



Examiners' Report
Principal Examiner Feedback Summer 2025

Pearson Edexcel Advanced Level in English
Language (9EN0)

Unit 1: Language Variation

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The purpose of this report is to provide centres with an insight into the assessment process and give an overview of how candidates approached each question for Paper 1: Language Variation.

This series, candidates engaged well with the subject matter which dealt with issues around mental health and mental resilience in Section A; and issues around pregnancy and childbirth in Section B.

Section A

As outlined in the specification, this question focuses on analysing and comparing how language is used to convey personal and social identities. The question requires the ability to analyse language across a range of levels, apply this analysis to the question and link this to relevant concepts and theories. This involves considering the modes, the possible functions and the contexts of the texts and to make comparisons and identify links between them.

This series, candidates were given an online written interview with a male writer promoting his new book about mental health and the transcript of a spoken text in which a British athlete talked about her successes and mental resilience.

The texts therefore differed in mode and the context of delivery, but had clear links in function and field.

It was important for candidates to consider the persona the producers of the text were adopting, the ways in which this was achieved, and the reasons why this was appropriate (or not) for the context in which it was produced. For example, Text A was clearly identified as a promotional text, but for a book that addressed the serious issue of mental health, and in the context of modern parenthood. (The website on which it was published is called Working Dads.) The text therefore was very open about exposing the vulnerable moments the writer experienced, and his own experiences of mental illness.

Text B was a transcript from a video that was part of a BBC series. It is clearly scripted rather than spontaneous, as there are no hesitation features such as repetitions, false starts and fillers, just pauses that help to structure the language.

Candidates who achieved higher level marks were selective and accurate in their selection and analysis of language features, and discussed their relevance in relation to the question: to the mode, function and context of the text. They made accurate reference to relevant theories and concepts and linked them to the data. The differences between the spoken and written forms were addressed in ways that demonstrated a clear understanding of the differences between these forms. Where

gender was referenced, it was in the context of societal changes and the changing roles of masculinity in the present day. Theorists were discussed and challenged rather than simply referenced.

Candidates who simply identified a list of features and named theories without clear and explicit links to the data or the question were unlikely to score high levels. At the lower levels of achievement, scripts tended towards the descriptive. Data was assumed to support theories, even when there was little or no evidence cited. For example, a lot of candidates focused on the gender of the speakers and made assumptions not supported by the data that the writer of text A was using powerful language while the speaker of Text B was showing weakness. Aspects of Text A where the writer expressed his own emotions and vulnerability were sometimes seen as 'women's language', citing Lakoff, sometimes Tannen and O'Barr. Text B was sometimes identified as 'low register,' simply because it showed the features of spoken language.

Response A

This response was awarded a high Level 4 mark as a discriminating and controlled response. The candidate accurately identifies a range of language features and considers the way in which they construct and present different personal and social identities. The response covers phonology, lexis, syntax, discourse features, but always linking them to way in which the texts create personal and social identities. It starts with discussing the way the writer and the speaker both use declaratives to establish the context of their texts, links this to lexical choices, and touches on the phonology of Text B. There is a well-exemplified discussion of how the mode influences the language choices in establishing the persona in each text. The analysis touches on discourse features, and the texts are linked via the features of multi-modality and spoken language.

The candidate addresses gender theory briefly, but only to demonstrate how text A challenges Tannen's theories about information vs emotion in male and female language.

There are a few minor errors in the analysis, but overall, this is a strong, high-level response.

SECTION A: Individual Variation

Read Texts A and B on pages 4–5 of the source booklet before answering Question 1 in the space provided.

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

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

(30)

Both text producers present themselves as individuals who have experienced and overcome physical or mental hardship. These significant events have played a huge role in shaping their identities.

Ken Braddock presents himself with an inspirational, courageous and complex identity whereas Asha Phillip presents herself as a resilient, driven and also inspirational individual. The text producers express their persona through hardship seen through first person declarative in text A 'I had a breakdown' and first person declarative 'I could just hear the crunch' in text B. This suggests both of their identities have been constructed and quickly shaped by physical and mental hardship. Furthermore, lexical field of psychological torment at the start of text A's discourse



in 'd abstract nouns 'depression' and 'anxiety' plus ~~re~~ progressive verbs 'grabbing' and 'screaming' in text B magnifies and enhances the pain they went through. The 'g dropping' clear in the spoken mode of this text may further construct her identity and help dominantly converge (Giles) from her position of instrumental power as an Olympian to collapse the social distance to her mass audience on Youtube. Overall, both text producers show courage and are presented as inspirational in the texts.

