a long time trying to describe their data, often listing multiple pieces of data that ultimately led to a discussion of very isolated examples.

Furthermore, while stronger candidates were able to integrate historical and social influences on the language of drag queens, lower performing candidates often produced a history of drag as a performance art, going into details about the way Shakespearean theatre worked, the creation of the New York underground drag scene, and then referencing the role of RuPaul's 'Drag Race' in bringing drag back into the mainstream. These historical accounts ended up being very generalised and descriptive in nature as candidates did not have any specific data to centre their discussion around, meaning they were unable to address the marking criteria.

These two introductions, both from secure Level 3 responses, are illustrative of the different approaches to this question, as well as showcasing different methods of framing the data in a succinct and concise way.

Many people may argue that the language of drag queens is less about the individual and more about reinforcing the identity of the drag community as a whole. This can take the form of blurring the heteronormative binarism while showcasing gender identities. Through the use of the examples: Monet x changed performance on RuPaul's Drag Race, drag queen Trixie Mattel and Katya watch Great British Baking Show and RuPaul giving an opening monologue on ~~the~~ Saturday Night Live, they will highlight how drag language functions to reinforce the identity of the drag community.



In this first extract, the candidate neatly presents a stance for their argument, in this case in favour of the claims of the statement in the question and summarises their data in a few words.

From an examiner's perspective, this short summary of both stance and data allows the examiner to understand the material the candidate is referring to within their essay.

This candidate has opted to use a list for their data, clearly stating to the examiner what they are referring to in terms of the texts sourced.

- Text A: Bob the Drag Queen - standup comedy show
- Text B: Lily Savage - British Airways standup comedy show
- Text C: RuPaul's Drag Race UK - Season 4
- Text D: RuPaul's Drag Race - Season 17
- Text E: Kim Chi interview with ELLE magazine
- Text F: Trishie Mattel answering most googled questions
- Text G: Trishie Mattel Drag Queens and Christianity youtube video

Despite the fact that the language of Drag Queens does involve reinforcing community identity, it can't be said that individual identity is not ~~a~~ of paramount importance when considering language use. Evidence of community identity being reinforced through the language of Drag Queens is of particular note in interactions between Drag Queens, ~~speci~~ especially in performative competition contexts - such as RuPaul's Drag Race - however there ~~is~~ seems to be a very high amount of importance placed on the idea of individual experiences and identity, and this is most highlighted in the

use of nominal techniques: the way a Drag Queen will refer to themselves. This means that, yes, the identity of the entire Drag Community is reinforced by ~~the~~ the language of Drag Queens, but it would be unfair to argue that individual identity ~~does not~~ is not as important.



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While not integrated into the response like the first example, this is still a valid approach that ensures the examiner is aware of the material the candidate will be discussing.

In this short extract, taken from the same essay as the first introduction, the candidate has identified a researcher's findings about the language of drag, using it to support their discussion of a very specific feature of language seen in the drag community: the use of feminine 'kinship terms.'

Elinor Ochs argues that drag language is feminised due to how the genders are seen perceived in society. Biologically, drag queens are male yet this goes unreflected in their language. Within Monet's performance she uses the familiar female kinship phrase 'my sisters'. This can reflect how drag houses were founded in response ~~drag queens~~ to the alienation drag queens received from their own families and society. Therefore, they founded their own fictive kin and refer to one another with terms such as 'sisters' and 'mother'. This shows that drag queens intend to be inclusive within their drag bingo furthermore perpetuating the idea that the main purpose of their language is to showcase collective, unitive and inclusive gendered identities.



This candidate demonstrates a clear understanding of the function of these terms within the drag community, recognising the cultural significance of drag houses without having to go into a great deal of detail about what they are. This clear, concise and relevant discussion of language, in light of wider research and contextual factors, is a perfect example of a response that meets the Level 3 criteria of the mark scheme.

In this extract taken from the same essay as the second introduction, the candidate has just analysed the use of stereotypically feminine terms of endearment (sweetie, honey) as evidence of the language of drag queens 'uplifting' the members of its community.

It must be noted however, that lexical choices involving naming conventions can still be very reflective of the individual identity of Drag Queens, however, as the name a Drag Queen chooses is very representative of her own personal identity. For example, Text E, Text C, Text D, and Text F all involve highly personal names that place much importance on the respective identity of the Queens. Text E is an interview with Kim Chi, a Korean Drag Queen whose name is a play on the ~~word~~ noun kimchi, a Korean dish. Similarly, Black Pepper and Luxe Noir London choose names that reflect their own personal racial identities as black - with the adjective "Noir" being French for black. This does however reflect the importance of shared naming conventions within Drag. Passa again noticed that Drag Queens will often make reference to high end fashion brands - and this is indeed true. Luxe Noir London's name refers to London - a city which typically is associated with wealth, and this is emphasised by the attributive adjective "Luxe" which is short for "luxurious". Similarly, Trishie Mattel's name includes the proper noun "Mattel", a well known brand ~~that~~ manufactures Barbie - arguably an American fashion icon. The use of French in different

Drag Queen names is also highly reflective of this shared conventional tie to high fashion (as seen with Luxx Noir London and Le Fil), since France is often associated with wealth and fashion. This means that it may be argued that ~~individual~~ names are more important at highlighting individual identity, however the basis upon which these names are devised all share similar patterns that adhere to a collective rule developed by the Drag community as a whole.



