

A Level English Language

Summer 2018 Exemplars

Paper 3: Investigating Language (9EN0/03)





	Page
Introduction	3
Section A Exemplar Scripts 1–6	4–23
Exemplar Script Commentaries	24–26
Section B Exemplar Scripts 7–12	27–59
Exemplar Script Commentaries	60–62



Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to A Level English Literature Paper 3: Investigating Language (9EN0/03).
- The responses in this pack were taken from the Summer 2018 summer examination series. The questions papers and mark schemes can be found on the Pearson website [here](#).
- In this pack, you will find a sample of responses; examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on teachingenglish@pearson.com



Section A Exemplar Scripts



Script 1: Question 5

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2 Question 3
Question 4 Question 5

Text ~~E~~ is representative of Scottish ^{English} as we can see some features like final \llcorner coming through. For example on the words 'hoose' and 'skite', final \llcorner has a diacritic function to indicate the vowel length before is a longer sound. This is then backed up by the use of the double o vowel to create the long \llcorner /u:/ sound. In Scots, a form of language spoken in Scotland ~~it~~ is common to find long vowels before /p/, /f/ and /s/.

Also typical of this language is the use of nae on negative contractions, such as 'canna'ie'. Na and not are often replaced by nae and now in Scottish English. It is thought to have ~~ten~~ been evidence of the Germanic language and influenced by Scandinavian settlers. It is also known



that as English moved away from Middle English and into Early Modern English that the lowlands of Scotland changed but the highlands retained some of the old features even through the years of the Great Vowel Shift 136 (1350-1600).

In this text Irvine refers to himself in first person using 'Ah' instead of 'I'. This gives off the same sound and can have two functions, one to refer to yourself in first person or to agree with someone, 'aye' meaning yes. However written down on a page this I is spelt differently and is written 'ah', ~~this the /h/ on~~ the end ^{shortens the vowel} ~~gives the sound~~ ^{inflect} making it an /a:ɪ/ sound. It is used several times in this text 'ah goat ma stuff', 'Ah couldnae believe it' and 'ah miss it'. Often in published, formal texts it is written using the grapheme I, however the writer has chosen to represent it like it is pronounced. This is typical of Scots to spell it the



way it is pronounced. Especially when
it informal language or used by a
lowerclass speaker or writer.



Script 2: Question 2

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒
Question 4 ☒ Question 5 ☒

In text B, the 'young woman' provides a list of aspects of an 'ebullient' woman that she very openly states she ~~is in~~ ^{is in} 'envy of'. This list expresses her sharing information and the verb '~~express~~ 'envy' reflects emotions, those of being a personal aspect of a person which when shared can gain trust; in this case trust with the target audience of a young woman, ~~the guilty pleasure~~ ^{other like-minded}. The verb phrase 'envious of male characteristics' refers to a guilty pleasure that she openly expresses in hope that someone reading ~~her~~ this text will relate and express a common opinion.

She also expresses her personal opinion on 'shitty wine' being a 'breat', these juxtaposing ~~concepts~~ ^{concepts} emphasising this opinion as a personal and passionate one. ^{The use of} Parenthesis in 'and, I told you, I am' ~~illustrates this extra info~~ enables her to ~~express~~ ^{provide} give extra information which has rather conversational connotations, as and supports Tannen's theory on women's language ~~being~~ having the function of ~~to~~ expressing feeling.



~~substance~~

Lacey quotes her 'grandma Dottie' with "you have to be positive", ~~reflecting~~ providing a personal touch to the piece. Also, the ^{use of the} ~~proper~~ name 'Dottie' is a personal aspect of the ~~text~~ but that was not necessarily needed but was added in, showing that women share personal information. The ~~big~~ ^{rhetorical} question 'what's the point?' is also used ~~which supports~~ ^{as she encourages the} ~~audience~~ to engage and provide their anonymous opinion, further reflecting her expression of information and feeling.

She presents Lacey as being rather humorous and engaging with the metaphorical name phrase 'reliving down of casual dinner dates' expressing a quality of Lacey that is personal to her, supporting the fact that women use language to share personal information and identity. She also ~~refer~~ ^{uses} ~~below~~ ^{her} ~~name~~ ^{names} of 'Lupus' and 'cancer' which ~~express~~ ^{her} suggests ~~to~~ ^{personal} that she may have experienced these closely and so can reference



Use this sort of language.



Script 3: Question 5

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

- Chosen question number: Question 1 Question 2 Question 3
 Question 4 Question 5

Text E has a written mode of a novel by the Scottish novelist, playwright and short story writer, Irvine Welsh. This text contains many linguistic features that make it representative of the Scottish accent and dialect as it contains phonological and lexical choices that indicate its Scottish origin. This text has the function to entertain and inform the general public on the semantic field of 'loving cats'.

Firstly, as a feature that does ^{suggest} ~~display~~ this text is of true Scottish dialect is through the ~~was~~ used. For example, the word 'just' has been written with the substitution of the 'u' grapheme for the 'i' vowel. This is a common feature in the Scottish dialect as variations of Standard English are exhibited throughout the text. This is also shown in 'ma stuff' where the possessive ~~pro~~ personal pronoun 'my' is represented as 'ma' this suggests that the Scottish accent uses a softer sounding vowel of 'a' compared to the rough ~~phenomenon~~ ^{phenomenon} of 'y'. However, it could be argued that this application of the pronoun 'ma' is unrepresentative of the Scottish English as it is a common feature that the Scottish use the definite article 'the' in replacement of pronouns. However, because of the mode of the text, it could be assumed that the



author has used this standard English pronoun to make sure the audience can understand the language being used.

Furthermore, Britain (2005) argued that accents are generally accepted in today's society and it is dialect that differentiates individuals and gives ^{them} a new definition. This could be applied to this text as the writer uses typical phonology features to display a difference between Scottish English and standard English. This is evident in the preposition 'to' as 'tə' and the verb 'do' as 'dɔ' this demonstrates the Scottish vowel length (VLE (SVLR)) where the <o> vowel sound is replaced with the shorter <ae> sound. This suggests that the Scottish use shorter vowel sounds in order to differentiate ~~there~~ ~~at~~ their dialect from their southern neighbours. However, it could be argued that this feature has been influenced by the Scandinavian language which invaded Scotland in the early Scots period, bring with them new vowel sounds that directly influenced the Scottish language. Furthermore, ~~as~~ this text can further be representative of Scottish English as verbs such as 'walkin' and 'talkin' ^{show} the omission of the 'g' consonant. This will therefore create a softer sounding ~~pronunciation~~ pronunciation of the word - a common feature found in Central Scots. However, it could be argued that this omission is due to the fact that the author has a different variation of Scottish English that is only representative of his regional dialect. As in



modern Scots there are five regional accents and in the Southern parts - they do not omit their 'g's' suggesting that the written language has been influenced by different features to those of its Southern neighbours.

