

**A LEVEL**

*Exemplar Candidate Work*

# **ENGLISH LANGUAGE**

**H470**

For first teaching in 2015

## **H470/03 Summer 2019 examination series**

Version 1

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# Introduction

These exemplar answers have been chosen from the summer 2019 examination series.

OCR is open to a wide variety of approaches and all answers are considered on their merits. These exemplars, therefore, should not be seen as the only way to answer questions but do illustrate how the mark scheme has been applied.

Please always refer to the specification <https://www.ocr.org.uk/Images/171195-specification-accredited-a-level-gce-english-language-h470.pdf> for full details of the assessment for this qualification. These exemplar answers should also be read in conjunction with the sample assessment materials and the June 2019 Examiners' report or Report to Centres available from Interchange <https://interchange.ocr.org.uk/Home.mvc/Index>

The question paper, mark scheme and any resource booklet(s) will be available on the OCR website from summer 2020. Until then, they are available on OCR Interchange (school exams officers will have a login for this and are able to set up teachers with specific logins – see the following link for further information <http://www.ocr.org.uk/administration/support-and-tools/interchange/managing-user-accounts/>).

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# Exemplar 1 Exploring the language used in newspaper articles reporting on female sexual assault cases.

## Introduction

The amount of news articles based around sexual assault cases have dramatically increased since the MeToo movement. The increase in articles has saturated media meaning that different news sources have resorted to different methods to gain the attention of the reader. We can also how each article relates further to its target audience which varies the articles across news outlets.

My investigation was mainly focused on three articles about the same case of sexual assault in December 2017, Melanie Martinez and Timothy Heller. Each article was published on three different news outlets varying in audience and gender readership.

## Hypothesis

I want to focus on how the language reflects the readership and target audience in regards to age and gender. Younger readerships would want a more progressive view on the sexual assault cases and their maybe a bias in regards to gender due to the article wanting to side more with the gender of their readership.

I expect to find that many outlets have issues with which term to use when referring to the assault. This brings in the issue of legality in regards to the term of rape and how women cannot rape by definition, this makes it difficult for some journalists to use the term and how it can bring about accuracy's. Without the use of the term "rape" it could make the crime less negative.

The context of production and audience will largely affect the articles due to the rise of the "MeToo" movement. This would mean that at the time there is a large amount of sexual assault case articles about women being produced meaning that the media is saturated with these articles, this means that the articles would have to add click bait features to promote the article further in the headline and in the body of the article. Also the audience would be well adjusted with sexual assault cases which affect the specific lexis used.

I also expect to see if there is a matching semantic field due in the place where the term "rape" cannot be used. The semantic field should be similar even with the different audiences of each news source.

## Methodology

For my methodology I will be focusing on obtaining articles around the same incident that is about a woman accused on sexual assault. I will also focus on varying articles sources and getting them from sources that have a large gender based readership or age based readership.

I want to use three different articles from three different sources to gain a wide variation of perspectives and opinions on the same article about sexual assault where the accused is a woman. The sources should vary from tabloid to broadsheet to an article that is from an online

news source as it relates a lot to the context of production and how the article would portray different social groups. Also the sources should vary in target audience between men and women and age as this gives a gender specific view and a progressive and non progressive view.

Specifically I want to look into the wording of the title in regards to the lexemes used and the noun phrases. The context of production being a web article will affect the main body of the text and the headline, this is due to the high volume of click bait in online media.

The article will then be examined to see if the article presents a bias or takes a side in the argument and to see if that differs from the opposite gender article. I want to take into account the context of production by being a male or female focused company and then seeing if the author is male or female to relate that to if there is a bias.

I also want to examine the lexical choices in regards to sexual assault cases against men and sexual assault cases against women. To see how each article makes up for the lexical absence of the term "Rape", I will attempt to find articles that are similar in regards to the charges but with genders swapped to see how articles will then present a different view and make up for the semantic gap.

## Analysis

All three articles are on the same story and all written by women, source one is from the broadsheet newspaper 'The Independent', source two is from the tabloid the 'Daily Mail' and source three is from the online news outlet 'Buzzfeed'. Each has a different gender based audience as 'Buzzfeed' and the 'Daily Mail' has more of a female audience and 'The Independent' has more of a non-gender specific audience.

The sexual assault of Melanie Martinez in December 2017 shows how articles vary the term used for sexual assault due to the gender of those associated with the case. This is only available to articles about a woman committing sexual assault, with male cases the articles have the ability to use the term rape without having the problems of inaccuracy and impossibility.

## Pragmatics

The Daily Mail, source two, and independent article, source one, both use the term "Assault" as a hypernym instead of using the more technically accurate hyponym "Sexual Assault", this might be done to avoid the difficulties with the definition of sexual assault. But the BuzzFeed article, source three, avoids the term "sexual assault" and "assault", instead the article uses more technically accurate hyponym of "rape" and "molestation". This showing how BuzzFeed is more focused on giving exact information rather than portray a bias by avoiding too specific terms. The Daily Mail does use more accurate hyponym like "rape" but still uses terms assault.

The Independent article, source one, does use the term "rape" but only in regards to the "allegations of rape" showing how the article itself does not want to class the assault as rape, this opens a semantic gap. This means that the articles themselves have to use different terms which themselves have a lesser negative effect or impact on the reader. The article using "Allegations of rape" instead of just "rape" shows that using the post-modification of "allegation" means that the article can use the term without having the inaccuracy but keeping it accurate to the source.

The independent article, source one, uses the terms "sexual assault" and "assault" and quotes "molested", the direct different in meaning from rape with this terms relates to gender as according to law a women cannot commit rape even if the victim calls it so, the terms sexual assault give a lesser negativity to the crime.

The Daily Mail article, source two, allows for the technically inaccurate term of "rape" throughout the text, this maybe due to the authors own opinion on sexual assault allegations or it is more likely due to the fact that The Daily Mail being a tabloid and online which works mainly on headlines and click bait. This means that the text would use terms that would have a larger effect on the audience rather than being technically accurate, the use of the term "rape" would make the case seem worse and more important.

The BuzzFeed article, source three, uses the term “rape” and uses the term used within the source tweets of “molestation”. This shows that firstly BuzzFeed itself wants to be more accurate to the source rather than technically accurate. The use of the term rape relates to the context at the time around the time of production as it was used by twitter at the time and the source tweet that the articles are using refers to it as “my assault” but also says that she was “raped”. BuzzFeed using the term rape relates to the fact that it is an entirely online company that has a younger audience that would be aware of the tweets and social backlash afterwards which would give the audience the idea that it was rape. The term molestation was also used in the tweet by Timothy Heller, showing how BuzzFeed wants to keep to the source material to keep the article accurate.

### Headline Lexis and Gender

[INDEPENDENT SOURCE ONE]

*Melanie Martinez: Woman who appeared on The Voice denies accusations of rape made by former friend*

[DAILY MAIL SOURCE TWO]

*EXCLUSIVE - 'I had already said no to everything': Former best friend of The Voice's Melanie Martinez opens up to DailyMailTV about how she was allegedly raped by her in 2015*

[BUZZFEED SOURCE THREE]

*Melanie Martinez Has Been Accused Of Rape By A Former Friend*

Each headline does not reference Timothy Heller as the victim but instead refers to her as “former best friend” or “former friend” this showing that the article is focused on getting people to click on the article by using the name Melanie Martinez showing that the article is focused on Martinez rather than Heller which can be seen by the addition of the show she appeared; “The Voice’s Melanie Martinez” and “Woman who appeared on The Voice”.