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As in its introduction, however, the response then goes on to offer a counter-opinion about the significance of drag names as a way of promoting the identity of the individual. The references to the racial identities of their chosen drag queens, along with clear and relevant comments about the relationship between drag queens and high fashion are linked neatly to the research of Davide Passa and wider ideas about the role of naming conventions in the drag community.

Again, this clear, relevant discussion of the data is fully underpinned by a range of valid examples and developed explanations.



Ensure that the data is clearly framed in the opening section of the response. However, ensure that this framing is concise and not so detailed that it detracts from the analysis of said data.

In terms of analysing data, ensure that part of the preparation process includes the application of relevant research and theory to specific linguistic elements. Simply name-dropping a researcher is not enough to demonstrate a clear and relevant understanding or application of theory, and candidates are encouraged to look at ways they can use the ideas of others to illuminate their own interpretations and ideas.

Question 8

Language and Journalism – Editorials

For this question, the majority of candidates were able to discuss how different newspapers used editorials to promote the values of the paper, using the expression of certain opinions as a way of engaging readers and encouraging them to support their ideas.

High performing candidates had typically selected data from different newspapers, allowing them to compare the different ideologies and opinions of newspapers based on the political leanings of the various publications. At the top end, these candidates were able to explore the nuances of language, in terms of the way it is employed by journalists to position the audience to agree with the values and opinions of the papers.

As with Question 3, however, it was clear that less successful responses would have benefitted from a clearer understanding of the key features of journalese and, in particular, the distinct characteristics of editorials over other forms of journalism.

The following extracts are all taken from the same secure Level 3 response.

Editorials express the viewpoint and ideology of a newspaper. This analysis aims to examine how editorials seek to sway their readers and bolster the ideology of their publication. The anonymity of senior journalists involved means editorials appear to represent the collective opinion and identity ~~there~~ of a newspaper, thereby exerting influential power over its readers and institutional power as an organisation.



This introduction clearly states the values and opinions of the candidate in light of the statement, and they are able to demonstrate not only a clear understanding of what editorials are but also their function in terms of exerting power over their readers.

The essay then goes on to frame the data: two editorials about the Conservative policy to deport immigrants to Rwanda, one from The Guardian and one from The Sun. The candidate's reasons for choosing these publications were clearly stated, referencing contextual differences such as the contrast between tabloid and broadsheet papers as well as the different political leanings of the two papers, as justification for their decision.

Towards the middle of the essay, the candidate makes reference to Entman's views on the structure of editorials, using his findings to structure their analysis.

Both texts seem to follow Entman's 4 stages of ~~persuasive~~ problem solving, the first ~~that~~ being their position on the topic. The ~~sun's~~ ^{Guardian's} position seems to be completely against the bill as they describe it as a "malignⁱⁿ deportation scheme" and "broken pledge". The ~~phrase~~ ^{adjective} 'broken' here seems to suggest that the country is fragmented under the Tory government. This once again demonstrates the left wing ideology of the ~~the~~ broadsheet. The sun's position seems to be clear, ~~from the lead title which~~ ~~argues that~~ arguing that "The Tory rebels might have well blown up the government" ~~the~~ ^{hyperbolic} noun phrase 'blown up' suggests that this is an urgent issue that is dangerous for the whole country if not remedied.

The ~~the~~ final stage Entman argues is the treatment recommendation in which the editorial will give a solution for the issue they have laid out. The Guardian's treatment recommendation can be seen in the orphaned sentence "This is dismal and ugly politics." The simple, orphan sentences highlight the broadsheets disgust and contempt for the actions of the Tories, once again showing the binary division between the two parties. The sun uses the imperative incision of "Now ram it through Lords, get the planes up and sort it out" which highlights the plausibility of the Sun's view through the certainty conveyed ~~as~~ ~~this makes it seem as though~~ ~~the tabloids~~ and the authoritarian authorial voice demonstrating the tabloids' institutionally power.



In this section, the candidate is clearly focusing on the impact of lexical choices on the reader and in terms of promoting the values of the respective publications. These clear, relevant examples are typical of Level 3 responses and provide the candidate with something to fully hang their discussion on.

The references to institutional power build on concepts already established earlier in the essay, adding to the overall clarity of the essay.