^{contrasting} Further issues are addressed in ^{these} texts that help to construct identity further. Kevin uses the pre-rehearsed interview to promote his book which challenges the deep-rooted societal issue of the stigma attached to males expressing emotion. This is seen through subordinate clause and book title 'is you're struggling, ask for help' and is trying to foster a more nurturing and open environment for men to address their feelings. This goal Kevin is trying to pursue attempts to contradict traditional male stereotypes and looks to challenge Deborah Tannen's



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comparison of 'Information vs emotions in female or male or female language'. Furthermore, his first strives to galvanise the male population is through inclusive first person pronoun 'we' in subordinate clause 'the more we can begin to deal with them'. This highlights the substantial process male openness could be but Kevin demonstrates commitment to it in this extract.

In text B, Asha Phillip uses her master status and social identity point of sport and competition to offer advice about life. For example, declarative sentence 'there are a lot of knockbacks', use of synthetic personalisation (Fairclough) to create a consumer of 'mental toughness' and directly address an audience member to engender an ideological frame of resilience and concentration through 'you need focus' and syntactic parallelism 'focus on my lane, focus on me'. All these pieces of advice enhance and construct a nurturing but motivational identity for Asha. This is required as the context of production is addressing a digital, mass audience so



leaving the consumer with a lesson to take away is crucial for her advisory, motivating and advisory function. This is encapsulated perfectly through 'minor sentence' 'that's life' placed at the end of the discourse to enable the aforementioned advice to broaden from an 11 metre take to life as a whole. Overall, Kevin and Asha use their prior hardship to encourage expectation changes related to men and transmit valuable life skills of resilience and goals.

Furthermore, non-verbal features are and spoken features are seen in both texts in the spoken mode of text B and to create multi-modality. These features enhance their functions and identities further. In text B, accent creates an authentic and potentially tactical ~~has~~ construction of identity as it makes her more relatable. This is evident through glottal stop /ʔ/ in 'little', substitution of /v/ for 'th' in 'together' and 'g dropping' in /græbɪn/. Her accent creates a welcoming, accessible identity to ensure her position of influential power can be listened to. Furthermore, she uses emphasis to



effectively guide the discourse through emphasising her hardship through onomatopoeia 'crunch' to then emphasising her main advisory goals through 'resilient' and 'grows' evaluative adjective 'resilient' and abstract noun 'grows'. Lastly, she attempts to manifest individuality and self improvement through emphasis on first person pronouns 'me' and 'my' and positive stative verb 'thrive'. overall, non-sluggish gestures help build her identity and function.

In text A, the written text uses gestures of multi-modality to enhance his function and identity. He uses a parenthetical structure to challenge issues related to masculinity, traditional working roles and objectification through (or strong, successful, rich, dare sexy or clever enough). This presents a revolutionary, inspirational identity as he attempts to challenge traditional gender theories and stereotypes. Lastly, he uses wh relative clause in parenthesis through (which is the biggest cause of death for



men under 49) to add concerning information to amplify the magnitude of this societal issue of male mental health and encourage action from others. overall, Kenia uses parenthesis to enhance his written texts function of encouraging change.

In conclusion, Kenia and Asha present themselves as strong, courageous individuals who are using personal hardships to create positive futures. one intends to improve men's mental health and the other everyone's lives.

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Turn over ►

This response was awarded a low Level 2 mark as a response showing general understanding. The candidate identifies the topic linking the two texts and the different ways in which they address these. The candidate attempts to show how persona is established, looking at what are described as 'mid-level' and 'low level' register. These are not the most useful ways into the text and are not really given support via discussion and analysis.

Much of the discussion about theory is focussed on gender theory. The theories tagged are more often challenged than supported by the data, which the candidate does not really see. Candidates too often treat theory as infallible, when language data frequently challenges it, especially in relation to gender. Lakoff's work, for example, offers an attractive but simplistic model that is rarely helpful and best avoided as it can draw less confident candidates into inaccurate and over-simplistic discussion.

The analysis of language features contains errors and some simplistic statements such as the pauses in the spoken text being attributed to 'nervousness.'