Contrastingly, this text could be considered as unrepresentative of Scottish English as the syntax of the sentences abides by the Standard English rules. In Scotland it is common to move the verb phrase to the end of the sentence, and in some of these sentences this feature has not been applied. For example, '... her man that gressed is up' demonstrates the verb phrase 'gressed that gressed' in the centre of the sentence, which is a typical standard English rule. Therefore, suggesting that the grammar application has conformed to these standards. It could be argued that this is due to the nature of the text being a written novel, therefore the grammatical structures must be standardised and 'correct' to standard English, taking a prescriptivist view point (Jean Attardo). However, it could be argued that the writer challenges this convention as for example later writes 'yes, I think you better had' which demonstrates the verb 'had' being positioned at the end of the sentence. This is a clear representation of Scottish English as the syntax Scots uses differentiates from standard English, that would have the sentence structure 'yes, I think you had better' with the adjective at the end of the sentence. This is further seen in the construction of



the modal verbs 'could not' as '~~could not~~' and 'have not' as 'havnae' which demonstrates the omission of the 'not' because, in replacement of the Scottish 'nae' term. This ~~is~~ suggests that this text is representative of the Scottish dialect as it includes ~~words~~ lexemes that are common ~~seen~~ separated in Standard English, and have ~~been~~ contracted them into one word with the 'nae' being the suffix of the modal verb. This could be supported by Peter Trudgill who suggested that language is ~~constantly~~ consistently changing due to the social and personal developments. Therefore, suggesting that Scottish English is developing and different from Standard English, and this change is inevitable.

To conclude, this text is representative of ~~the~~ Scottish English as it contains ~~the~~ a range of linguistic features that establish the text as Scottish. With ~~these~~ additions of Scottish lexis and dialect the reader can gain a true understanding of the different lexical forms that are present in ~~the~~ Scottish English, along with the differentiation in phonology. However, there are features included in the syntax of the text that do conform it to the Standard English ~~rules~~ rules, but as these features are 'few and far between' it is clear to see that this text is representative of Scottish English which will inform and entertain the audience.

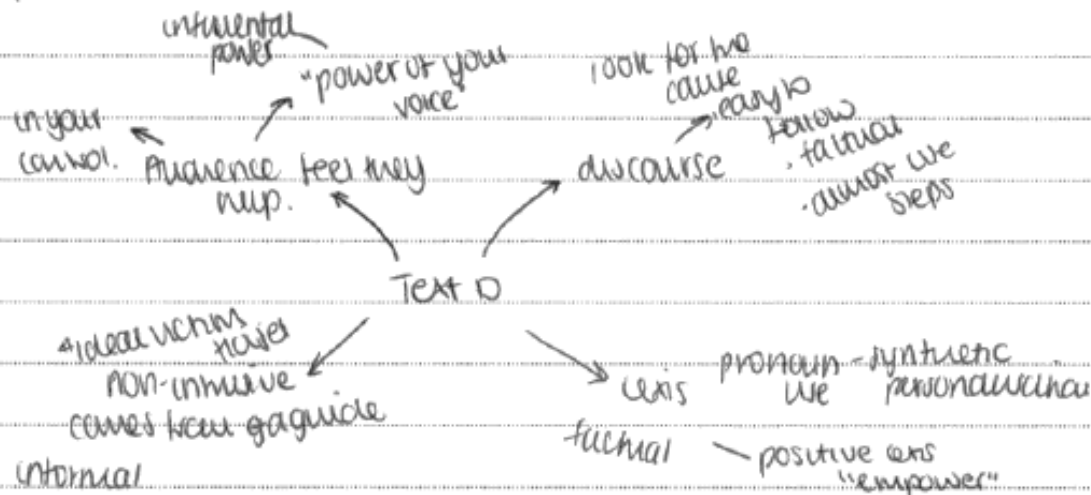


Script 4: Question 4

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- Chosen question number: Question 1 ☒ Question 2 ☒ Question 3 ☒
 Question 4 ☒ Question 5 ☒

plan



Text D is an extract from a guide which tried to persuade and motivate audiences to help campaign for the charity ~~WaterAid~~ WaterAid. I think this charity we of language is ^{un}representative to an extent of ^{change} language advertising as more charities are starting to move towards this type of advertising.

The most interesting thing that struck me was ^{that} ~~the~~ the advertisement does not try to ~~encourage~~ encourage donations but to encourage the ~~the~~ readers to start campaigning for WaterAid which is unlike many other charity advertisements. The ~~exact~~ language is much more positive as the charity ~~after~~ wants to



"empower" locals which sends a positive message to read, which ^{may} influence them to start a campaign as many ~~will~~ ^{may} be familiar with trying to 'empower' themselves. As the aim is to try and persuade the charity ~~was~~ ^{is} influential power as they can only try to influence behaviour but also similar to many charity adverts the extract was synthetic personalisation through the use of ~~second~~ ^{second} person pronouns "you". This idea was suggested by Fairclough ~~to~~ ^{to} state how "you" ^{can} ~~aim~~ to build ~~the~~ a trusting addresser and addressee relationship. This may also be because charities now follow a code of conduct to build their brand and a trusting relationship with donors and campaigners.

As the text has come from a guide the text may be considered not to be intrusive meaning readers do not feel forced to campaign which could make them more likely to help as the letter makes the readers seem important. "The power of your voice" entices readers to read the article as the language implies the way they campaign is up to them and they are not obliged. This further supports the ^{we} ~~effect~~ of influential power. The advert ~~was~~ ^{was} a quote ~~from~~ from a 24 year old ^{local} who has also gone through the process which is likely to make audiences feel more comfortable knowing they "felt very good" and ^{their} ~~the~~ "voice was listened to". They are almost presented as an "ideal victim".



suggested by Hojer which would make audiences more likely to donate but in this case campaign as they have read an empowered local campaign for their rights.

The ~~attached~~ course of ~~the~~ ^{text D} ~~to~~ makes the process seem easy and also takes into the account the busy lives of modern day society. "if you only have a minute" suggests how simple to process is despite the text before explaining what campaigning for waterAid intends to do.

The ~~at~~ extract from the guide does not oversimplify the problem and solution but explains how they want to know more about the causes and how then to "tackle these problems". This structure makes audiences understand more about what their input can do. some may argue coercing audiences into campaigning.

In conclusion, I think this text is not fully representative of charity advertising as many charity adverts still want to persuade audiences to donate rather than to campaign to raise awareness of the charity and what, in this case waterAid, are trying to achieve. However ~~many~~ charity advertising is moving towards more positive appeals which I think ~~this~~ ^{text} ~~text~~ ~~D~~ represents.