Finally, the comparative nature of this response fully addresses AO4, making relevant connections across the two pieces of data using theories, concepts and language methods.



Make sure that all the assessment objectives are fully addressed by the response.

Remember that candidates do not need vast quantities of data in order to produce effective responses. These are only small-scale studies and, often, having multiple data sets can result in thin, underdeveloped analysis.

Ensure that the data collected for Section B is manageable, malleable and memorable.

Question 9

Language and Power – Party Political and Election Broadcasts

Even though the announcement of the general election came late in the preparation stage for this paper, it was clear that a number of candidates had adapted their research to look at very current examples of party political and election broadcasts. This topicality resulted in a higher proportion of candidates showing relevant and accurate understanding of contextual factors, in this case the social and ideological contexts of current political parties and their target audiences.

Candidates also demonstrated a secure understanding of the array of linguistic strategies employed by politicians to manipulate and influence voters and voter behaviour. In terms of the ‘misrepresentation’ aspect of the statement, some candidates used their historical and contextual knowledge to identify where political candidates were misrepresenting voters, e.g. Rishi Sunak’s comments about his mother being a pharmacist were often interpreted as a disingenuous tactic to represent himself as relatable and humble, despite his considerable wealth and his party’s track record with the NHS.

While it was pleasing to see a high level of engagement with both the topic and the data, this question fully highlighted the dangers of centres over-preparing candidates with specific hypotheses, as a number of candidates were unable to adapt their research to suit the demands of the statement.

A large number of candidates had clearly been taught to examine the historical developments of party political and election broadcasts, looking at the increased informalisation of language in the broadcasts and the influence of technology on the way ideas and values were presented to the audience.

While a number of candidates were able to discuss informalisation as either an influential or manipulative tactic employed to persuade audiences to engage with the message of the political parties being analysed, therefore addressing the statement, some candidates were unable to examine these features beyond what they had been taught in the classroom, resulting in quite descriptive, generalised discussions of their data.

In this extract from a Level 3 response, the candidate opens with a balanced view of the statement and clearly frames their data in a succinct manner.

In my research, I found that party political broadcasts (PPBs), often use a range of language techniques to persuade their audience; in this, it can be argued that party political broadcasts are designed to 'influence, misrepresent and manipulate' to some extent.

On the other hand, it could also be argued that party political broadcasts are designed to provide hope and information for a better future. In my research, I collected data from 2 different time periods and parties; Margaret Thatcher's 1979 speech, Neil Kinnock's 1987 speech, Rishi Sunak's 2023 speech, and Keir Starmer's 2023 speech. In these pieces of data, multiple language features and theories are able to be seen in order to portray power.

One way power can be seen and used in party political broadcasts is seen through Thatcher's 19879 speech. In terms of lexis, Thatcher uses a strong semantic field of suffering, paired with a semantic field of trade unions. For example, 'suffering', 'seize', 'threatens', and 'strangle' are all used in relation to trade union action. This is arguably used to manipulate and influence her audience, whilst also misrepresenting

trade unions. Thatcher does this in order to influence her audience against trade unions, and place them as a scapegoat that she promises to deal with. ~~Her forms of syntax~~ This links to Waring's theory of influence and instrumental power in which Thatcher has instrumental power through her place as a politician, and is therefore using political rhetoric through emotive language to influence her audience. In terms of syntax, Thatcher uses relative clauses to add her personal opinion to her speech. For example 'when would not divide us' in reference to the social issues the ~~the~~ UK were facing during this time period. Thatcher again does this to make a scapegoat out of social issues, and portray herself as almost 'heroic'. However, it could



The candidate's discussion of both lexis and syntax highlight a clear and relevant selection of examples to reinforce the ideas suggested in the introduction. Throughout this essay, the candidate makes clear links to both the statement and the function of the language being used, recognising it as a method of establishing and maintaining power over an audience.



Always ensure that responses are consistently focused on addressing the statement.

Where candidates have researched with a specific hypothesis in mind, it is vital that they practice adapting their research to a range of possible statements to ensure that they have the skill to apply their findings to any task.

Question 10

Regional Language Variation – Greater Manchester

There were a number of different approaches to this question, with some candidates looking at the language of celebrities and some candidates looking at language that they had collected from people they knew personally, creating a broad and varied discussion of the statement.

Interestingly, a number of candidates used the opposing views in the pre-release materials to establish a debate about whether or not the Greater Manchester variety could still be considered a distinct variety, as well as making reference to ideas about dialect levelling, technological influences and regional identity as a way to broaden their discussion of their data.

The majority of candidates were still heavily focused on features of accent, with lower performing responses tending to make generalised comments about features such as ‘th-fronting’ and ‘h-dropping’, but there was more evidence this year of candidates discussing aspects of grammar and lexis, possibly linked to the accessibility of this information via the Manchester Voices materials recommended in the pre-release document.