SECTION A: Individual Variation

Read Texts A and B on pages 4–5 of the source booklet before answering Question 1 in the space provided.

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

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

(30)

Both text A and text B have a shared subject of mental health. However, the way the writer in text A and the speaker in text B share their experiences and opinions towards mental health differs. Text A is an extract from a written interview with mental health author Kevin Braddock. Therefore it is in written mode and has a mid register as it contains some non-standard language features for example contractions, "I'd" and "who'd", but also the writer uses careful ~~spee~~ language and the text is punctuated with use of commas and full stops. This might also be because the writer had time to think of a response and how to write it. This is ~~a~~ evident of Halliday's functional theory ~~th~~ which suggests that the ^{mode} ~~function~~ of the text influences how the message is going to be delivered. The ~~purpose of the text~~ The ~~pe~~ purpose of the text is to persuade the reader to ~~com~~ read about the writer's book which is a secondary function of sharing information/experiences.



In comparison, text B is a transcript of a YouTube video presentation by Asha Philip. It is in spoken mode and is low register. The purpose of the text is to share experiences with listeners/audience which will be people interested in learning about the speaker's story and those in sports.

The most salient part of ~~the~~ both text A's writer and text B's speaker's ~~is~~ ^{the} social identity is their gender. The writer of text A is a male. The writer demonstrates his gender through talking about his success and how he managed to get through depression and anxiety, for example in the clause "these eventually got turned into my book...", is evident of ~~his~~ how proud he is with his success with the use of a determiner "my" to demonstrate his work. This is supported by the ^{Dominance} ~~difference~~ approach ~~to~~ which states that men use language to ^{show} power and position themselves ~~and~~ and show off their achievements - Text A consists of contractions and emotive language for example in the compound sentence "I had a breakdown while living in Berlin..." which according to Lakoff is women's language.

in the deprecit approach. This contradict with that as the writer in text A also uses descriptive adjective for example "biggest", which is said to be women's language. This is supported by O'Barr and Atkins who suggested that everyone uses ~~women~~ the so called "women's language" not just women. The use of such language in this context might be due to the position the writer is in, as he may want to appear vulnerable to the audience to persuade them to buy his book. This is evident by the use of sympathetic personalisation supported by Fairclough for example use of personal pronoun "you" to relate and involve the reader.

In ~~contrast~~ comparison, the speaker in text B demonstrate women language features for example the use of intensifier "really" to add emphases to what the speaker is saying. This is supported by Lakoff that use use intensifiers in their speech, also evident in the use of the adverbial brilliantly.

The most salient part in both text A and B is their age. Although the writer in text A does not mention their age according to Eckert's social age, they might be in their



30.9. This is because of how they present themselves.

In contrast text B ^{Ekbert's} chronological age ^{is 17} ~~is~~ according to when they had the experience they shared.

Their age demonstrates their social identity as they speak their pun of losing everything they had worked for by the use of the adjective ~~enough~~ to add emphasis to her pun followed by the utterance "so how does a child of age of seventeen get back up."

Text B consists of a timed pause which may show the speaker nervousness. This can be conveyed as the speaker's personal identity of being a shy person. This may also be because the speaker was being interviewed and may contribute to them feeling nervous compared to text A which is written and so the writer does not have to appear in front of the audience.

In conclusion, ~~for~~ both text A and text B use language to convey personal and social identity through their gender and age.



Section B

The question focuses on analysing and comparing the ways in which both texts demonstrate language change over time. The question requires the ability to analyse language across a range of levels, apply this analysis to the question and link this to relevant concepts and theories. This involves considering the modes, the possible functions and the contexts of the text and to make comparisons and identify links between them in relation to the way language changes over time.

This series, candidates were given two modern English texts, Text C, a late 19th century text written by an American physician. Text D was a present-day English produced for an online blog. Both extracts were connected by the semantic fields of pregnancy and childbirth.

The texts therefore were similar in topic and were both written about a female experience from the male perspective. The candidates seemed to find both texts accessible and made real attempts to engage with them, though there was a tendency for lower achieving candidates to be descriptive in their approach to the data.

There were fewer candidates who treated the earlier text as an aberrant form of English. It was much easier for them to understand, but the fact that the language was closer to present-day English meant that some candidates struggled to analyse the differences between the two-forms.