The Daily Mail article, source two, is the only one to identify the gender of the victim as it uses pronouns throughout the headline to identify that she is a woman; “her” and “she”. This shows that the other two articles want to avoid showing that the woman was a victim, this maybe due to the fact that same sex sexual assault cases have a lesser impact to general English audiences.

### Context

The articles also was produced around the late parts of the #MeToo era which meant that there was a large internet following around sexual assault cases especially in the media industry. This meant that news outlets would focus on producing article with famous names to get more views. The articles would often focus on the person who was more famous or the victim who was outing a famous person. This article conforms to these genre conventions as it focuses on the

more famous person, Melanie Martinez. This is the same as male sexual assault cases as it focuses on the famous person within the case.

### **Graphology**

All three of the articles have many images and sources, each one has the tweets which outed Melanie Martinez. The BuzzFeed and Independent article both use tweets from people's reactions to the accusation, the Daily Mail, source two, does name reference to a hashtag that grew due to the accusation.

### **Gender Bias Within the Author**

Additionally each article is written by a woman showing that there is no bias in gender as each article varies in its terminology for "rape" and how it makes up for the semantic gap showing that it is rather the news source itself rather than a gender based biased view from the author. Seeing how the Independent is a broadsheet it may focus on being accurate and not focusing on terms that could be seen as impossible which is why it would say "allegations of rape" instead of just rape. This can be seen further with BuzzFeed News as it is seen as a more progressive and young audience based news source which would see it appropriate to use the term "rape". Daily Mail is a tabloid showing that it would focus on click bait articles to generate money which shows that it would use any term with the largest impact like "rape"

### Conclusion

My hypothesis spoke about how the articles will make up for the semantic gap by using different terms for "rape", this can be seen within my analysis as the articles would often avoid the term and use different terms like "sexual assault" which would have a lesser impact. We can even see the independent article using "allegations of rape" but then switching to just "sexual assault" showing that the article wants to avoid using the term rape as it is found to be inaccurate.

My analysis of titles goes against my hypothesis as I spoke about how the title will vary from each news source as they are dependant on their target audience but even with differing target audiences the titles remaining mostly similar as they do not name the victim but instead focus on the star and each one uses the term "rape" in the title. There is a difference in Daily Mail title which contains a quote from an "exclusive" interview which relates to how it is a tabloid and focuses on click bait articles.

Each article uses similar terms instead of rape as most focus on using the term "sexual assault" only the independent uses "allegations of rape" which shows how their is a difference in the lexical items used in a broadsheet article as it does not want to produce anything that could be perceived as inaccurate.

My hypothesis did talk about referencing the author to find if there is a bias within the gender of the author but each of the articles was written by a woman so there is not room to analysis a males version of the article but the fact that each article was written by a woman and there is still a difference in the terms used shows that it is rather the news source itself that creates the bias rather than the gender of the author showing the control of the news source which would focus on creating a article that is for the readership they already have.

### Evaluation

My investigation was mainly focused on three articles about the same case of sexual assault in December 2017. Each article was published on three different news outlets varying in audience and gender readership.

If i were to change the investigation to further it, I would include similar article around a similar or different case written by men to see if there is a further difference in the control the author has of their terminology used and if their gender creates a bias. This would presumably change my conclusion if the male texts avoid the term rape completely and only use the term sexual assault or the other way around.

I would also try and find a similar case with males in place of the women, but still written by the same news outlets. This would show that if the case is switched genders if the terms used by the articles would change and the term rape was used more frequently in place of sexual assault. Also it would give more validity as a comparison to show how each article varies in language used and to see if there is a large difference in the view given by each article to see if an opinion or bias is presented.

My article did well in showing the semantic gap that is created in female sexual assault cases and how different articles use different terms for the same case and how it relates to the readership and production of each article and the news outlet.

### Bibliography

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<https://www.dailymail.co.uk/news/article-5192763/Exclusive-Voice-star-Melanie-Martinez-accused-rape.html>

<https://www.independent.co.uk/arts-entertainment/music/news/melanie-martinez-rape-allegations-denial-the-voice-contestant-friend-sexual-assault-a8094061.html>

# The Difference in Female Sexual Assault Cases

**Are sexual assault articles bias?**

Due to sexual assault cases often being a touchy subject for the media and often or not they avoid using terms that different groups find inaccurate or offensive. Causing many articles to use inaccurate terms that can show a bias or misinform readers.

This means articles on the same subject vary the language they use due to a number of reasons. Context and author both play a part but the difference that most readers will see is due to the overall goals of modern news articles; to get more views.

**Does context have an effect?** **METOO**

The article was also produced around the late parts of the #MeToo era which meant that there was a large internet following around sexual assault cases especially in the media industry. The articles would often focus on the person who was more famous or the victim who was outing a famous person. This article conforms to these genre conventions as it focuses on the more famous person, Melanie Martinez. This is the same as male sexual assault cases as it focuses on the famous person within the case.

**What terms do they use?**

- Sexual Assault
- Assault
- rape
- Molestation
- Allegations of rape

All three articles use a large variation of terms for the same case. All terms have similar meanings but different meanings to the reader who may see it as much worse

**Hypernym** - a word with a broad meaning. Normally showing a category where more specific meanings fall.

E.g. Colour for red and blue

**Hyponym** - a word with a more specific meaning than a general term.

e.g. purple, red, blue and green for colour.

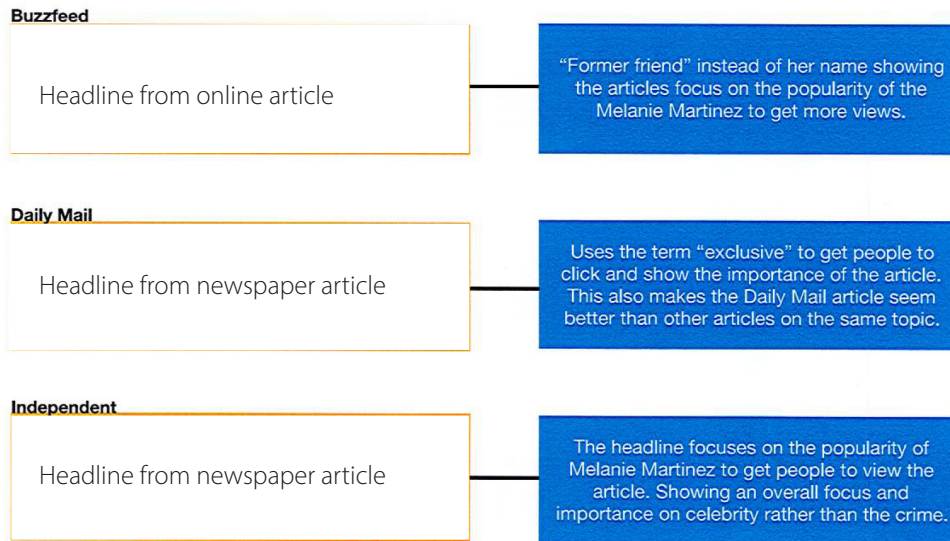
**Semantic Gap** - when a term is missing from vocabulary.

