

Please check the examination details below before entering your candidate information

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| Candidate surname    |                      | Other names          |                      |
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**Pearson Edexcel Level 3 GCE**

**Wednesday 12 June 2024**

Morning (Time: 1 hour 45 minutes) **Paper reference** **9EN0/03**

**English Language**  
**Advanced**  
**PAPER 3: Investigating Language**

**You must have:**  
Source Booklet (enclosed)

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B  
– both questions should be on the topic you have chosen.
- Answer the questions in the spaces provided  
– there may be more space than you need.

## Information

- The total mark for this paper is 45.
- The marks for **each** question are shown in brackets  
– use this as a guide as to how much time to spend on each question.

## Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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## SECTION A

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Begin your answer on page 4.

**Topic: Global English**

**Subtopic: Belizean Kriol**

- 1 Read the data provided on page 4 of the source booklet.

To what extent is Text A representative of the language of Belizean Kriol?

(Total for Question 1 = 15 marks)

**Topic: Language and Gender Identity**

**Subtopic: The Language of Drag Queens**

- 2 Read the data provided on pages 6–7 of the source booklet.

To what extent is Text B representative of the language of drag queens?

(Total for Question 2 = 15 marks)

**Topic: Language and Journalism**

**Subtopic: Editorials**

- 3 Read the data provided on pages 8–9 of the source booklet.

To what extent is Text C representative of the language of editorials?

(Total for Question 3 = 15 marks)

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**Topic: Language and Power****Subtopic: Party Political and Election Broadcasts**

- 4** Read the data provided on page 10 of the source booklet.

To what extent is Text D representative of the language of party political and election broadcasts?

**(Total for Question 4 = 15 marks)**

**Topic: Regional Language Variation****Subtopic: Greater Manchester**

- 5** Read the data provided on page 11 of the source booklet.

To what extent is Text E representative of the language of Greater Manchester?

**(Total for Question 5 = 15 marks)**

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 1**   ☐        **Question 2**   ☐        **Question 3**   ☐  
                                 **Question 4**   ☐        **Question 5**   ☐

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**SECTION A  
Questions**



**Source Booklet  
Contents**



**English Phonemic  
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**SECTION A  
Questions**



**Source Booklet  
Contents**



**English Phonemic  
Reference Sheet**

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(TOTAL FOR SECTION A = 15 MARKS)



**SECTION A  
Questions**



**Source Booklet  
Contents**



**English Phonemic  
Reference Sheet**

## SECTION B

Answer ONE question on your chosen topic.

You must answer on the same topic in both sections.

Begin your answer on page 12.

**Topic: Global English**

**Subtopic: Belizean Kriol**

- 6 *'The development and promotion of Belizean Kriol is essential for allowing its speakers to represent their own identity.'*

**Discuss this statement with reference to your own research.**

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 6 = 30 marks)

**Topic: Language and Gender Identity**

**Subtopic: The Language of Drag Queens**

- 7 *'The language of drag queens is less about the individual and more about reinforcing the identity of the drag community as a whole.'*

**Discuss this statement with reference to your own research.**

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

(Total for Question 7 = 30 marks)

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**Topic: Language and Journalism****Subtopic: Editorials**

- 8 *'Despite the illusion of balance, editorials are expressions of opinion, viewpoint and ideology.'*

**Discuss this statement with reference to your own research.**

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

**(Total for Question 8 = 30 marks)**

**Topic: Language and Power****Subtopic: Party Political and Election Broadcasts**

- 9 *'The language of party political and election broadcasts is designed to influence, misrepresent and manipulate.'*

**Discuss this statement with reference to your own research.**

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

**(Total for Question 9 = 30 marks)**

**Topic: Regional Variation****Subtopic: Greater Manchester**

- 10 *'The Greater Manchester variety is no longer the distinct variety it once was and is now simply a generic northern dialect.'*

**Discuss this statement with reference to your own research.**

You should consider:

- relevant language frameworks and levels
- any relevant social, historical, technological and cultural factors.