High-achieving candidates showed a clear awareness that living languages constantly undergo change, and that a single text cannot exemplify all varieties of the English of that period, they explored the data thoughtfully and presented their findings as conclusions drawn from a limited range of data rather than absolutes.

Theories and concepts were relevant to the data and the periods under consideration. Gender and power theories were referenced in helpful ways and linked clearly to the data under discussion. Issues of standardisation were addressed, showing a clear understanding that Standard English changes and evolves in the same way as any other variety. Some candidates got a bit bogged-down in gender theory. Gender was clearly relevant to these texts, but needed discussing with clear links to the data and with the focus on the question.

At the lower end of the achievement range, candidates tended to discuss the history of language change rather than fully address the data. They applied arbitrary

descriptions such as 'formal' to earlier forms and 'informal' to present-day English without drawing on their understanding of the nature of language change or the concepts of informalisation. Some identified unfamiliar or less-used words as 'archaic'; the Great Vowel shift was referenced along with Johnson's dictionary and the development of the printing press, which were all offered up without any attempt to link these to the data.

Response C

This response was awarded a high Level 4 mark, showing a discriminating and controlled application.

The candidate takes a confident, diachronic approach to the analysis, with a systematic and thorough application of a range of language levels: lexis, grammar, discourse. This is a controlled and discriminating response with a clear focus on genre and societal change throughout.

The candidate is aware of similarities as well as differences between the texts, identifying and discussing these. The analysis is generally open-minded with the candidate suggesting one conclusion, but showing awareness that there may be other ways of interpreting these findings.

The candidate uses a range of relevant theory, including Romaine's internal processes, language and power, looking at the asymmetrical power suggested by the language use in Text C. These points are supported by examples from the texts including deontic modals and exclamatory structures.

The candidate also looks at the informalisation of Text D, and the way language change reflects society's attitudes. They consider the use of some features associated with spoken language, and supports attitudes to this with references to prescriptivist approaches and Aitchison's use of the 'crumbling castle' myth of language to debunk such views.

SECTION B: Variation over Time

Read Texts C and D on pages 6–7 of the source booklet before answering Question 2 in the space provided.

- 2 Texts C and D concern aspects of pregnancy and childbirth. Analyse and compare the ways that both texts demonstrate how this type of language has changed over time.

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

(30)

There is clear evidence of diachronic change across ^{the} texts. Text C's genre is an advice guide in the form of a book from 1887, and text D is an advisory blog in the electronic mode, showing how genre has changed over time due to the advancement of technology. Due to this diachronic change, text D's audience is much wider than text C's and possibly able to reach men with pregnant wives or newborn babies from all over the world. Text C, however, will be written for mothers, and reached by much fewer people. It is unlikely to have been read by men due to the fact that in 1887 this wasn't seen as ^{men's} ~~their~~ role in society (caring for children or their wives). However, despite the clear changes over time, ~~both~~ in their genres, both texts share primary purposes of informing and advising which shows some consistencies over time have been maintained also.

Firstly, there has been clear evidence of diachronic change through lexis as lexical loss is evident in text C whilst neologisms and increasingly colloquial lexis can be seen in text D. For example, text C contains nouns such as 'gestation', 'solicitude', the past participle 'bestowed' and the pre-modifying adjectives 'amiable' and 'ramping'. These words have fallen out of use and would, if used today,



There are some misunderstandings about archaic words and some inaccuracies in word classes and grammatical points, but overall, this is a discriminating and controlled response.

sound quite archaic, particularly due to the Latin nature of them. This lexical loss could be for many reasons such as simplification over time (such as with the polysyllabic verb 'bestowed', now substituted for 'given' or 'put') ~~or~~ which Pomaine would argue is an example of internal change and may have been necessary to make English more accessible to other people wanting to learn it (of which there were many due to England's exploration and colonisation during the 19th century). ~~However, these terms may have been necessary in~~ ~~text~~ ~~due to its genre of advising as it~~ Text D goes on to demonstrate lexical change through the coming of the word proper noun 'iPhone', due to the advancement of technology meaning, as Halliday's functional theory states, that new words need to be created for new inventions. In addition, noun phrases such as ~~the~~ 'pregnancy pillow' ^{and} ~~and~~ 'pregnancy brain' have emerged over time. The 'pregnancy pillow' for its invention but 'pregnancy brain' possibly due to a desire over time to understand more about what women experience and how a loss of memory is common for women. This represents diachronic change as it shows society's changing attitudes towards pregnancy and women's health. Although 'pregnancy brain' is quite comedic and colloquial along with other phrases like 'stick and fast' which Goodman would agree is evidence of informalisation over time. However, this may be due to the genre changing as a closer tenor and more ~~or~~ relaxed footing, as theorised by Goffman, is needed more in modern advising texts to persuade the text receiver to trust the advice and take it whereas asymmetrical power was more common in



the 19th century.