E.g. a gender neutral term for uncle or aunt. Or a gendered term for cousin

**Does the Author have an effect?**

Each article is written by a woman meaning that the idea of gender bias would have no effect on the language of the article. But instead differing overall views

Daily Mail	BuzzFeed	Independent
<p>The Daily Mail article uses the term "Assault" as a hypernym instead of using the more technically accurate hyponym "Sexual Assault", this might be done to avoid the difficulties with the definition of sexual assault.</p> <p>The Daily Mail article allows for the technically inaccurate term of "rape" throughout the text, this maybe due to the authors own opinion on sexual assault allegations or it is more likely due to the fact that The Daily Mail being a tabloid and online which works mainly on headlines and click bait.</p>	<p>The BuzzFeed article avoids the term "sexual assault" and "assault", instead the article uses more technically accurate hyponym of "rape" and "molestation". This showing how BuzzFeed is more focused on giving exact information rather than portray a bias by avoiding too specific terms.</p> <p>Buzzfeed uses the term "rape" and uses the term used within the source tweets of "molestation" this shows that firstly Buzzfeed itself wants to be more accurate to the source rather than technically accurate.</p>	<p>The Independent article does use the term "rape" but only in regards to the "allegations of rape" showing how the article itself does not want to class the assault as rape, this opens a semantic gap. Forcing the writer to use different terms in place of "rape" or pre and post modification to the term e.g "allegations of rape".</p> <p>The independent uses terms like "assault" in place of rape. This allows the article to avoid using a the term rape but gives a lesser meaning to the crime.</p>



## Examiner commentary

A valid and relevant choice of topic. Exploring contemporary social discourse on presentations of sexual assault in a post #MeToo period offers plenty of scope for discussion and is therefore a topic that other candidates might choose to explore further.

### The Language Investigation

AO1: The Investigation is generally well organised, and the candidate has clearly focused their energies on the analysis section which is appropriate. The Investigation is economical, generally focuses on the focal topic throughout and appropriate language frameworks have been considered. The tendency towards assertive comments, at times vague/ inaccurate language and the lack of depth (and occasional imprecision) within the analysis of the data means that this AO is limited to Level 2. The initial sections (especially the methodology) would have benefitted from explaining what has happened rather than what the candidate “should” or “might” do. (Level 2 – 4 marks)

AO2: The candidate has demonstrated some awareness of appropriate language frameworks to explore and the discussion on the semantic gap around the term ‘rape’ demonstrates some conceptual awareness. There is no real engagement with relevant theories or concepts keeping this AO low in Level 2. (Level 2 – 3 marks).

AO3: The candidate has demonstrated knowledge of the impact of the #MeToo movement on presentations of sexual assault within the media (and takes an unusual stance exploring a case of a female victim accusing a female perpetrator). They have demonstrated some knowledge of the legal definitions of the term ‘rape’, and some general comments are made about the readership of the media sources - but points are often assertive and not fully explored to indicate how context can be seen to influence the agendas and representations of each of the data sources. (Level 2 – 4 marks)

### The Academic Poster

AO5: The candidate has not utilised the key sections as outlined in the specification, however they have clearly made attempts to summarise the important information from the Investigations via a set of questions. Despite some derivative content – there are clear attempts to extract key findings. They have also sought to organise the content using a range of formatting features and visual tools, demonstrating some appropriate engagement with the imagined new audience. For these reasons a low Level 3 mark is not unreasonable (Level 3 – 5 marks)

Total: 16 marks

## Exemplar 2 How do adverts that target children promote gender stereotypes?

### How do adverts that target children promote gender stereotypes?

#### Introduction to the course

When watching television with my female cousin (aged 10), it seemed that she paid attention to adverts between the programmes she was watching. Unsurprisingly, the majority of these advertisements were made to promote toys/devices etc. which is very understandable. However, the amount of these adverts that she seemed most interested by didn't have pastel/bright colours and graphological features.

The toys in the advertisements that she was interested in were also not relating to anything fantastical or mythological, which is commonly misjudging the progress and educational aspect of society today. Robin Lakoff is the person responsible for the dominance theory, which follows beliefs that societies should and always will be following traditional aspects of primitive generations.

For example, Lakoff and other dominant theorists like Cameron, would associate girls with soft pastel colours such as lilac, pink and anything pale. Furthermore, dominance theorists also believe that female infants are more imaginative with their minds, this being why most toy companies manufacture girls toys to be relative to more mythological creatures and settings that they would hear in most fairytale stories and television programmes. This could include castles, horses, unicorns and glittery dresses.

My cousin however was highly interested in a lot of adverts that were stereotypically aimed for infant boys, as these used lots of dark colouring and the music was traditional heavy metal/rock and roll and were all about robotics, cars and anything educational in the engineering industry. I also noticed she was playing with a lot of her twin brother's toys that were very similar to those on the adverts.

I guess overall this means that my auntie and uncle, as well as other parents in society that are trying to encourage or embrace change to young girls to no longer follow their dreams or believe in fantasy, and embrace in more educational activities.

## Children's Toy Adverts – Transcript Analysis

### Transcript 1 – 2000 Jewel Girl Barbie Advert

*(Advert's musical theme begins to play. It is primarily reminiscent of the 1990s era, with smooth, groovy bass, typical of this era).*

**Main Narrative Overvoice:** Who's that girl?

**Advert Jingle:** Who's that girl with fashions that groove? Jewel Girl Barbie! Who's the girl with the cool moves? Jewel Girl Barbie!

**Young Girl Narration:** Wow! Her tummy really moves!

**Advert Jingle:** Cropped capris, crop tops rule! Add a skirt...

**Young Girl Narration:** Love her looks!

**Advert Jingle:** ...Jacket's cool!

**Young Girl Narration:** Jewel her there! And your hair!

**Advert Jingle:** Who's that girl with fashions that groove? Jewel Girl Barbie!

**Main Narrative Overvoice:** Jewel Girl Barbie doll and friends each sold separately. Dolls and fashions do not move on their own.

**Advert Jingle:** It's a great time to be a girl!!

**Barbie!**

### Transcript 2 – Lelli Kelly Advert

**Advert Jingle:** They're Lelli Kelly's, the cutest shoes! Oh yeah! With Lelli Kelly's, we are so cool! Oh yeah!

**Young Girl 1:** I have news!

**Young Girl 2:** Oh yeah, what is it?

**Young Girl 1:** I have...

**Main Narration Voiceover:** With Lelli Kelly shoes, you get the Makeup Mobile AND perfume makeup! There's eyeshadow and the blusher, a fab mirror and two great brushes to apply your makeup!

**Advert Jingle:** We're Lelli Kelly, the cutest shoes, oh yeah! You can play with us, we are so cool, oh yeah!

**Main Narration Voiceover:** Get Lelli Kelly shoes! The only ones with the amazing makeup mobile!

**Advert Jingle:** Oh yeah!

### Transcript 3 – Lego City Advert

**Main Narration:** Lego City has found its new hero! His name is Jack Ells from Leicester! This is his story!

In Lego City, the construction workers are busy building the city even bigger and better!

**Lego Figurine:** Hey! We need you to bring bricks to the construction site!

**Jack:** Okay, no problem! I'll load up my new truck!

**Main Narration:** Watch out! There's a fire up ahead! Can you help?

**[Jack kicks a fire hydrant to get the water flowing through the fire hose again]**

**Main Narration:** Thanks Jack!

**Jack:** See you later!

**[The advert cuts to a different setting, one of which a robbery has taken place]**

**Main Narration:** Stop! Thief!

**[Jack drives his new truck forward to block the thief's escape route]**

**Main Narration:** Nice one Jack!

**[Jack successfully reaches the construction site]**

**Main Narration:** Well done Jack! You made it!

**Transcript 4 – HexBug Advert**

**Advert Jingle:** Here come the HexBugs!

Swish left and right,  
 Turn and dodge,  
 These are swimming robots!  
 Fishy fun,  
 They seem so alive,  
 \*Splash\* goes the aquabots!

He's swimming! He's swimming!