As with Question 5, candidates who made the best use of the IPA were those who used it without translating it or resorting to phonetic spelling to illustrate a point. A number of candidates were able to effectively use the IPA to create connections between their data sources, confidently clustering their findings to create a more fully supported series of points about their chosen data sets. While upper and mid-level candidates were able to discuss ideas around dialect levelling when addressing the more universal features of ‘th-fronting’ and ‘h-dropping’, lower level candidates appeared to discuss these almost ubiquitous features as unique to the Greater Manchester dialect.

The majority of candidates made at least some reference to the language of the Gallagher brothers from the band Oasis, however, candidates at the higher levels were able to recognise the impact that these two speakers had on the way that the Mancunian variety of English was and is regarded by others. The cultural significance of music and television programmes, such as Coronation Street, were also embedded in discussions about the perceived desirability of the accent and the pride that speakers had in their identity. Less successful responses often cited the band’s language as evidence that it was a distinct variety but with very little evidence used to substantiate or support their ideas.

In this Level 3 response, the candidate has collected data from two male speakers from 1980 and two female speakers from 2018. All their speakers were from Salford.

~~Some~~ Some may believe in dialect levelling overtime however in these variables it conveys ^{of speech} the similar patterns which could enable the distinct variety of the greater manchester speakers. In ~~the~~ the 1980 variable, both interviewees use contractions in their discourse such as "it's down in /en/ the town you know /jɒnəz/" and "well it's up /ʌp/ to her /ə/ isn't it /ɪntɪt/" ~~but when~~ using this conveys informality in the two men discourse as they omit the alveolar fricative in "isn't it /ɪntɪt/" as well as the near-close near back rounded vowel in "you know /jɒnəz/" this could be due to the explosion of communication around this time which may have encouraged speakers to abbreviate not just online which has

evidently affected their language. Similarly, the 2018 data I have used also uses contractions in the same scenario of discourse (between friends), such as "She's /ʃi:z/ going to /gʌŋə/ have /əv/ me to deal with /wi:v/" and "I actually /ətʃʌle/ don't know /nɜ:/" however these dialect traits are more common not only to the regional variation of greater manchester, but nationally too, this could satisfy the statement as well as Baranowski and Turtons theory that the "north-south distinction" is disappearing which could be due to the opportunities Greater Manchester provides^{which} in turn encourages people not from the area wanting to move here, however from my investigation I have found this isn't as common in Salford. This is evident in the way the interviewees from the 2018 variable enunciate their words through substituting the FLEECE vowel for the DRESS vowel in "actually /ətʃʌle/" as well as using TH-fronting in "with /wi:v/"*, this conveys through these contractual phrases that the dialect is still very distinct overtime which contests the statement made due to this dialect conveying more informality which is more recognisable. Rob Drummond disclosed that these features in speech are very common in Salford speakers which may enable them to be distinguished from other 'generic northern dialects' however this may not be the case for all of greater manchester.



This extract from towards the start of the essay effectively uses the IPA to illustrate the discussion about accent features of the variety before making references to wider research. The candidate then makes a clear and relevant comment about the impact on the Greater Manchester accent of people moving into the area from other locations within the UK for work.

The candidate then makes a clear connection between their data from the 1980s and their more modern data to draw tentative conclusions about these aspects of accent in light of the statement.

What could have improved this response is a little more focus on the context of Salford as an area of Greater Manchester and how this may have influenced the language used in the data.



Remember that the statement can be argued for or against, or have a balanced view. The statements are designed to encourage debates about language, opening up the opportunity for candidates to discuss their findings in an evaluative way.

Paper Summary

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

- For **Section A**, candidates are reminded to think about the function of the representative features of language they see in the data as well as the reasons why atypical aspects of language may be present.
- For **Section A**, candidates are encouraged to explore a wide range of frameworks, not simply lexis or phonology.
- 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 should revise their terminology and frameworks thoroughly to ensure that they can apply them precisely and judiciously to the data.
- For **Section B**, 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. This data should be manageable, malleable and memorable, allowing candidates to discuss it in detail without resorting to isolated examples.
- Candidates **must** address the statement in their Section B responses. If candidates have focused on a specific hypothesis, this needs to be adapted to suit the statement.
- Candidates are advised to frame their data at the start of their Section B responses in as succinct a way as possible. Simple lists or brief sentences will suffice. There is no expectation that candidates spend too long detailing the mode, audience, field and function of the texts.
- Candidates are encouraged to engage with current research where appropriate. The pre-release materials provide a starting point, but they are not an exhaustive list.
- 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 practise working with the IPA so that they are confident and competent when it comes to exploring this aspect of language. Translating the IPA into phonetic spelling is unnecessary and not advised.

Grade boundaries

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