Linking to this idea, there has been grammatical change over time shown through the expert power, as theorised by French and Raven, exerted in text C whilst text D seems very concerned to not threaten the text receiver's negative faces by instructing them, as theorised by Goffman. For example, text C uses ~~the~~ deontic modal verbs like 'must' and 'will' in main clauses like 'it will... parents' and 'obstructions... removed'. This shows expert power (French and Raven) as the text producer seems very certain in his advice and, particularly with the use of deontic modal verb 'must', quite a harsh voice is created. This could be due to the text's genre as an advisory guide or, alternatively, it could be because the text producer is a man with a female audience and, in 1887, men were seen as superior in society and had what Waring would call social group power so that they could instruct women. This harsh voice and formal tone is ~~emphasised~~ maintained with declarative sentences such as 'The...possibilities' and 'Consequently... necessary' which greatly contrasts text D which uses exclamatives such as 'No wonder... much!' and 'Now... too!'. These create a friendly tone and emulate the prosodic features of a conversation, greatly contrasting text C's formality. Some prescriptivists may even argue this informalisation is like Litchison's parody of the crumbling castle as our language is progressively getting worse and more lazy. However, these exclamatives may actually reflect a change in society's attitudes.



as men are now excited about helping their wives and learning more about ~~their~~ their pregnancies, which Romaine would argue shows external language change.

Finally, in terms of discourse there ~~are~~ ^{is} some evidence of diachronic change between the two texts as text C contains the genre conventions of a narrative which has changed over time so that the electronic mode has impacted these features in text D. Text C is chronological, beginning with the verb phrase 'ushered into the world', moving on to the ~~noun~~ ^{verb} phrase 'wailing creature' before reaching 'infancy'. Arguably, this reflects a narrative structure common for the genre in the 19th century or, alternatively, could be seen as necessary for the step-by-step guided advice to be easily understood by West's female audience (perhaps more important given that women at the time were seen as less intelligent). In comparison, despite text D's similarly narrative structure, this is less significant as it covers only a span of 2 weeks of pregnancy, and instead the text follows a thematic structure such as with the noun phrases 'new lotions and potions' or 'the classic pregnancy symptoms'. Also, text D contains hyperlinks to go to new web pages which is common in the genre in the modern day as technology is so widely used. Bess would see this as a change in the genre's linguistic conventions due to an external factor (technology's growth).

Response D

This response was awarded a low Level 3 mark, indicating a clear and relevant response.

The candidate has structured the response around language levels, attempting to look at lexis, semantics, grammar and discourse. The candidate makes some relevant points at the lexical level, looking, for example, at the effect of the repeated adjective 'delicate.' The use of declaratives across both texts to educate makes a relatively valid point, bearing in mind that the declarative is likely to be the most-used form in most written texts.

The candidate shows an awareness of the processes of language change: standardisation, informalisation, the links to societal change. The reference to Johnson's dictionary is rather bolted on, and though it forms part of the process of standardisation the candidate does not link it to texts.

There are some errors in the analysis, including a confusion between long sentences and multi-clausal sentences.

This script is incomplete, which shows the problems of time management that can affect this paper as candidates spend more time of Section A and seem less confident in Section B.

SECTION B: Variation over Time

Read Texts C and D on pages 6–7 of the source booklet before answering Question 2 in the space provided.

- 2 Texts C and D concern aspects of pregnancy and childbirth. Analyse and compare the ways that both texts demonstrate how this type of language has changed over time.