**EACH SOLD SEPERATELY!**

**Transcript 3 – Lego City Advert**

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In Lego City, the construction workers are busy building the city even bigger and better!

**Lego Figurine:** Hey! We need you to bring bricks to the construction site!

**Jack:** Okay, no problem! I'll load up my new truck!

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**[Jack kicks a fire hydrant to get the water flowing through the fire hose again]**

**Main Narration:** Thanks Jack!

**Jack:** See you later!

**[The advert cuts to a different setting, one of which a robbery has taken place]**

**Main Narration:** Stop! Thief!

**[Jack drives his new truck forward to block the thief's escape route]**

**Main Narration:** Nice one Jack!

**[Jack successfully reaches the construction site]**

**Main Narration:** Well done Jack! You made it!

## Coursework – Analysis of Transcripts

### Transcript 1

**Setting:** A mother reading her son Elliot (aged 2 years and 4 months) a bedtime story about an individual's journey across the ocean. This story is made up as the mother speaks in turn with her son.

*Mum:* "In a faraway land, there was once a magical..."

*Elliot:* "...pirate".

*Mum:* "who lived..."

*Elliot:* "...in the sea on a big boat."

*Mum:* "All was calm, until one day, there was a thunderstorm and..."

*Elliot:* (with a sad face) "...the pirate fell off the boat."

*Mum:* "He splashed into the water and started swimming to shore, but..."

*Elliot:* "...a big shark came and was going to eat him."

*Mum:* "With his magical powers, the pirate managed to..."

*Elliot:* "...push the shark away and swim really fast to the island..."

*Transcript 2*

*Setting: This involves me committing to the role of the primary caregiver in the following transcript, discussing an advertisement with my younger female cousin Bridget (aged 10 years) that is showcasing a new roller blade set on the television and seen elsewhere on posters in public space*

*Oooh! They look rather nice, don't they ?*

*(with an excitable expression) yeah, they do. But I don't want those ones though...*

*Why not? I think they'd suit you very well.*

*Because of the colour. I don't like pink a lot. I like it but not this much.*

*What is it about pink in this case that you're not a fan of?*

*All th- (2) everything with glitter is horrible.*

*Well I agree with you there, it gets messy a lot doesn't it?*

*Yep.*

*Mmm hmm. But why don't you like the colour pink that much?*

*Because that's a girly colour.*

*What makes it girly ?*

*It's the fact that it's always on things like (.) princess dresses and castles. And don't get me wrong, I like Disney films with (1) the princesses in, I think the colour is a bit babyish.*

*Ah, okay then. If you were to get some of those roller blades, what colour would you want instead of pink?*

*Errm- (5) I'd like blue!*

*Okay, what type of shade? A light sky-like blue or like a deep, midnight blue?*

*Definitely darker blue 'cause it would match my jeans!*

*Ha-ha! I understand. We will soon see if you get a pair, hmm?*

*(laughing lightly) Oh hell yaw!*

### Analysis of Research and Transcripts

The research I conducted was overall very supportive of my topic but also offered more concepts to gender stereotype development in children, which therefore affects gender stereotype development throughout all generations of society.

### Lexical Features

The transcripts of the adverts for Lelli Kelly and Barbie used a lot more empty adjectives in their language than the LEGO and HexBug advertisements. The girls' adverts used empty adjectives such as "cutest", which should be noted as a superlative adjective, "cool" and "groove" to promote positivity about their product. The idea of girls using a wider range of vocabulary to describe things supports the theory of women gossip and use more language to contribute to conversation without any effect and meaning (supporting theories and concepts created by Lakoff and Jones). The superlative adjective being used could suggest to the audience that this is the best looking doll that they have manufactured, which would convince young girls that they'll get more fun out of the experience of playing with them, even though the empty superlative is only describing the look of the doll. Unlike the girls toy adverts, the boys adverts don't rely on using empty adjectives, but verbs, that would be emphasising the excitement of the product. In the HexBug Fish advert for example, we hear the audio state that "they're swimming!". The exclamatory connotes the impossibility of an electrical toy working efficiently underwater, which captivates young boys and immediately raises their fascination of what they are witnessing, which persuades them to buy the toy, as it makes them excited about seeing it work for themselves.

### Sentence Structure

In the Barbie and Lelli Kelly advertisements, it was clear that the direction of the advert still enforced a lot of stereotypes for girls. In the Barbie advert for example, the main narrative over -voice and the advert jingle/song used repetitive rhetorical questioning towards a young female audience asking, "Who's that girl...?" This direction of the advert automatically excludes boys from being any part of the target audience, and girls with fashion; it immediately addresses young girls, proposing the type of audience being one of no young boys. This is further implied as only young girls are playing with the Barbie doll in the advert, which is suggesting that only girls would play with the toy.

In the printed transcript of the LEGO City advert, it is notable that a wide range of the sentences are exclamatory and end with a lot of exclamation marks. This could suggest that there is emphasis on the encouragement for Jack that implies his role playing is to be admired by the audience, which could be used as a factor to persuade young boys to play with trucks or general products owned by LEGO as the advert makes them look exciting and fun to play with, and that a lot of imagination could be expanded potentially. The company has to make their product look good for their target audience so more people would buy the product, which would primarily support financial purposes.

### Audio (Graphological Features)

The music being played in the background is also noted being smooth and groovy bass, which is soothing on the ears. This can also suggest the advert is targeting young girls as generally in boys' adverts, music being used would be louder and composed of much harsh-sounding instruments such as air and electric guitars, drumming etc. Music could be used to convey what types of people in

either gender is like, personality wise. Harder instruments used in young boys' toy adverts could suggest that boys tend to play more roughly and aggressively, which connotes strength and power they supposedly possess, whereas girls would be more inferior and gentler with playing with toys or in general day-to-day activities.

Another point to highlight is that both of the adverts aimed at girls tended to encourage how younger girls looked and appeared in society; the Barbie doll encouraged young girls to experiment with fashionable looks that were intended to "groove". Some of the clothing stated included cropped trousers and tops and skirts, which can be part of the audience's member resources. Furthermore, the Lelli Kelly advert was not only promoting their latest design of shoes in their range, but introduced an accessory (the 'Makeup Mobile') that encourages and still reinforces the idea of women wearing makeup which supports ideas of them caring about their appearance, and the form of the mobile suggesting that women gossip and contribute more language to conversations on a day-to-day basis. These items of clothing and makeup could be associated with exposing more of a girl's and eventually a woman's body, which could connote that female society is perhaps vulnerable and more inferior than society of men and that they're only encouraged to care about their appearance.

The LEGO City advert and the HexBug advert however encourage an entirely different message to younger boys. The ideas of the adverts being associated with dangerous jobs (in the LEGO City advert) such as firefighting, construction work and working with the police officers to stop criminals could reinforce the idea that young boys' toys are to encourage and emphasise senses of strength and power further as they grow older. In the HexBug advert, the fish are electronic devices that can surprisingly swim underwater. The robotics behind the toy suggest that boys would be capable of succeeding in more difficult, intelligent jobs such as in the engineering and technological industries when they grow up. Overall, these adverts, along with the majority of young boy's toy advertisements, support the theory of dominance (Robin Lakoff) which imposes men being more superior than women, more successful futures and intelligence and possess more of a higher power.

These points can definitely support that toys and the art direction behind and within children's media is a valid reason for distinguished stereotypes to be introduced for each individual gender of males and females. Most boys toys would be revolving around building blocks, cars, trucks and any toys/tools relating to fields of science, whereas the majority of girls toys would be revolved around kitchen sets and dolls that promote domestic and nurturing role-playing activities that would be typical of girls doing in society from the past generations.