Script 5: Question 1

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 1** **Question 2** **Question 3**
 Question 4 **Question 5**

In text A the speaker shows features, which are representative of Caribbean English. For example, he substitutes /ð/ for /d/ in a few words like /də/ instead of /dæ/ and /den/ instead of /den/. ^{+ /BrAdə/ instead of /BrAdæ/}

This was a common feature that I found in my research, for example Jamaican YouTuber VivHairTherapy showed this same phonological feature, showing that this is representative of English within the Caribbean English. However, he is trying to speak with a Meslectal dialect so a wider audience can understand (mixture of Standard English and influences from Creole). As the speaker needs to successfully inform the audience about his career development, so, we may not be hearing the true forms spoken in Trinidad. However, his non-fluency 'erm' and 'um' shows the spontaneous spoken mode and the colloquial 'yeah' shows he is comfortable in this informal setting, so he uses this informal lexis, along with forms from the Caribbean Islands. This links to Joo's levels of formality scale because the language is like language between friends (Casual).



In text A we also see the speaker dropping auxiliary verbs. For example, missing 'is' from 'because it hard' and 'who working here'. This is representative of Caribbean English because I found it in my research. For example, 'Anancy Stories book' which is a book written with influences from Creole, they also missed auxiliary verbs and other function words, which shows it is a common feature in the Caribbean. It does not affect communication with his audience because function words have no meaning.

↳ However, this is inconsistent and they still use the full and contracted form for the majority.
e.g. 'we're' 'who is dang'

In text A we see the standard use of the 1st person object and subject pronouns 'I' and 'me'. For example, 'I attended' and 'I go'. This is not representative of the majority in the Caribbean, because they usually use the object 'me' as the subject. I found this feature in my research many times. For example, Linguist Peter Patrick had a transcript, which showed Caribbean speakers using this non-standard structure. Even though, it still conveys meaning as both pronouns refer to the speaker, so the word order is not as important. The speaker in text A may have felt a pressure to conform to Standard English, as strong Creole was viewed



as indigenous according to Hubert Devonish (2017)
as ^{African} ~~the~~ was the language spoken by slaves, before
it mixed with European languages. However, this
feature may not be as common in Trinidad.

The Standard use of tense on regular and
irregular verbs e.g. 'written' 'dang' ^(present participle) and 'go'
and 'dang'. Alongside the standard noun-plural
in the numerical determiner 'three friends'. Show the
speaker goes between Standard English and
Non-Standard. As even regional dialects in the UK
create forms similar to in Caribbean English e.g.
missing the plural <-s> in numerical determiners
as the number shows quantity. And adding <-ed>
to irregular verbs. However, this data lacks
these forms, showing it is not representative of
Caribbean English and contrasts my research. As
I found regularisation was common, but the
speaker is mostly standard in text A.



Script 6: Question 3

Unlike some more recent examples of newsletter journalism, which use email, this 2015 newsletter is printed. The audience is relatively small, and known to the producer, with all recipients belonging to this Gloucestershire walking group. This means the topics discussed in the newsletter are pertinent only to the activities of the walking group, unlike in newsletters with a more varied audience, where a wider range of topics would be discussed. ~~In addition, the fact that the audience are all already~~ The newsletter is written for the transactional purposes of informing the organisation's members of upcoming events, asking for volunteers, and reminding readers to pay their subscription.

This example of newsletter journalism is clearly structured, with a ~~end~~ bold heading, and (also in bold) subheadings, in order to make the newsletter easy to read. A difference between this newsletter and the email newsletters found on a wider scale, is that recent email newsletters tend to be multi-media, with a variety of links and pictures to keep their audience's entertained. However, like all newsletters the text is clearly structured with audience in mind, and is clearly divided - the lack of transactional features does not in any way take away from its effectiveness. In addition, as the audience is small and well established, and the primary purpose of the article is to inform, it does not need the attractiveness pictures or links would give a text, ~~as~~ as the newsletter is not actually trying to boost subscription (as email newsletters generally are)

The pronouns used in the text are quite typical of newsletter journalism, with the second person address 'you', inclusive pronoun 'we' and first



person 'I'. Such ~~technique~~ Techniques such as syntactic personalisation are a common feature of newsletter journalism, where the audience is much smaller than a newspaper's readership and are often linked by key interests. In the example, the tone implied by the pronouns is actually genuine, as the audience is known, and the newsletter was actually produced by members of the writing walking group for their colleagues. Another feature noted in the text are the modals 'can you', 'we would' ~~adding a~~ which, coupled with the word 'please', give the newsletter quite a pleading, conciliatory tone, reducing the writer's status somewhat. This seems slightly atypical of newsletters ~~in general~~ in general, where the writers often attempt to give themselves authority; however this can be explained by the fact that the writer is one of the walking group, so does not ~~feel a higher status~~ actually have more authority, and in addition is asking something from the readers (payment and volunteers) and an overly authoritative tone would hinder the success of the intended function. This explanation is supported by the fact that later on in the text, the more definite modal 'will' is used ('we will' when discussing planned events), ~~supporting the idea that while~~ giving the newsletter the authority needed for it to be taken seriously, though not more. *

A number of proper nouns are used in the newsletter, when discussing people 'Alisdair and I', 'June and Gary Bradley' and places 'Dean Heritage Centre', 'May Hill Walk'. The use of these references with no accompanying information is suggestive of shared knowledge between writer and recipient, ~~as all are~~ This is particularly seen in the imperative 'contact June and Gary Bradley' with no information how to contact them (though there may be information



given later in the newsletter). The reference to shared knowledge is a common feature of newsletter journalism, and often of more columns in newspapers as well, as writers will aim to create a text by mentioning shared knowledge or culture. This is even more effective in a newsletter such as this one, where there really is a shared interest to be addressed.

The lens used in the newsletter is very matter of fact, and could only be of interest to ~~i~~ and strongly related to its field, with the place names 'Dorset', 'Rufford and Hopton Heath Village Hall', numbers '3 nights away', '£4', and the topics discussed are the walking group to London, the Christmas social, and a subscription reminder. This kind of informative text is commonly found in newsletters such as this one, with a much more limited audience based on a common interest, while newsletters aimed at the more general public with an eye on boosting subscriptions would probably use more dynamic, evoking lens. There is some more interesting lens used in Text C ('legends', 'characters', 'history') that veers slightly from the topic discussed, and sharing here is a slightly promotional function in encouraging members to join the walk, but on the whole the lens is less descriptive and entertaining than in most newsletters, due to its purpose and audience.

* The mood of this newsletter is predominantly ~~matter of fact~~ declaratives, simply giving ^{straight} information to the reader. This is ~~seems~~ atypical of most newsletter journalism, as where the text is ~~usually~~ ^{often} kept lively and entertaining, usually with a variety of sentence moods. This can be explained by the fact that the ^{aim of the} text has a ~~constructed~~ is predominantly to give information, and this would not to provide entertainment - a lively style is simply not necessary.