**(Total for Question 10 = 30 marks)**

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**   ☐

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**Questions**

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**SECTION B**  
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**SECTION B**  
**Questions**

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**SECTION B**  
**Questions**

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(TOTAL FOR SECTION B = 30 MARKS)  
TOTAL FOR PAPER = 45 MARKS



SECTION B  
Questions

**Pearson Edexcel Level 3 GCE**

**Wednesday 12 June 2024**

Morning (Time: 1 hour 45 minutes)

**Paper  
reference**

**9EN0/03**

**English Language**

**Advanced**

**PAPER 3: Investigating Language**

**Source Booklet**

**Do not return this Booklet with the question paper.**

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| Language and Gender Identity:<br>Subtopic: The Language of Drag Queens   | 6–7  |
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## English Phonemic Reference Sheet

### Vowels

|        |        |      |         |       |       |
|--------|--------|------|---------|-------|-------|
| kit    | dress  | trap | lot     | strut | foot  |
| ɪ      | e      | æ    | ɒ       | ʌ     | ʊ     |
| letter | fleece | cart | thought | goose | nurse |
| ə      | i:     | a:   | ɔ:      | u:    | ɜ:    |

Diacritics /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

### Diphthongs

|      |      |       |       |        |      |        |      |
|------|------|-------|-------|--------|------|--------|------|
| face | goat | price | mouth | choice | near | square | cure |
| eɪ   | əʊ   | aɪ    | aʊ    | ɔɪ     | ɪə   | eə     | ʊə   |

### Consonants

|              |      |                     |          |                     |       |
|--------------|------|---------------------|----------|---------------------|-------|
| pip          | bid  | tack                | door     | cake                | good  |
| p            | b    | t                   | d        | k                   | g     |
| chain        | jam  | fly                 | vase     | thing               | this  |
| tʃ           | dʒ   | f                   | v        | θ                   | ð     |
| say          | zoo  | shoe                | treasure | house               | mark  |
| s            | z    | ʃ                   | ʒ        | h                   | m     |
| not          | sing | lot                 | rose     | yet                 | witch |
| n            | ŋ    | l                   | r        | j                   | w     |
| Glottal stop |      | Syllabic /l/ bottle |          | Syllabic /n/ fatten |       |
| ʔ            |      | ɫ                   |          | ŋ                   |       |



## Topic: Global English

### Subtopic: Belizean Kriol

#### Text A

Text A is a transcript of a cooking video published on YouTube in 2012. The video is presented by Barbara McNab Grinage, who was born in Belize and moved to America at the age of 15 in 1982. In this video, she is making a popular Belizean food known as Fry Jack or Fry Cake, which she intends to cook at an alternative location.

#### Key

|                                |                       |
|--------------------------------|-----------------------|
| /_/_/ = phonemic transcription | [ ] = action on video |
| ( ) = pause/timed pause        | ? = rising intonation |

come go make we start (.) you done look pon the /dɪ/ bare /bɪə/ pantry show (.) so what we got right here /ɪə/ we going /ga:n/ do the fry cake or the fry jack but this /ðɪs/ time around we only do a half recipe cuz I /æ/ already got the recipe at the site already so I no want do the full recipe here (.) so this is a one cup of flour /fləʊə/ one teaspoon of baking powder /pɒədə/ and then we add the little bit of /lɪbtæ/ milk this only about four ounce so make we get this working [mixes ingredients together] so I working the baking powder into /ɪnə/ the flour and now I add the little bit of milk (.) I know that in a Belize we normally make it with water /wætæ/ but when I first /fɜrst/ meet Joe this a how he make it with milk and I know I like it right away so me no fraid for change if a recipe call for something else or something else make it taste better me change /tʃeɪndʒə/ so I know I no really authentical entire like that you know? but anyway this a all we do a little bit of milk you no want to add it too fast because if you add it too fast the dough might get too wet enough for go back add more flour and then when you add more flour the dough get too stiff and you fry cake not go no taste /tɪst/ (.) well you know in our city we call this fry jack but Joe come from Saint El so when I meet him him call it fry cake I think that it the same thing (.) some people call it fry bread we just happen to call it different things /tɪŋz/ so this is a all we do get a all of this /dɪs/ into this /ðɪs/ dough I could drain out the last little bit of milk right in here (.) if can we want and get no more add more water and add any kind of water to it okay (.) remember now when you do fry jack or fry cake you no put no butter in the dough because if you put butter in the /ɪnə/ dough it make it get bricky when they try fry it (.) so this a way you want to just knead it up just flour baking powder and milk or flour baking powder water but I promise you if you put water in your fry jack going to /gwan/ stiff that a one who get their fry jack will broke all of them teeth (.) need milk (.) so now time for dump up on the counter and ah me may can take off my /mi/ ring with the flour going to /gan/ get up in there