On the side of this subject, parents and guardians could also be partially responsible for these adverts using stereotypical factors for boys and girls respectively. Following the primary research I conducted for the advert transcripts, I also have printed transcripts of a young boy being read a bedtime story by his mother and a transcript I collected from a conversation I had with my cousin based on an advert that focused on selling a pair of roller skates to young girls. Before going into detail with analysis of these transcripts, it is fair to comment that the conversational transcript resourced from events of my life could definitely be an example of evidence that fights against the ideas of stereotypes being introduced through children's adverts, therefore indefinitely through the nurturing and upbringing by parents, family relatives and guardians.

**Links with Child Language Acquisition – Are family upbringings also responsible?**

In the transcript involving the young boy (Elliot) being read a bedtime story, I've immediately stated that the story is based on an individual on a journey across the ocean, implying imagery of pirates straight away, which we all connote/relate to adventure, danger and aggressiveness. This we can relate to similar messages of boys to grow up and be a gender represented as one of great power and strength being portrayed through the LEGO advertisement. It is also notable that the mother's speech is one of being quite broken up and her sentences end with a lot of ellipses. This gives an impression that the mother is purposefully leaving her sentences uncompleted and broken off at the ends so that Elliot is given opportunities to take over his mother. It is a method of introducing the demonstration of the imaginative functioning, sourced from theories stated by Halliday (CLA) or for Elliot to try to develop his knowledge of pronunciation of speech and language, considering he is only 2 years and 4 months old as stated in bold print. As the story progresses, Elliot uses his imagination and introduces more content that connotes themes of power and strength through the mention of a shark. However, this does leave a major question to be answered; where do these ideas of pirates and sharks originate in Elliot's imagination? It is not stated, and so leaves the responsibility to his mother, friends, advertisements of toys or supposedly educational premises within the possibilities.

As theorised earlier, parental upbringing could be a field that is also attempting to decline the development of gender stereotypes. My cousin states that she dislikes the colour pink as she believes it to be a "girly" colour and one that is "babyish". The fact that she uses "girly", most likely that it has been inherited by her speech through friends or family, we can acknowledge that young children at the age of 10 can understand that there are different factors that we as a society associate with different genders. The mention of the adjective "babyish" also suggests that believes that the colour is one that can offend her maturity.



**Recap: A close replica of the design of the roller skates that were being advertised – this was described as "girly" and "babyish" by my 10 year old cousin**

However, she does further state that she would choose a dark blue colour for the roller skates instead as they would match her jeans. Although she desires a darker blue colour for the roller skates, which opposes typical concepts of girls liking brighter and pastel colours, the reason to why she chooses the colour; to match the design of her jeans, could relate back to the idea of young girl's being encouraged through advertising to care about their visual appearance.

In my overall opinion, I would say that advertisements for children's toys definitely promote gender stereotypes through the directions of digital marketing. The music reflects the connotations of how

an audience would expect a gender to behave; girls to be gentler and boys possessing more power and strength. There is also the common message that girls toys encourage them to consider their appearance and how they look, whilst toys for boys reinforced the stereotype of them to be interested in the construction and scientific job fields, therefore making them more successful. I feel however that adverts keep broadcasting these stereotypes as it would be more comfortable for the child to understand the message clearer based on what ideological message they have been brought up with by parents, guardians or any other external factors.

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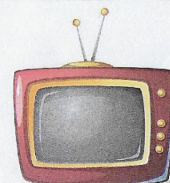
## How does advertisement in the media target children and promote gender stereotypes?

Robin Lakoff (Dominance Theory): In the girls adverts, the toys were promoting toys that were both referencing to fields of fashion and beauty. It maintains stereotypical concepts of girls being encouraged to acknowledge and that they should take care of their appearance. It could suggest ideas that women should make themselves beautiful by making themselves appear more fair and visually appealing for men, which supports ideas from Lakoff. Makeup and fashion could represent that women would stay at home and do a lot of home chores, which supports concepts of men going out to work and earning money to support their family, thus representing men's higher power in society and are viewed as more successful.

Graphological features: The boys' adverts had themes of darker and bolder colours in their schemes, which connotes ideas of boys growing up to gain power and social status. Pastel colours and lighter colour schemes were used in the girls adverts, which represent concepts of girls growing to be more feminine and their thoughts/ imagination to be more make-believe and set themselves in more of a fantastical reality. The arrangement of these colour schemes in these advertisements causes continuous development of stereotyping certain colours to their specific genders.

Lexis (e.g. empty and expanded adjectives): The transcripts of the adverts for Lelli Kelly and Barbie used a lot more empty adjectives in their language than the LEGO and HexBug advertisements. The girls' adverts used empty adjectives such as "cutest" "cool" and "groove" to promote positivity about their product. The idea of girls using a wider range of vocabulary to describe things supports the theory of women gossip and use more language to contribute to conversation without any effect and meaning (supporting theories and concepts created by Lakoff and Jones).

Advertisement audio: The instrumental inside of the Lelli Kelly contained a lot of instruments that created high pitched and subtle tones that stereotypically, in my conceptive opinion of the matter, reflect girls' personality as rather introverted and a more gentle nature. This highly contrasts to perceptions of young boys, who stereotypically are viewed as having more wild and lively personality, which the harder-sounding instruments that can be heard in the LEGO advertisement (e.g. electric/air guitars, bass and drumming) reinforce ideas of individual genders behaving highly different to one another.



Conclusion: Overall, I would conclude that adverts definitively reinforce gender stereotype concepts, especially through fields of young children's toys. I would believe the main support behind this is what stereotype concepts most companies in kids' toy advertisements enforce automatically. I feel they make presumptions of what ideological messages about either gender being taught to play, grow up and be interested with different fields of play and socialisation. In simple terms, toy companies expect young girls to be encouraged by higher powers to play with dolls and castles (to play domestic and nurturing roles in their imagination) and young boys to play with vehicles and building blocks, to reinforce ideas that they are more strong and compelling. We could say that a wide range of toy companies don't want to break stereotypes as there isn't enough encouragement from direct contact and play with families, as they will be interactive with their children on a daily basis. The presence of a primary caregiver such as a parent is more powerful for children to listen. If toy companies did attempt to break gender stereotypes, the presentation of these ideas shall contradict with the message of what children have been taught in the household, which can make matters for them rather confusing.

## Examiner commentary

A valid choice of topic that considers the gender-stereotyping strategies that companies adopt to sell toys to their target audience.

### The Language Investigation

AO1: The candidate has adopted a mostly logical and ordered approach to the Investigation, applying mostly appropriate terminology and sound methods of analysis. The candidate has also sought to adopt an appropriate register, although there are a number of lapses into informality and instances where there is some loss of control or clarity in their expression. The inclusion of the sub-section on audience reception, while interesting, does limit opportunity to apply more rigorous analysis of the data sources (and the point that this represents limited, anecdotal "evidence" to the effectiveness of the advertisers' strategies is rather overlooked). The Investigation might have benefitted from a greater focus on the linguistic choices within the advertisements and perhaps a quantitative approach might have been useful to ascertain the level of gendered language use. (Level 3 – 6 marks).

AO2: Lakoff and Cameron are considered in relation to gender roles and to support commentary on the opportunities that males and females enjoy professionally and socially as a result. It would have been useful had these theories been more fully probed in the initial section to provide a working hypothesis and to aid the candidate in establishing which linguistic frameworks could have been more deeply probed to explore how language is used to reinforce/subvert gender stereotypes. The candidate has a sound understanding of these theories, but there is a strong sense that they expected to see gender stereotypes being reinforced, and so their data sources have been suited to demonstrate this outcome. (Level 3 – 5 marks).