TOTAL FOR SECTION A = 15 MARKS



Section A Exemplar Scripts Commentaries



Script number	Examiner commentary and mark
Script 1	<p>This candidate demonstrates a general understanding (just into Level 2).</p> <p>This response moves just past the descriptive and shows some understanding of the text and how it represents Scottish English.</p> <p>It moves straight into phonological examples that have some merit – some points less so. Some features that are indicative of the variety are identified with appropriate examples, but terminology and discussion of these are not secure. There is confusion about phonology and graphology but there is enough language detail to move it beyond the descriptive.</p> <p>It shows some awareness of methods of analysis and is mostly clear in expression (AO1). There is a nod towards concepts and an attempt to apply it to the data (AO2). There is an attempt to describe the construction of meaning with limited success (AO3)</p> <p>Level 2: 4 marks</p>
Script 2	<p>This candidate demonstrates general understanding (Level 2).</p> <p>This response misses some key contextual features that causes misreading of the writer’s intentions and meaning in places.</p> <p>There is attention to audience, but there is little sense that mode and function have been understood. The candidate does identify the conversational tone, with examples of ‘Dottie’, the comment in parentheses and the rhetorical question, but there is a misreading of the rest of the text that means there is not much progress in understanding how meaning is constructed.</p> <p>There is an understanding of how language analysis should be conducted and some clarity in the expression (AO1). There is reference to some basic concepts about women’s language and some application to data (AO2). There is some success in describing how meaning is constructed (AO3)</p> <p>Level 2: 6 marks</p>
Script 3	<p>This candidate demonstrates general understanding (Level 2).</p> <p>This achieves a top Level 2 response in a rather different way. This organises and expresses ideas with some clarity (AO1) and presents examples in support of the candidate’s understanding of the concepts, issues and features of the language variety represented in the text (AO2), but terminology is not accurately deployed, the examples chosen are not accurately linked to contextual factors to explain how meaning is constructed (AO3).</p> <p>There is a problem with the distinction between the phonological and the graphological and with the notion that the text is a representation of the dialect.</p> <p>Level 2: 6 marks</p>



Script number	Examiner commentary and mark
Script 4	<p>This candidate demonstrates clear relevant application (mid-Level 3).</p> <p>This response shows a clear and relevant application of analysis to explain construction of meaning.</p> <p>This candidate deals well with the macro detail and less well with the micro. There are clear points made about the strategies used in charity advertising, how power is exerted in the text and this text is compared to examples studied previously (AO2). The structure forms a developed argument (AO1). It would need expanding to discuss more specific language examples (AO1) and apply this more closely to concepts (AO2) in order to move it into Level 4</p> <p>Level 3: 8 marks</p>
Script 5	<p>This candidate demonstrates mostly discriminating controlled application (mid-Level 4).</p> <p>The candidate here produces a very controlled response that covers a wide range of features. There is clear evidence of knowledge of the features representative of Caribbean English (AO1) and makes reference to the range within this variety and the theories relating to creole languages (AO2).</p> <p>There are a few errors, but the candidate deals well with contextual factors (AO3) and puts together a coherent response with clear and discriminating examples (AO1).</p> <p>The response does draw sound inferences about the construction of meaning in the text (AO3) and measures it against previously studied examples</p> <p>Level 4: 11 marks</p>
Script 6	<p>This candidate demonstrates a critical and evaluative response (top Level 5)</p> <p>This response is well ordered, clearly laying out contextual considerations in the opening paragraph and moving through sustained and discriminating language examples (AO1).</p> <p>Detailed discussion of this limited range of features provides a reasonable coverage and says a good deal about this text in the time given. The text is usefully compared to the candidate's own data to draw links to contextual features and evaluate the construction of meaning (AO3).</p> <p>The precision and detail here is enough to push this to the top mark – there will be other route to achieve this, but this has merits enough to award the full 15 marks.</p> <p>Level 5: 15 marks</p>



Section B Exemplar Scripts



Script 7: Question 7

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

The sharing of personal information between women has been a topic focused on for many years with ideas originating from Lakoff's outdated 1970's model. This model focused on how women's language was inferior in comparison to men because of features such as hedging and tag questions. Later theories came from Butler who said women used language for different reasons such as 'bitching', 'scandal' or 'honsetalk'. The most recent theory is known as the 'performativity' model claiming that when individuals speak they are 'performing' to the expected standards of a person within society.

The methodology used was a ~~Indecated transverse~~ longitudinal case study using ~~interviews~~ from youtube that ^{was} later transcribed. As reason for using this social media platform was due to the ease of collecting data. The focus for this study was Britlyn Jenner, formally known as Bruce Jenner. By using someone who was previously male I was interested to find out if ^{she} they converge or diverge their language in order to perform to societies expectations as their new gender. By using youtube I was able to find interview from pre



and post transition with the same interviewer - Diane Sawyer. By using the same interviewer this ensures inter rater reliability is kept the same and therefore there are no discrepancies. Additionally, all variables were kept standardised such as setting an appropriate time frame for each interview (this was 5 minutes) ensuring that there was a high validity.

My results showed that within the first interview, pre transition, Caitlyn used 15 fillers, however, within the second she only used 7. This decrease of 60% suggests that within the second interview Caitlyn was more confident. Possible reasons for this may be due to her nerves being high in the first interview because this was the first time she was announcing to the public that she was transitioning from male to female. Therefore, the use of relying on fillers was needed as she was ~~unable~~^{unrue} about what to say. This therefore supports Lakoff's theory to a certain extent, however, these fillers may^{also} be context dependent and may have been used to think about how to construct answers asked by the interviewer. This therefore refutes the statement that women share personal information to establish dominance with others because according to Lakoff the use of fillers are a sign of powerless language.



Another notable comment to make is the overuse of the first person pronoun of 'I' or 'Caitlyn' in the post transition interview. When the interviewer asked 'who is Caitlyn?' she replied with the declarative sentence of 'Caitlyn is happy. I am happy.' This deliberate use of the pronoun may demonstrate that she is purposefully connecting herself with her new identity Caitlyn. Not only may this have been important for her but it is also the first time she was interviewed being her new identity therefore she may have found it useful to introduce herself to the public. As there is an external audience opposed to just the interviewer she may feel the need to work on the audience's face and make them feel included on her transition journey. By consistently calling herself Caitlyn demonstrates to the audience how confident and proud she is of herself therefore asserting her dominance as her new identity. Consequently, women who use first person pronouns repeatedly could be a feature of women establishing their dominance when interacting with others.

Additionally, another notable comment to make is that within the pre transition ^{interviews} no tag questions were used, however, with the post interview she used two. This is important to note as according to Lakoff's model it is features such as these that make women's



language inferior in comparison to men. Within these interviews Caitlyn's language has supported this theory. However, this may be evidence of her attempting to conform to society's expectations of her language. This assumption could be made as when she was a male there were no tag questions used but when she turned female they were evident within the interview. Possible reasons for her diverging her language may be due to her trying to sound as 'female' as possible in order not to ~~not~~ receive criticism from members of the public ~~judging~~ judging her authenticity as a woman. As she is a celebrity and this is televised she may ^{possibly} have to think beforehand about how to reply to questions in order not to offend anyone. Additionally, within the first text she may have used tag questions, however, we may not have found out due to certain clips being edited out. By Caitlyn using features of the performativity model she is able to establish her dominance in order to not receive judgement.