#### Glossary

Joe – the speaker's husband

Saint El – Saint Elena, a large city in Belize

bricky – brittle



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**Topic: Language and Gender Identity**  
**Subtopic: The Language of Drag Queens**

**Text B**

*Text B is a transcript from an interview for Glamour magazine's YouTube channel. In this section of the interview, the three interviewees are asked to describe one another, and they discuss when they first met. The three interviewees appear alone on screen, but it is clear the other interviewees are present. This video was posted on the site in January 2023.*

**Key**

|                              |                                |
|------------------------------|--------------------------------|
| E = Eureka                   | S = Shangela                   |
| B = Bob the Drag Queen       | (.) = micropause               |
| [ ] = additional information | /_/_/ = phonemic transcription |
| <b>bold</b> = emphasis       |                                |

E: I just remember Shangela was so nice to me (.) she was just so sweet and humble and it was just really cool because I was like oh my god Shangela I love you so much and she was like oh I love you **too** girl /g3:rl/ mama you know and now I work with her on this like amazing show called "We're Here" so it's like (.) full **circle realness**

B: I'm pretty sure I met Eureka at the **Ritz** in New York City she was performing her song "The **Big Girl**" (.) with Kandy **Muse** (.) and then I one day stormed the dressing room at um Mickey's in WeHo and I said Eureka (.) **I** wrote a song for you and I want you to perform this song and I think I brought it on like a thumb drive (.) and I was like listen to this [laughs] and tell me what you think and then the rest is um the rest is **our** story

[Eureka calling from off screen] the song I performed was Kandy Muse's "Body Positivity"

B: "Body Positivity" that's what it was body body ody ody positivity [Eureka laughs]

E: the first time I really remember Bob because the first time I met her she wasn't very memorable (.) um [laughs] I'm just kidding but I remember like working with her on tour the Christmas tour specifically (.) was our first time working together (.) we used to play **Uno** (.) on the tour bus and they would always **pick** on me and try to make me draw all the cards so they had they had a custom card where Bob literally [Eureka burps loudly] my god (.) the **demons** the demons are coming out of me [off-screen the other drag queens are screaming and laughing] Bob made a custom card that said draw ten cards if your name **rhymes** (.) with **Yashreka** (.) it was stupid

S: I would describe my friendship with Bob and Eureka as **extremely vibrantly** chaotic (.) like **amazing hilarious** fun you better have used the bathroom before you start talking to either one of them

B: very supportive (.) we like to call each other and when we're together we really give a lot of love /l3::v/ to each other you know what I mean it's not that it's not that friendship where we're like [performs an exaggeratedly high voice] we call each other every day and every night [reverts to own voice] but when we see each other there's always a lot of love



E: you know it's much more than a friendship it's a sisterhood it's a family (.) we're the only three people that experience what we experience when we're on the road doing "We're Here" (.) so we have to support each other in that realm (.) but even more so outside of that you know they've been very supportive to me (.) through some of the darker times you know losing (.) really important people in my life (.) you know I consider them more than friends you know they're my chosen family

### **Glossary**

Mickey's in WeHo – a gay bar in West Hollywood



## Topic: Language and Journalism

### Subtopic: Editorials

#### Text C

*Text C is an editorial published on 24th September 2023 in The Guardian.*

#### **The Guardian view on the rise in school absences: a crisis made in government**

*Headteachers need more support if they are to persuade reluctant pupils to come back*

Pretty much everyone with a stake in schools is worried about the current high rate of absenteeism: politicians, school leaders, academic researchers and many parents. The pattern has been clear for a while. The proportion of pupils classified as persistently absent (missing more than one in 10 lessons) has more than doubled in England since the pandemic. From 10.9% in 2018–19, it rose to 22.3% in 2022–23. Data in Northern Ireland, Scotland and Wales is collected separately because education is devolved, but indicates a similar trend. This week's report from the research agency Public First, probing attitudes through discussions with focus groups, called the situation a "full-blown national crisis".