AO3: The candidate does seek to consider contextual factors, especially those linked to gender-normative roles and opportunities and is able to explain how these stereotypical assumptions are reinforced within the data sources. They make a solid case for the cyclicity of social realities being simultaneously mimicked and reinforced within the advertisements. The add-on section into audience response, although problematic in that it simply cannot be seen as widely representative, did offer one enlightening insight into the multifarious rendering of gender expectations – at once subliminally absorbed (blue to match the jeans) even while the 'girly' colour pink is rejected because it seems negatively reinforces gender-normative preferences. The candidate is aware of contexts in a broad sense – but contexts linked to the specific audiences of the toys are not addressed and this might have been more revealing – for example is there more gender-normative reinforcement geared towards certain age groups, for certain types of toys or for some companies more than others, etc. (Level 3 – 5 marks).

### The Academic Poster

AO5: The poster does condense the findings and conclusions of the Investigation – but key contextualising sections (introduction, hypothesis, methodology) have not been included and this does mean the needs of the new audience has not been fully addressed. It is an attractive looking poster and initially it does seem that some attempts have been made to organise the findings into separate boxes, although the lack of content organisation, subheadings and effective signposting undermine easeful reading. (Level 2 – 4 marks).

Total: 20 marks

## Exemplar 3 How does the language of a group of male TV football pundits differ to a mixed sex group of TV pundits?

### INTRODUCTION

The summer of 2018 gave the sporting world one of the most famous events and most well viewed tournaments across the world. The FIFA World Cup.

Stereotypically, the pundits for the matches on TV are always usually men. However, recently women have started to challenge their position on punditry and females are now becoming regular pundits on many different sports, especially football but most notably in the World Cup. Women were given the opportunity to build their status as a pundit on the biggest stage of all which would have been watched by millions of people.

I have decided to use this topic to base my investigation on. During the investigation, I will be seeing the differences between how men and women pundits talk. As well as this, I am also going to be comparing the differences in the language used in a mixed-sex group when a female is one of the pundits as opposed to an all-male group to see if there are any obvious and discreet changes that take place by the other pundits and presenter. I am going to see if there are any clear gender theories applicable as well as considering the concept of power.

### METHODOLOGY

The data that will be collected is a discussion after two football games in a live post-match analysis of the game. In the first piece of data, it will be an all-male group consisting of Mark Poutgach, Gary Neville, Slaven Bilic and Lee Dixon, discussing the match. In the second piece of data it will be a mixed sex group with Mark Poutgach again, Alex Scott (the female), Didier Drogba and Phil Neville. The data that will be used will be pieces of data that are clearly linked to a theory or linguistic feature. The data that will be collected will both be approximately around five minutes each. Both discussions for the data took place on ITV in the post match analysis of the game itself with approximately 5 million viewers for the game which contained the all male pundits, and over 10 million for the game which involved Alex Scott as a pundit, with the all-male data happening in the evening. In contrast, the mixed sex group discussion happened in the afternoon. However, this will not have an impact on the language use due to the audience of the discussions. This could lead to more formal language and monosyllabic lexemes being used due to the fact more children are more likely to watch the afternoon coverage as opposed to the evening coverage. The theories that will be applied will be Tannen. Specifically her work on indirectness in work situations which could link to turn giving and turn taking, especially in transcript 2. Another theory that will also be used will be power, looking at knowledge and ideas and the use of positional power.

Polysyllabic and monosyllabic lexemes that have been used by the speakers throughout both transcripts have been counted and put into a table. Grice will also be applied, more specifically the use of quantity and relevance maxims.

## HYPOTHESIS

- The amount of turn giving to be more in the mixed sex transcript.
- Topic management and who it is controlled by, whether it is by the presenter or the pundits stealing the power to be the same in both transcripts. Little to no change on the amount of topic changes.
- The amount of polysyllabic and monosyllabic lexemes will differ in each transcript, being higher in the mixed sex transcript in both aspects.
- The use of non-fluency features e.g. fillers used in each transcript will also differ with more coming in transcript 2.

## MONOSYLLABIC AND POLYSYLLABIC LEXEMES

The first area I have decided to investigate is the use of monosyllabic and polysyllabic lexemes. The reason behind me exploring this area is because I was interested to see whether, Alex Scott, the female in the mixed sex transcript, talked more and ultimately held the floor more than anyone else. As all the other pundits are male, it may disprove the stereotype that females relinquish easily. Linking to Tannen's theory that men are more interested in status and will talk more to achieve this.

All male transcript	Monosyllabic lexis	Polysyllabic lexis	Total lexis
Mark Pougatch	80	31	111
Gary Neville	326	129	455
Slaven Bilic	116	33	149
Lee Dixon	189	61	250
<b>Total</b>	<b>711</b>	<b>254</b>	<b>965</b>

Mixed sex transcript	Monosyllabic lexis	Polysyllabic lexis	Total lexis
Mark (presenter)	264	67	331
Didier Drogba	184	39	223
<b>Alex Scott (woman and has the same role as the males in the discussion)</b>	171	52	223
Phil Neville	259	71	330

Total	878	229	1107
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You can see above the amounts of monosyllabic and polysyllabic lexemes used in each transcript. In transcript 1, the all-male transcript, you can see that there are considerably less monosyllabic lexemes used compared to transcript 2, the mixed sex transcript. In total 711 monosyllabic lexemes were used in transcript 1 compared to 878 monosyllabic lexemes in transcript 2. In transcript 1, Neville says the most lexemes out of anyone by 205 lexemes. This is clear through the use of the 326 monosyllabic lexemes that he used. This allows him to hold the floor for long periods of time throughout the first transcript. Contextually, Neville is a regular pundit when England play, therefore has knowledge and ideas power over the other pundits, allowing him to hold the floor. This contrasts to transcript 2 when the presenter Pougatch says the most in the whole transcript. The reason for this is that he is trying to establish himself as the dominant figure. He is surrounded by people with a lot more knowledge and ideas power than him meaning he is using language to establish his status, proving Tannen. From looking at the transcripts, although he says the most out of everyone, he does not necessarily hold the floor. This is because the majority of what he says is responses to the pundit's points. For example, he says "then the referees and the officials will want to see that again wont they" in response to a point made by Phil Neville. They do not go in to detail, but by doing this and responding to the questions he has previously asked them, he is saying the most words, showing the positional power, he has over the pundits. As well as this, it could also be said that this is proving Tannen's theory that men speak for dominance. This is a massive difference to the amount that the presenter speaks in transcript 1, where he says the least by a very significant amount with only 111 lexemes used compared to 331 in transcript 2. Contextually, we know that the presenter Pougatch has worked with all the pundits before and therefore feels confident around them. However, in transcript 1, it could be because he doesn't feel confident enough to interrupt the pundits due to their status and opinions on the game as well as the knowledge and ideas power they hold as ex professional footballers. In transcript 2, Scott says 223 lexemes in total, the joint lowest of the transcript with Drogba. Scott says 171 monosyllabic lexemes and 52 polysyllabic lexemes. This leads to transcript 2 having 878 monosyllabic lexemes spoke in total, comparing to transcript 1 having 711. In terms of polysyllabic lexemes transcript 2 has 229, less than transcript 1 having 254. This proves the hypothesis correct, with the lexemes used differing in each transcript with monosyllabic lexemes being more frequent in transcript 2. However, transcript 1 does have more polysyllabic lexemes which was not expected, although it does prove that men speak for dominance, through the use of information.