To conclude, women may share personal information to establish dominance at times, however, this may not always be the case. Results from my study do illustrate this, however, these cannot be generalised to a wider population as the sample size I used was of one person. Additionally, it is important to also note that as it



was an interview that was televised these findings may not be completely accurate of Caitlyn's naturalistic language. Therefore, cannot be generalised to how transitioned women may talk when sharing personal information.



Script 8: Question 7

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 6 Question 7 Question 8

Question 9 Question 10

My research agrees to the statement that 'Women share personal information as a way of establishing dominance in their interactions with others' but only to a certain extent. Language and gender research has been an ongoing topic of fascination particularly amongst linguistic researchers. Robin Lakoff's theory that there is a deficiency in women's talk was the catalyst which began more research into this topic which started in 1975. There have since then been more ~~my~~ major theories into this topic such as ideas into the Dominance model by Zimmerman & West (1980s), theory into the Difference model by Deborah Tannen (1990s) and finally the most recent theory into the Performativity model reinforced by Judith Butler (2000s). To find out more into this certain topic, I asked 'How do female teenage friends communicate with each other via instant messaging exchanges?' I was particularly intrigued about this topic,



because I was curious as to whether or not technological advances such as the heightening use of mobile phones to communicate with others has had a form of effect on how we talk.

To heighten my validity, I used opportunity sampling where I asked people who were available at the time in the environment I was in if they were willing to partake in my investigation. It was unequivocal to solely choose female participants as well as those who are 16 - 18 years old as ~~this~~ these variables were what my investigation focused on. I ensured to ask participants who gave their informed consent that I only required instant messaging exchanges between female teenage friends. In order to address ethical issues, I informed the participants that all material given to me for my investigation as well as the participants' identities will strictly remain confidential.

Furthermore, my findings portrayed that there was a 100% occurrence of at least one interrogative in all instant messaging exchanges. For example, one participant used the interrogative



'You awake?' to her friend indicating that she wants to talk about something. The friend replies with 'why whats wrong' and this question acts as a support feature as she is showing concern for her friend's well-being. This therefore contradicts the statement as it shows that men tend to perform behaviours on their own whereas women tend to use their language to seek support from others and not necessarily try to assert dominance or independence particularly when it come to their emotions (Tannen's theory on 'independence versus intimacy'). Additionally, I collected eight various instant messaging exchanges from eight various female participant and found that 62.5% of the time, there was at least one occurrence of an expletive used by a participant. For example, one participant uses the taboo lexemes 'asshead' and 'childish bitch' after her friend hung up on her and ended the phone call abruptly. While this may appear to be offensive to some people, this may be seen as a humorous support feature portraying their close friendship and tenor. Also, this supports Pilkington's nine-month study in a bakery involving all-female and all-



male talk & and one finding saying that women use their language to maintain solidarity with each other. Despite generalisation issues as well as ecological validity limitations as Pilkington's study was conducted only in a bakery, this still contradicts the statement that women share personal information as a way of establishing dominance.

Nonetheless, in another ~~text~~^{instant} messaging exchange, one participant sends her friend "who would impregnate her tho' when they are talking about their female teacher who is pregnant. While this may appear to be an interrogative, it can act as a pragmatic way of implying that her teacher's physical appearance or character may not be worthy of producing any offspring. This provides support for Jones' four categories of women's oral culture where one category involves 'scandal' and in this case the participant is judging the actions and state of being of another female (her teacher at school). Hence, this could be a way of the participant showing to try and assert dominance over her pregnant teacher by negatively implying



her teacher's unsuitability of producing offspring. Conversely, in another text messaging exchange, one participant asks her friend who recently experienced a break-up 'you ^{dy} okay tho?'. The non-standard spelling of 'dy' and the clipping of the exeme 'tho' can show support and concern for how her friend is feeling. The non-standard spelling can also show the comfort and close know between both participants.

In conclusion, I believe that in some cases, women do share personal information as a way of establishing dominance. This was often the case when women would use derogatory declaratives and ~~adjectives~~^{derogatory} nouns such as 'bit^{ch} witch' when talking about another female in a negative way and therefore trying to assert dominance over others. However, there were more instances of the female participants showing genuine concern over their friends by encouraging them to talk about their feelings. This could be because over time there have been campaigns like from mental health groups as well as it now being more of the



Social norm to be able to seek as well as give support to other around you. Nevertheless, it is important to acknowledge that I solely used eight instant messaging exchanges from female teenagers in London so it's not generalised.



Script 9: Question 9

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

Initially, I do agree with the statement that charity advertising may use images to attract attention but it relies on language to influence and persuade as ~~language will often~~ although images are very effective in attracting attention, language ultimately gives detail about the issue seen in the image and can be manipulated to effect the audience's behaviour easier than an image.

My investigation consisted of two data sets. One from 2009 and the other from 2018. I aimed to investigate whether the charitable advertisements ~~seen~~ produced by UNICEF have become more positive over time. The first data set consisted of two texts from 2009 titled 'David Beckham: Hero of the Philippines' and 'Be a mom'. One ~~was~~ video and one written made. The modern data set consisted of the campaigns 'Henrietta H. Forde's message to Syria' and 'Winter in Syria' again being one video and one written article.

What is interesting about both videos from each data set is that the images are far more captivating than the language. Member's resources are used in both texts as when people see David Beckham they are instantly captivated as he is someone that a lot of people know and is therefore very recognisable. He makes the video appeal



to a wider audience as he publicises the issue of malnourished children in the Philippines. The video follows him as he works with and meets several children who struggle for food and water daily. He meets with one boy in particular and it is clear by the images on screen that the sight alone of David Beckham makes him smile and laugh.

This is interesting as in this scenario, the images almost outweigh the language as it may be a feeling that David Beckham is on the screen so he is more important than what the narrator is saying. However, the narrator's language is incredibly important in the video as he uses very emotive language and ~~abstract~~ a mixture of positive and negative abstract nouns. For example, 'violence', 'abuse' and 'hunger' is contrasted by 'education', 'health' and 'happiness' which can persuade the audience to donate as they feel happier about the impact that David Beckham has. This could support Barbara Neophytou's suggestion that positive emotions tend to be more effective in behavioural change. However, the

In contrast to this, the other text from the 2009 data set titled 'Be a Mom' is entirely dependant on language in order to persuade. I found that there are a total of 15 abstract nouns which is 7% of the total word count of the text. This shows that the 2009 data set is more emotive than the modern data set as in the whole of the modern data set there are only 16 abstract nouns. This could suggest that the earlier data set is more coercive than the modern data set and this can be supported by the fact that the modern data set is more fact-based whereas there is a



lack of statistics ~~from~~ from the early data set.