The concern is justified. As the teacher and writer Lola Okolosie observed recently, school is "an anchor to society". As well as providing lessons, school is where children learn to be with other people. Since the pupils most likely to be absent include those on free school meals and with special educational needs, low attendance is a form of social exclusion.

There is also much agreement about the causes of the problem. Covid broke habits and altered attitudes to infectious illness, particularly in households with vulnerable members. School closures affected families in different ways. But the break from classrooms weakened some pupils' connection to their school. The rise in remote working has shifted attitudes to attendance in workplaces as well as schools, and more research on the impact of these changes is needed. Parents' greater willingness to break rules with term-time holidays has also been noted.

Advice from Chris Whitty, the chief medical officer, that children with mild or moderate anxiety are likely to be better off in school, should help headteachers to promote attendance. A review proposed by Sir Martyn Oliver, who is expected to be the next head of Ofsted, should feature pupils' views and voices. More breakfast clubs, as promised by Labour's Bridget Phillipson if her party wins power, would help, particularly in the poorest areas. Headteachers are clear that lack of food and money is one reason why children stay away.

The worsening mental health of young people will take longer to address, given the workforce crisis in the NHS. So will the shortage of provision for pupils with special needs and disabilities. There are serious flaws in the system designed by the government. Ministers are to blame for the current school buildings crisis, the loss of welfare specialists due to cuts, and the refusal to fund the Covid recovery package recommended by experts. A more constructive approach to the recent teachers' pay dispute would have reduced disruption.

The government also bears responsibility for the collapse in teacher recruitment and retention – one of the most serious of all the problems facing schools. By eroding staff autonomy and professionalism, placing too much focus on narrow accountability measures, and allowing academic qualifications to squeeze out sports and other



activities, ministers have contrived to turn schools into places where both adults and children are less keen to be. This is the gravest of failures.

In the longer term, there may be a case for some rethinking of the school day. In some cases, increased flexibility can be an inclusive measure. But in the short term, and given the close connection between attendance and attainment, schools need more support to help pupils to return.



## Topic: Language and Power

### Subtopic: Party Political and Election Broadcasts

#### Text D

Text D is the transcript for the '2019 Party Election Broadcast by The Green Party' taken from YouTube. The video was posted on 12th April 2019 by Caroline Lucas, the then leader of the party. Lucas is shown with a background filter of woodland.

#### Key

|                                                                |                        |
|----------------------------------------------------------------|------------------------|
| (.) = micropause                                               | <b>bold</b> = emphasis |
| [ _ ] = brief cuts to images other than Caroline Lucas talking |                        |

the Green Party is **different** (.) we're not part of the political establishment (.) we're not afraid to listen to you (.) and we're honest about the crisis facing our country (.) not least because of Brexit (.) politics is letting us **all** down (.) but I believe there is hope (.) hope for a better fairer society (.) *[still images of people working in communities]* hope for a safer happier future (.) hope that starts with the actions we take today (.) in May you can send a clear message to politicians that you want change (.) real change (.) you know this year a lot of people tell me that the party they used to vote for just hasn't delivered (.) now I imagine that you like them want your vote to make a difference this time (.) you **can** vote for what gives you hope (.) you **can vote** for change (.) now I'm not sitting in a studio with bright lights recording a big-budget film (.) I've chosen instead to talk to you directly and honestly about the challenges we face and how **together** we can make change happen (.) *[still images of councillors with constituents]* last year a **record** number of Green Party councillors were elected (.) all over the country our councillors have made **real change** happen (.) Andrew Cooper made sure every home in Huddersfield and beyond was fitted with free insulation (.) *[video of Cooper walking]* because of the Green Party residents are now saving money on their fuel bills (.) Shahin Ashraf along with Max McLoughlin *[video of councillors in green space]* and Andy Hodgson made real change happen (.) they campaigned with their local community to save green space from being destroyed (.) because of the Green Party local families can still connect with nature and escape the pressures of daily life (.) *[images of Brighton]* in Brighton our team of councillors made real change happen by securing extra funding for much needed new council homes (.) because of the Green Party *[images of new homes]* families have more affordable housing options and the chance to build a secure future (.) *[video of councillors]* Felicity Norman and Jenny Bartlett made change happen by securing a decent living wage for **all** council employees (.) because of the Green Party workers are getting a fair salary for a **fair** day's work (.) Green councillors working in and with their communities to make change (.) if you want something to **hope** for (.) if you feel politics is broken (.) if you think things **urgently** need to change *[video shows 'Join the Green Party' link embedded]* (.) then you can put your trust in us (.) our councillors are real change makers and **you** can be too (.) *[screen is green with 'Vote Green Make Change Happen' and Green Party logo]* vote Green on May 2nd and **make** change happen *[same screen now says 'Vote Green 2<sup>nd</sup> May' with an image of a box with a tick inside]*