### Topic management

Another area which I have decided to look at when analysing both of the transcripts is topic management and who controls it throughout the text. Stereotypically, the presenter of the show is usually the one who manages the topic as they hold the power over the guests or in this case, the pundits. However, contextually, I know that all the guests who appear as

pundits in both transcripts, have been professional footballers and therefore hold more knowledge and ideas power over the presenter. The fact they hold could result in the pundits deciding the topic management over the presenter.

In the first all-male transcript, the presenter initiates the first topic by talking about the game generally, “now England re in a world cup semi-final.” This sets the tone for the pundits to discuss the game generally and offers the opportunity to change the topic if they want. After the response to the initial point made by the presenter, the response from Neville doesn’t entail any change in topic. This results in Poutgatch, the presenter changing it to “and where does all that come from then trust in each other trust in the system is that what it is.” The next topic in the all-male transcript is also initiated by the presenter when he starts talking about set pieces when saying “w well we talk about processes processes on the training ground set pieces England have scored.” This means that throughout the whole all male transcript the topic is managed by the presenter and no one else. Even though the pundits have knowledge and ideas power they make no attempt to change the topic and go along with what the presenter says. This could be because they all have an opinion on the topic which they are keen to get across.

In the mixed sex transcript, the first topic is decided by the presenter, Poutgatch when he says about the game from France’s perspective in general: “it was a battle for them.” This then prompts a response from Drogba and then Scott, the female pundit, decides to change the topic of the conversation to formations and structure. She says “think maybe the next game we see them reverting back to that four four two with that Giroud and Griezmann partnership.” This then results in the presenter changing the topic of the conversation to what Scott is talking about. This is her challenging the stereotype that women relinquish easier than men, this shows that women are no longer an inferior gender in society and the stereotype may be out dated. After this, the main topic area of the rest of the transcript is VAR. This topic is introduced by the presenter showing his positional power, but the fact that it’s his job means the power is less important.

Overall, the topic management of both transcripts is mostly decided by the presenter due to the positional power that he holds. But the first pundit to change this and change the topic of the conversation is Scott, which stereotypically is not the norm. This supports the hypothesis that topic management will be dictated by the presenter, but the fact Scott is the first pundit to change the topic disproves Tannen’s theory that women will compromise and go with the topic chosen by the presenter, and that she isn’t afraid to change the topic herself.

### **Non fluency features**

Another feature which I have decided to look at is the use of non-fluency features in both of the texts. Contextually, as it is punditry, most of the talk is going to be spontaneous, due to the fact the pundits will have to think on the spot for a response to what the presenter is saying in both transcripts. However, it’s partly rehearsed due to timings and the fact it’s live. As well as this, there is a participant in both transcripts where their first language is not English and they have had to learn it; in the all-male transcript it is Bilic and in the mixed sex

transcript it is Drogba. This could also contribute to the use of non-fluency features in the texts.

Contextually, this talk is partly spontaneous due to the fact that the pundits do not know what the presenter is going to ask. Therefore, they are going to have to think of a response which could prompt the use of non-fluency feature. For example, Neville's use of the lexeme "erm" in his first utterance in transcript 1. The one I am specifically going to be looking at is the use of fillers. The first transcript is one that I find very interesting. Because of the fact its partly spontaneous, I expect both transcripts to have a high number of fillers, with more coming in transcript 2, to continue to hold the floor and buy time for them to think of something else to say. However, throughout the whole of the first transcript, there was only 8 fillers used by everyone. Contextually, this could be because the pundits have a lot of knowledge on the subject and do not need to think about the responses to the presenter's utterances.

	Fillers
Mark (presenter)	0
Gary	5
Slavan	0
Lee	3
Total	8

As you can see from the table, Neville uses the most fillers with 5 compared to Dixon's 3. One reason why Neville could have said the most fillers is because he is the dominant figure in the transcript. He holds the floor the most compared to anyone else and says the most by far. So the use of fillers could be because he is trying to buy time to think of what else to say.

Similarly, in transcript 2, the overall filler count is also very low with only 14 fillers used throughout the whole transcript. As shown in both tables, the presenter is the same, however in transcript 1 he doesn't use any fillers whereas in transcript 2 he uses 3. This could be to the fact he's had less time to plan his question when he says "uh" in his first utterance and that he's having to think of a response to a comment made by Scott when saying "um." Scott doesn't use any fillers like the presenter in the first transcript, possibly due to her knowledge and ideas power she has over the presenter, meaning she doesn't have to think hard for a response to his question. Contextually, Drogba's first language is not English. This has most likely contributed to the fact he says the most fillers with a total of 8. Most commonly "er" and "um" when responding to the presenters questions. Lastly, Phil Neville only says 3 fillers in transcript 2. This could be because he holds the floor and his opinions could influence the listener into changing their opinions on VAR, meaning he has no time to use fillers as he just wants to get his point across.

Overall, the data has proved my hypothesis correct that transcript 2 will have more fillers. One of the main reasons for this is Drogba's first language not being English, meaning he has to think more in depth for a response to a comment or question. The fact he speaks more frequently than Bilic whose first language is also not English, means that transcript 2 was more likely to have more fillers

	Fillers
Mark (presenter)	3
Didier Drogba	8
Alex Scott	0
Phil Neville	3
Total	14

## Turn giving

The final feature I have decided to analyse is the use of turn giving in both transcripts. With transcript 2 containing a female pundit, I was interested to see whether the turn giving would differ in both texts. Contextually, due to the time period and people watching, any form of sexism will be caught up quickly and I was keen to see whether this influenced the amount of turn giving in both transcript.

Throughout the whole of the first paragraph, there is not one form of turn giving used throughout at all. Every question that the presenter asks is an open question where anyone can answer such as "and where does all that come from then trust in each other in the system is that what it is." This also continues throughout the responses by pundits as well. When answering the open question or statement made by the presenter, there is no direct turn giving by them either. Contextually, this could be because it's a group of males and they don't feel the need or want to give a turn. Proving Tannen's theory that males speak for dominance. This could be the reason why no turn giving has occurred.

However, this differs in transcript 2, where direct turn giving has been used when a question has been asked by the presenter. For example, in the presenters first utterance he says "wasn't it Didier," clearly giving Didier Drogba the floor and opportunity to speak. It is also used when the presenter also says "Alex you go first." One reason why he may have done this is to give Alex Scott the opportunity to speak. This could maybe be because he doesn't think she'll get the opportunity to speak otherwise. Also, he may be thinking about the millions of people watching the analysis, meaning he may feel under pressure to give Scott the air time that it was anticipated she'd have.

Overall this proves my hypothesis correct that transcript 2 will hold more uses of turn giving. Contextually, the fact that there was a female pundit in transcript 2 could have put more pressure on the presenter to involve Scott in the conversation, leading to the use of turn giving.

In conclusion, I believe that the data that I have gathered has proved the predictions made in my hypothesis correct. Contextually, the fact that it was the world cup, the biggest

football tournament in the world and that millions of people would have been watching would have put pressure on the pundits. Especially in transcript 2 where there is a female pundit in the analysis. My hypothesis is proven in every section apart from the prediction on polysyllabic and monosyllabic lexemes used in transcript 2. Instead transcript 1 held more polysyllabic and monosyllabic lexemes. This could be because of the fact the utterances by pundits are particularly longer, meaning more lexemes being used.