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

(30)

Through lexis, the writers in both texts are able to discuss pregnancy and the process of ~~childbirth~~ childbirth. In Text C, ~~the writer~~ there ~~creates a~~ is a semantic field of infancy ~~when~~ and this is shown in the complex noun phrases 'the working of the delicate mechanism' and 'the delicate organs will perform their various functions'. The repeated adjective delicate conforms to patriarchal stereotypes that women are soft, gentle and fragile and this is emphasised in the ^{metaphor} phrase 'many of the parts are still delicate and sensitive'. There is frequent use of Latinate lexis such as 'helplessness', 'activities' and 'immaturity' when ~~describing~~ the writer is describing his thoughts on how a mother should act during pregnancy / childbirth and this allows him to engage his targeted audience (mothers) whilst fulfilling functions of the text - to inform, and share. As this text was written after Johnson's Dictionary was published ~~it is expected that~~ standardisation is expected. Contrasting, in Text D, there is less Latinate



lexis used and more informal lexis like 'our little bean' and '~~any other~~ new lotions and potions' when the writer speaks on his experience as a ~~new father~~ father-to-be. This supports Conole and Dyke's ~~unre~~ Immediacy theory and how there has been a shift in user expectations due to the influence of technology on language. ~~Through the different different lexis presented in the text, the reader is shown how~~ There is also a semantic field of pregnancy presented in the text through the nouns 'trimester' and 'mood swings' ~~and~~ and in the phrases 'pregnancy brain' ~~and~~ 'constant headaches' and 'excruciatingly painful night time cramps'. Through this, the writer is able to ~~fulfil~~ fulfil functions of the text - to share, and educate whilst targeting a specific audience (~~upcoming~~ fathers). Through ~~this~~ lexis, the reader is able to see how language has changed over time due to the influence of technology and modern society.

Through the use of grammar, the writers are able to share their thoughts on pregnancy/childbirth and ~~what they believe~~ their opinions on the matter. In Text C, the writer often uses declaratives



like 'the little helpless being, ushered into ^{the} world in a burst of pain'; 'this wailing creature is ~~the ramping~~ like 'much more delicate are these organs in the immaturity of infancy'; 'consequently, much more vigilance ~~is~~ and care is necessary' and '... because the future harmonious activity of the organs depend ~~on~~ upon the care and culture bestowed upon them' to describe their thoughts on how a newborn should be looked after particularly by their mother. This allows West to fulfil ~~a~~ a function of the text - to ~~raise~~ educate and engage his intended audience (mothers).
On the other hand, the writer in Text D uses ~~an~~ exclamation like 'no wonder my wife's ~~been~~ showing so much' and 'the changes are coming in thick and fast, not only for my pregnant wife, but as it turns out for me too!' to share his experience on becoming a father and the pregnancy journey of his wife. Although, the writer uses varying sentence types like ~~the~~ and this is demonstrated in the ~~complex~~ ^{comp} complex sentences '... the morning sickness has largely subsided while my other half's chronic fatigue has also levelled off' and '... is her ever expanding bump which is now standing out and proud'. He also



uses compound sentences like 'our bedroom's has slowly been overrun by a large selection of new lotions and potions' and '... regardless of how ~~she~~ much she may ~~be trying~~ try to hide it under baggy shirts and loose fitting tops' when describing his wife's pregnancy journey. Through the varying morphology and syntax presented, the ~~writer~~ reader is able to see how language has changed over time as a result of ~~changes in~~ changes in society about how women act during their pregnancy.

~~Thro~~ As the ~~discourse~~ discourse structure of the texts vary, the writers use different techniques to share their thoughts/experiences regarding pregnancy. In Text C, ~~the writer~~ there are longer paragraphs and more complex multi-clausal sentences like 'Nothing is added at birth. The little limbs grow stronger larger and more ~~shape~~ shapely' and 'at ~~ma~~ maturity, the most beautiful and most perfect of all the animal creation, at birth the most helpless, its helplessness is its strong defense' which links to the functions of the text (to inform, share and educate) whilst allowing the writer to maintain a formal register.



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throughout. On the other hand, in Text D there are smaller, ~~p~~ more concise paragraphs which emphasise to the reader that this is a blog which focuses on advising fathers. ~~This Through listing:~~ Through the use of hyperlinks, the writer is able to ~~engage~~ attract a wider audience and fulfil functions of the text (to inform and share). The shorter paragraphs used in the text allow the ~~read~~ writer to keep the reader engaged and shorten the social distance using an informal/conversational register. Through the varying discourse structure, the reader can see how language has changed over t