## Topic: Regional Language Variation

### Subtopic: Greater Manchester

#### Text E

*Text E is an edited transcript of an interview for British Boxing Television between host, Aky Karim, and boxer, Jimmy Kelly. The interview was recorded in December 2022. Both men are from Manchester.*

#### Key

|                                |                  |
|--------------------------------|------------------|
| /_/_/ = phonemic transcription | JK = Jimmy Kelly |
| (.) = pause/timed pause        | AK = Aky Karim   |

AK: have /æv/ you had much /mʌtʃ/ chance to actually (.) have a chat with Chris or have you just been /bɪn/ has it just been all business at the minute

JK: it's just all business I've been all over er sparring /spɑːɪn/ as I've said I've done a couple of camps with Kell Brook I've sparred like er good Ukrainians and that in Poland I've gone to the camps with them er I've done obviously ones in Marbella I've sort of known my /mi/ role but I don't turn up like a sparring partner mentality like just to go in there and get my head punched in like I've got my /maɪ/ own ambition but you know I respect that they're like in a better fight mode and I don't try and be like dead friendly and that like you know yesterday I probably said like three /fri/ or four words to Chris you know what I mean just like hi nice to meet you /yɜ/ and then at the end I just said right I'll see you Friday you know Ronnie Davis just I were going through him he said I do this many rounds and all this sort of stuff but I just keep my /mi/ distance really I mean he's /iːz/ got a he's got his mind on a job and I've got my mind obviously on (.) my own career and that

AK: yeah well we'll get to that shortly because /kʊz/ we need an update on your current career what's going on (.) obviously Chris is deep in camp now preparing for his fight with er Liam Smith which is a really good fight which we're all looking forward to you know (.) you're a former Liam Smith opponent you're now sparring with Eubank obviously I won't ask you about sparring because there's a code in boxing but /bʊʔ/ um you know I'm assuming he's putting in the hard graft /græft/ is that what you can tell from just being around

JK: yeah for the sparring and that yeah the sparring was cool and anything else outside that I heard /ɜd/ him say he's a little bit sore and that you know which is understandable I'm not in the gym on the days that he's um doing his pads or his technical work I'll give him his respect and just keep out of it a bit (.) I mean I done my own running /rʌnɪn/ and a bit of exercise today but yeah he's deep in camp he's obviously working hard he's getting good rounds in and yeah it'll be a good fight

AK: have you found it beneficial getting in there with someone like him because he's kind of an unorthodox style really (.) so are you gaining something from it as well

JK: yeah it's good sparring a good experience it's just another /ənʊvə/ tick in the box for me like travelling about and getting the sparring and yeah I'm getting as much of it as he's getting from me as well



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### Source taken/adapted from:

Text A: Old School Belizean Breakfast (I'm Speaking in Creole) – YouTube

Text B: Shangela, Bob the Drag Queen, and Eureka Take a Friendship Test | Glamour – YouTube

Text C: <https://www.theguardian.com/commentisfree/2023/sep/24/the-guardian-view-on-the-rise-in-school-absences-a-crisis-made-in-government>

Text D: Green Party Party Election Broadcast 2019 – YouTube

Text E: "I'M IN BRIGHTON SPARRING EUBANK JR!" JIMMY KELLY ON SURPRISE CALL OVER CHRISTMAS – YouTube