Through my investigation, I found that charitable advertisements from UNICEF had not become more positive since 2009. ~~and this~~ ~~could be~~ In fact, I found that the campaigns from 2009 were more positive in their representations of the people who were receiving the donations. I found there was a dominance of negative lexis in 41 total which is approximately 8% of the total word count of both campaigns. This contrasts to the early data set which had 40 total accounts of positive lexis which was 10% of the word count from the campaigns. This could be to do with Chang and Lee's suggestion that negative information and images are more attention grabbing. The campaigns in ~~the~~ ^{the} modern data set revolve around negative semantic ~~fields~~ ^{fields} of 'war', 'hunger' and 'death' compared to the semantic fields seen in the early data ~~set~~ set in 'education' and 'football' which are more likely to persuade the audience to donate.

Shang suggested that when people feel negative emotion, they go into a state of withdrawal and the images and language seen in the early data set would suggest that the campaigns are staying away from using negative emotions to coerce the audience.

However, the language seen in the modern data set creates both positive and negative emotions. ~~By~~ Towards the end of the video titled 'Henrietta H-Pere's message to Syria' there is a switch from negative to positive images of the children being involved in society showing that images can have a significant effect on how the audience



feeds. For the average audience member, images will be able to captivate them and bring them into the text where the language gives them detail on the issue and tells them how to donate. They need to be able to work in conjunction to effectively persuade the audience to donate.

Overall, I ~~partly~~ do agree with the statement as although images are incredibly ~~useful~~ useful and if used effectively can cause some people to donate just by looking at the image. However, language is a bigger factor as it explains the issue to the audience giving them a better understanding of what they are donating to, why they are donating and how to donate.



Script 10: Question 7

2:14

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

My investigation looked at the language used by Ashley Judd, an American actress and political activist, in her speech during the 2018 Women's Marches. These marches were attended by a huge number of women in order to protest the controversial inauguration of President Trump, who has been accused of many ~~sexist~~ ^{sexist} acts ^{and remarks}. Therefore Judd had a large, female audience for her speech. Judd, as an outspoken political activist, is also a supporter of the online "#metoo" movement which aims to create solidarity and confidence amongst victims of sexual assault and harassment, by sharing personal information and stories.

My data focuses on three main aspects of Judd's language use: shared pronouns, reappropriation and shared pragmatics, all of which ^{initially} appear to ^{disprove} ~~disagree~~ with the statement that 'women share personal information as a way of establishing dominance in their interactions with others.' The data instead



Suggests that women ~~use~~ share personal information to create solidarity and equality amongst other women, as stated in Tannen's status vs support theory which claims women's language is used to ~~create~~ ^{express} empathy and support, rather than dominance.

One way in which Judd demonstrates this use of sharing personal information to create solidarity, rather than dominance, is through her use of shared pronouns such as "we" and "us" throughout her speech. By creating this shared identity, Judd is establishing the idea that all women are equal, and diminishing the divide between herself as a celebrity and the audience as 'normal people'. She also creates solidarity by creating a sense of discourse, as though the speech was more personal and inclusive, also demonstrated in her use of audience inclusion, saying "let me hear you say HELL YEAH.!" Not only does this create a pseudo interaction and enforce the sense of solidarity, it



contradicts ~~the~~ conservative, traditional values held by (often considered oppressive) figures such as Trump. Therefore by encouraging the audience to chant "HELL YEAH", Judd is establishing dominance in a way - however it is not her dominance over other women, rather women's dominance over oppressors. This phrase also contradicts Robin Lakoff's theory that women tend to be more polite and use euphemisms rather than vulgar language, meaning Judd is disproving gender stereotypes along with her audience, again creating solidarity against oppression.

Another way in which Judd uses language is to unite ~~to~~ rather than dominate is her reappropriation of the typically derogatory term "nasty". Reappropriation of derogatory terms ~~has~~ ^{has} been used throughout centuries by minority or oppressed groups in order to empower themselves. For example, the word "suffragette" was originally a negative term, coined by the media to demonise the votes for women movement, however it was



reappropriated by the very women it was used against, ~~such as~~ ^{similarly to} Judd's proud use of the word "nasty". By reclaiming the word, it is able to be used to empower ~~and~~ women rather than criticise them. Therefore Judd is again using language not to dominate other women, but society ^{itself} as, like Paul Baker stated, "control language and you control the society". Reclaiming the word "nasty" takes away the ^{oppressive} power of the word, and puts that power in the hands of women such as Judd and her ^{female} audience, who she encourages to call themselves "nasty" proudly in the future, again creating solidarity amongst the group and dominance against oppression.

Judd's use of shared pragmatics throughout her speech demonstrates her lack of need for dominance over her audience, choosing instead to support and include them.

Judd lists influential ^{female} figures using only their first names: "Elizabeth, Amelia, Rosa" (etc.), ~~the~~ which creates solidarity amongst the women in a number of ways. The female audience are politically active, shown in their very presence at the politically motivated



marches, therefore the figures listed would likely be inspirations to members of the audience for their political or social impacts - for example "Amelia" in reference to Amelia Earheart, the first female pilot to travel trans-atlantically, breaking gender stereotypes and expectations, and paving the way for female pilots. By naming these extremely influential and inspirational figures, ^{by their first name only} Judd creates a casual tone and therefore a sense of unity amongst women, rather than any one person having dominance over others. She also implies that the audience already has the same knowledge as her, and creates almost a sense of pride in the realisation as the names become more obvious as she gets further through the list.

In conclusion, Judd's use of language somewhat disproves the statement that "women share personal information as a way of establishing dominance in their interactions with others" as she does not seek to dominate the audience, rather create discourse and solidarity amongst



them. However, in a way, she does establish dominance, but over society and oppression as a whole rather than audience members within the interaction.



Script 11: Question 7

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

This investigation refutes the statement that 'women share personal information as a way of establishing dominance in their interactions with others'. The investigation was a case study conducted on the social media platform, Twitter. The focus of the case study was one female Twitter user in her 20's, with quite a large following of approximately 19,000 other users. It was necessary to use someone with a large following as this enabled a wide scope of interaction that could be analysed.

The hypothesis was that 'females will perform more ~~page~~ towards femininity when sharing personal information on Twitter'. This was based on Butler's ~~theory~~ theories on performativity that state that gender is a ^{fluid,} social construct, and each individual performs towards a certain point on the spectrum between masculinity and femininity. However, most of Butler's research was conducted on face-to-face interaction, so in order to reflect the prominence of technology in



today's society, this study has focused on computer mediated communication.

~~In order to explore~~ In response to the statement, dominance ~~can only be explored~~ can only be explored once we can clearly identify and quantify such a concept. Therefore, as this investigation's focus was femininity, Tannen's descriptors of ~~masculine~~ masculine and feminine language was used as a basis for analysis. ~~Even though~~ Butler's ideas ~~were~~ ~~the focus on~~ did not include descriptors which is why Tannen was used here.

Tannen's descriptor, 'status versus support' stated that ~~mas~~ males often assert status in their speech, ~~whereas~~ whilst females often show support. Several multimodal texts were analysed in order to identify commonly occurring features ~~in male and female speech~~ that were then inferred to be indicative of either female or male speech. In doing so, six categories were created. The female speech categories were ~~the~~ 'affirmatives', 'endearment' and 'interrogative'. The male speech categories were 'negation',



'expletives' and 'imperatives'. These features were then tallied as they were found in 11 instances of sharing personal information from the female participant on Twitter. Each 'instance' of sharing was either a tweet where she shares or a thread (string of replies between users) in which she shared.

The results found 60% of all features tallied fit into the female speech categories, ~~to~~ which were based on Tannen's 'support' descriptor, thus supporting the hypothesis, but refuting the statement about dominance.

An example ~~to~~ of support being shown ~~is~~ is in one of the threads ~~where~~ where the female being studied (P1), interacts with another female user (P2) about ~~with~~ a strike at her university. P1 complains that the strike will ~~not~~ cause her to miss lectures, to which P2 jokes that they should be refunded their tuition fees. P1 then replies 'sis, I'm doing my masters and they wanna be playing these games'. The use of ~~these~~ 'sis', which is clipped variant of the common noun 'sister' usually connotes being close friends. However,



In Modern London English (which I use regularly) it is common to use clipped noun such as 'sis' or 'bro' to show support with anyone, even ~~str~~ strangers. This therefore shows her supportive language. ~~in accordance~~

However, in the continuation of this thread about the university strike, there are more male descriptors tallied than female descriptors. These include the expletive 'wbf' (what the fuck) and the negation 'nah'. Therefore this thread would support the statement that personal information was shared in order to establish dominance.

But it is possible that neither dominance nor femininity is the cause of the language choices here. In all 11 instances, there was on average only 1.8 words tallied of male speech in each instance. However this particular thread had 7 male features and only ~~2~~ 2 female features. Perhaps this ~~isn't~~ isn't indicative of power or gender, but of the nature of the conversation. This thread is the only one that ~~is~~ features complaints, or anything



negative, ~~the male~~ so perhaps that is why it seems ~~the~~ more 'masculine', when really it's more negative.

However, it should be noted that this investigation was not without faults. Many aspects of the methodology suffered from researcher bias. For example, one of the instances was a tweet that read 'I love watching hydraulic press videos'. To some, this may not be personal information, so the fact that only one researcher decided what would contribute as being 'personal' meant it was difficult to maintain objectivity. Also, the use of a case study on one person meant that the results cannot be generalised to other females of different ages and ~~to~~ cultural/social backgrounds or to other social media platforms, such as Facebook. ~~It~~ This means that the data produced lacks validity.

Furthermore, there was a lack of standardisation between each instance of sharing personal information. One thread, where the user tweets about getting a job, has 13 responses from



other female users, which is more than double the second longest thread (6). She replies to ~~an~~ most of them and uses 'endearment' terms such as 'thanks boo'. This ~~means~~ meant that 67% of endearment terms ~~counted~~ ~~from each~~ tallied ~~across~~ across all instances ~~extra~~ came from this one thread. This is problematic as it means the final figure were not representative of all pieces of data. Also, as previously mentioned, if the amount of male/female ~~the~~ features tallied ~~actually~~ is actually indicative of whether the topic was negative or positive, then using a very positive thread skews the results. Therefore, although this investigation refuted the statement, the information it can lend to the discussion about whether women sharing language shows dominance or femininity, is limited.



Script 12: Question 6

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

Caribbean English is ^{a standard form but with many} ~~not a standard form but with many~~ ~~different~~ ~~dialects~~ ~~within the Caribbean~~ ~~- a vast collection of smaller countries and islands.~~ ~~Caribbean English describes the creole,~~ which is a language in itself with features of a language or a result of a pidgin (a combination of languages as a means for slaves to communicate) developing, but, it is used differently ^{in different situations and levels of formality} between individuals, and the dialects vary due to location in the Caribbean.

Upon analysing my six texts, ~~it~~ it is evident that they each show a standard form of various features of Caribbean English. One phonological feature prevalent in them all is rhoticity: the voicing of a hard voiced post alveolar liquid approximant 'r' after vowels in words such as 'arm' 'hard' and 'aren't'. This displays that all of my texts which vary greatly in formality from the Jamaican President's ~~to~~ 'Harass' swearing in speech to a colloquial, largely ~~text~~ unintelligible argument between two friends in Barbados in Roastin' Harangue - ~~which~~ meaning a heat argument style monologue - all show standard features specific to creole, so it is not a term with no standard form.

I analysed the language of Rihanna, native to Barbados but living in the USA and Usain Bolt, living - and native to Kingston, Jamaica. Both



are worldwide known public figures and one feature of creole evident in both was unreduced vowel in weak syllable in lexis such as 'automatically' and 'responsibilities'. Also, Rihanna frequently used the GOAT vowel in lexis such as 'so' and 'hows' which is a monophthong in creole compared to the British two quality diphthong (according to Berman and Henry's model). This feature however, isn't evident in Bolt's language, perhaps reflecting the differences in creole use due to dialects across the Caribbean, with Rihanna speaking Bajan from Barbados and Bolt speaking Patois from Jamaica. Bolt also uses more features of creole than Rihanna such as final consonant deletion or the voiceless alveolar-plain 't' in 'jise' and the voiced alveolar-plain 'd' in 'and', as well as zero plural marker - the voiceless alveolar fricative 's' in 'three hundred dollar'. These are characteristic features of creole but are not used by Rihanna, showing creole difference can be due to gender and formality also. Although both use a mesolect form - standard English with features of creole - Rihanna uses more ~~prestige~~ prestige with polysyllabic lexis such as ~~unambiguously~~ 'unambiguously' and 'tallying'. This could perhaps be as according to Trudgill women use more overt prestige and hypercorrect grammar than men. Her story or her interview with Oprah will be broadcast to a worldwide audience via television and internet and she is discussing the very serious matter of domestic abuse. Thus, she and Oprah also use more emotive and supportive language such as politeness features as Tannen Skiggots women use more cooperative language in social situations. In the case of Bolt, he would be using covers prestige to downwardly converge to his fellow Jamaican interviewer to include himself in the joint situation (upson); also, he is very proud of his Jamaica.



Creole and roots.

Another standard feature prevalent across all six texts was the use of 'h' dropping. For example Bolt and Holmes substituted the voiceless/voiced dental fricative 'th' for a voiceless alveolar plosive 't' in 'ting' - Bolt and for a voiced alveolar plosive 'd' in 'the' - Holmes. This links to a study by Knight where upon analysing 700 tokens of speech from two Jamaican brothers in London, they used 'th' dropping and the standard variant was almost entirely avoided. This not only shows that it is a universal feature of Creole, but that it is used by Caribbean people living in the UK and has become a feature of Black vernacular English. It also shows how despite the formality of the President's speech, he is code-switching to downwards converge to a wider audience using features such as 'h' dropping or the voiceless glottal 'h' in 'humbled'. He is aware that the working class people use Creole more than standard English as this is the language of low and education and Creole is sometimes negatively stigmatised due to its roots within the slave trade. However, Caribbean people are proud of their roots so to appeal and persuade a wider audience, and get in touch with his roots, Holmes uses Creole too. However his code switching back to standard English asserts his instrumental power (Fairclough) and does display how the use and reception of Creole vary due to formality and power. He does however use colloquial Americanisms such as 'awesome' reflecting the influence of American English perhaps due to the close geographical location or due to the 64% of tourists coming from the USA to Jamaica. As the face of Jamaican politics, Holmes wants to persuade or greet an audience as he



can.

Within two hours of reports on the 'Caribbean' television channel popular across the Caribbean, I analysed the language of both a female and a male reporter. It was evident that they shared features such as using of unstressed consonants such as the voiced alveolar approximant 'n' in words such as 'environment' and 'evening' which links to the influence of Spanish and Portuguese. Jairos during the slave trade as their languages pronounce every letter and syllable so this perhaps influences this creole feature. However, due to gender and power, their use of creole and Caribbean English differs, suggesting that there are many different dialects within the overall, unspecified term. The male reporter uses more creole features such as zero past tense marker; he omits the 'ed' inflectional bound morpheme in utterances such as 'he walked' and 'realised'. The female reporter uses a more standard English perhaps as she has to assert her influential power (fairly high) more than her male counterpart via her language and standard English is regarded as the formal language of power and law in the Caribbean. It could also be due to the fact she is discussing a serious topic matter with Caribbean polysyllabic words such as 'financially' and 'economic' so her tone is more formal.

In agreement with the statement, my analysis of Rihanna's language, a text in the basilect form which is not standard English and completely creole, proved that there are many differences between the creole used by Rihanna, who is said to have adopted her tone to be more 'American'.



to appeal to an American audience, ~~not~~ Bolt and Holmes. ~~Therefore~~
~~It~~ It is therefore evident that creole is used in such informal
situations with a casual register between family and friends. In Rastafarian
sermons, there is evidence of the switching of the subject and object pronoun
in the sentence 'him gave me' where the ~~third~~ third person object
pronoun 'him' is used instead of the subject. Also, they use
non-standard negation such as 'a house no cost' which utilizes the
lexeme 'no' instead of the negation contraction with auxiliary verb 'do/does';
In addition, the inversion of the voiceless alveolar fricative 't' and the
voiceless velar plosive 'k' in the lexeme 'ask' along with the above
mentioned features demonstrate how Caribbean English perhaps demonstrates
(Markwardt)
colonial lag, because such features were present in English previously but
we now use non-standard, demonstrating how ^{British} English has evolved and
Caribbean English has not quite caught up from the time of the
slave trade when the Caribbean was colonised and English was imposed
by the masters. Also, the pronunciation of the diphthongs
'ɪə' and 'eə' in 'here' and 'there' appear to be homophonous, but this
is not the case in other parts, showing regional variation and location
affect usage and its usage. There is also evidence of colloquial lexis
such as 'man' and 'bredda' which link to the lexicon used in
black vernacular English and the use of the lexeme 'piqueba' is
perhaps a borrowing from a hispanic language relating back to the
influence of Spanish and Portuguese sailors as such words e.g.
'pequeño' are present in their languages.



Section B Exemplar Scripts Commentaries



Script number	Examiner commentary and mark
Script 7	<p>This candidate demonstrates a descriptive response (Level 1)</p> <p>This response sets out a description of the contextual features that is generally accurate, but references concepts and theories that are not really understood - and as the candidate notes, are outdated.</p> <p>These are not applied methodically to the text and there is little use of terminology (AO1) and there are misunderstandings and technical lapses. (AO1). There are limited links between language and construction of meaning (AO3).</p> <p>There is a summative paragraph that discusses what is not there.</p> <p>Level 1: 2 marks</p>
Script 8	<p>This candidate demonstrates general understanding (top Level 2).</p> <p>This response sets out a clear methodology, outlining a range of theories of varying usefulness.</p> <p>There is a clear understanding of how to set up an investigation, build a hypothesis and determine an analytical approach (AO1). The choice of data source is potentially productive and interesting. The application of the analysis is less successful, with a small selection of data examples discussed with little reference to terminology (AO1).</p> <p>There is reference to features associated with Lakoff's study which are identified but make little contribution to explaining the construction of meaning. In its favour, there is some commendable discussion of pragmatics linked to context that does illuminate and the notion of dominance is kept in mind throughout.</p> <p>Level 2: 12 marks</p>
Script 9	<p>This candidate demonstrates clear relevant application (Level 3)</p> <p>This mid-Level 3 response offers a fairly close analysis of well-chosen data. All the necessary elements are here; there is a clear methodology applied to a good data set with quite detailed discussion of clear language examples. The discussion goes some way to explaining how meaning is constructed, but more discussion of a wider range of more sustained examples would be needed to move this into Level 4.</p> <p>There is, however, good evidence of research and confident engagement with and handling of the data.</p> <p>Level 3: 15 marks</p>



Script number	Examiner commentary and mark
Script 10	<p>This candidate demonstrates clear relevant application (Level 3)</p> <p>This opens by making a clear link between the candidate's research and the question. There is a creditable survey of pronouns that, while a straightforward language feature, does go some way to explaining the effect of the speech on its audience.</p> <p>There are some valid examples selected for discussion and relevant context features are identified and their influence examined.</p> <p>This response has many merits but falls short of being really discriminating and controlled. The language features discussed are fairly basic and the coverage of potentially rich data is limited.</p> <p>Level 3: 17 marks</p>
Script 11	<p>This candidate demonstrates discriminating controlled application (Level 4)</p> <p>This is a strong response that is based on a good set of data and shows invention in the creation of a bespoke methodology.</p> <p>There is a very clear discussion of process and a thorough evaluation of outcomes. This research is based around a small data set and the discussion of the slightly restricted number of language examples lack some detail.</p> <p>The approach does lack some sophistication, but it is a critical examination of appropriate data with strong discussion of context.</p> <p>Level 4: 21 marks</p>
Script 12	<p>This candidate demonstrates a critical and evaluative approach (Level 5)</p> <p>This comprehensive response is completely in control of the material and has range and detail. The ambition of the data selection is matched by the enthusiastic analysis and discussion that deals accurately and interestingly with language and context.</p> <p>There is a slight lack of sophistication about the structure and sometimes in expression. There is also a problem with the presentation of phonological details, but these are minor issues.</p> <p>This is an entirely admirable endeavour and such effort has resulted in a comprehensive and expert study of a complex language variety. This is fully deserving of the top mark.</p> <p>Level 5: 30 marks</p>