I believe that the language of a group of TV male football pundits isn't considerably different to the language of a mixed sex group of TV pundits. I think this because there is no real figure out of the areas I have analysed that proves that the language is very different. However, I think the only clear thing is that turn giving is much more frequent. This is mainly because the presenter doesn't want to make it feel sexist with the female being talked over all the time. In my opinion, that's the only considerable difference.

## English transcript

*This transcript is an all-male conversation post match to England's 2-0 victory against Sweden in the FIFA world cup. The conversation is between Mark Pougatch who is the presenter, Gary Neville, Slaven Bilic and Lee Dixon.*

Mark: what a day for England and everybody connected with the national team you might be able to hear the rain on our roof here in Moscow but nothings gonna rain on England's parade Gary what a what a turnaround you were involve a couple of years ago with Iceland and all that fallout and now England are in a world cup semi final

Gary: (.) a absolutely incredible erm a and an amazing job I have to say that over the last twenty five years of watching England (2) when England are winning we drop deep and protect when they're losing we get desperate this team I have to say in every single performance in this tournament even against Tunisia at one one they were controlled composure Colombia when to be fair it was a perfect performance until ninety minutes concede a goal yeah lost it a little bit for ten minutes (inaudible) of er the extra time but got it back and we're in control again (2) I can't speak highly enough it's the most mature calm (.) erm England display that I've seen in a long long time ar I've not seen this level of composure from our team playing out from the back making sure they do the right things not retreating and for me (.) I have to say you've go to give credit to Gareth you've got to give credit to John Stones at the centre of that back three (.) Jordan Henderson Harry Kane cos they're the spine of that team obviously the goal keeper as well they really are doing a great job

Mark: and where does all that come from then trust in each other trust in the system is that what it is

Slaven: yeah and it come yeah from the plan they get a plan they get an idea on how they play and but it and then the confidence come come best from those goals against Tunisia last second goal and all that then they think we are good and then big win against Panama and all that and the win against Colombia specially on penalties Dier Pickford (.) th th they're really it its quite convincing and th they're good team

Lee: it's amazing what you can do when the pressures well I say the pressures off but that weight of all that expectation is like the expectation now is for us to go on and do better and better before it was always oh were gonna f at any point were gonna trip up were gonna fail and I think now the players (.) with what Gareth has instilled in the squad y you know it's not unusual for them to come out on interviews now and talk about winning it and er nobody's going oh he said that word you know everybody's confident enough to actually talk about because there's a process there's a process on the training pitch and they're taking that out onto the pitch and they're playing with a m like Gary said a maturity that makes us all relaxed watching it I'm sure the fans are hyped up as well watching it there's a there's a calmness about them that (.) comes we've said it time and time again it comes from Gareth Southgate and the coaches and the what he's done before we got here in qualification and now they're reaping the benefits of that and you might say oh but yeah we've only played

we've only played teams that we should be beating I don't care who we play cos ultimately we're in the world up semi final and he would never have thought he'd say those words one game away from a world cup final //

Gary: // wer were only were only playing the teams that were playing because he made a brave decision to rest those players (.) and ok he might have said that (.) wed have played our best team wed have beaten Belgium (2) the pelters were ready to come the clouds were circling (2) when (.) he made those eight changes if it'd gone badly wed be beaten by Colombia it would have been thrown back at him make no mistake about that he had the courage of his convictions it was a risk he'd seen what happened two years ago when we made six changes against slovakia and it didn't pay off for us against Iceland we were criticised heavily for it he has has manufactured the way in which this team have now got this side of the draw and it is a big erm advantage to us but that's because of the decision that the actual managers made

Mark: w well we talk about processes processes on the training ground set pieces England have scored //

Gary: // incredible

Mark: // eight out of eleven set pieces five headers in this world cup

Gary: I I cannot I thought Sweden would be the one team that would be able to handle them but they were in as big as panic as panama (.) I mean panama were all over the place with them (.) you've gotta give credit to ourselves there's nothing different were doing the same things every game there's a run across the near post there's somebody going round the back (.) but h how harry Maguire en ends up with Forsberg (.) as a one on one header is unbelievable and I have to say from harry Maguire point of view h he's been amazing and I absooluetly loved that goal it was a brilliant header

Slaven: I mean we are laughing about set pieces (.) as a manager you don't want your team to be scoring goals for set pieces you want the goals to come from great combination but when its out eight out of eleven (2) its changes the situation that becomes that brings confidence to you because you think you're gonna have more and more set pieces and it brings fear to the opponent

## ENGLISH TRANSCRIPT 2

This transcript is from the France vs Australia game at the 2018 world cup. The transcript is post-match and contains Mark Poutatch as the presenter and guests Phil Neville and Didier Drogba. The transcript also includes female guest Alex Scott.

Mark: technology which feels very peak twenty eighteen here are their stats from that game then uh france with uh more possession more shots and more corners as well but it was a battle in their two one win and they top the group with Denmark and Peru to play later on this afternoon perhaps the most interesting stat today is that that's only France's fourth win in the group stages of a world cup (.) since nineteen ninety eight (.) it was a battle for them wasn't it Didier

Didier: yeah it was and um (.) I expected that so that's why I was saying at one nil um win for France (.) because they uh they have problems starting in er the competition so (.) and er Australia done well I think they created them a lot of problems and an they couldn't really solve them so it has to be a set piece like um (.) a penalty or a mistake from the Australian defender to to win the game

Alex: I think coming into this game Didier Deschamps was under a lot of pressure to change the formation to get those three players in and I think what we saw today it didn't quite work it didn't click so I think maybe the next game we see them reverting back to that four four two with that Giroud and Griezmann partnership

Mark: h how much actually when you talk about it not clicking by the way we'll come onto VAR in just a moment don't worry um when you talk about not clicking how much when you play did you want to be told what to do and have a structure and how much did you want it to be less to chance all of you you go first Alex

Alex: I think what we see in the French team a lot of talented individuals and it's er what we saw today trying to put them all on the pitch but (.) I think from what we've seen the best from Griezmann is he works off Giroud Giroud technically isn't the skilful player like we've seen with Mbappe and Dembele but it works because Griezmann works off the knockdowns and the second balls and that's what we didn't see from Griezmann today he wasn't even really in the game

Phil: I think the best teams have a mixture of both they have that they have that individual flair and flexibility and imagination in the final third but they work from a team structure and I (.) I do agree I think Giroud when he came on give the team a focal point in there and I think the others around then yknow started to play a little bit better but it was a cruel blow for Australia I don't think they deserved that today

Mark: we'll come on to (inaudible) what did you want structure or off the cuff or a bit of both

Didier: na I think you need a bit a bit of both because you need the creativity from these players they need to play/

Alex: /yeah/

Didier: and express themselves but at the same time (.) they need a bit of organisation with er I would say giroud when you say you have a target man and you can play off him like they did on the er second goal

Mark: ten years ago eight years ago lets say I dunno go back to world cup twenty ten Australia might have won that game one nil (inaudible) (laughter) given the two French goals go on then (.) look at VAR

Phil: I don't like it (2) ive gotta be honest ive not liked it from day one uh personally I don't think it's a penalty uh (.) I think Risdon got contact on the ball im not so sure that actually griezmann had control

Mark: goes down in the box following a challenge

Phil: yeah

Mark: then the referees and the officials will want to see that again wont they

Didier: I think they need to see it again

Phil: (2) but they've seen it again (2) and its not clear and obvious so it shouldn't been given a penalty that's my point/

Mark: /yeah but my point is (laughter) my point is the referee might think to me that is clear and obvious he has got a touch on him he has brought him down/

Phil: /yeah

Mark: therefore I will give a penalty

Phil: (.) yeah but those people that are watching it I don't know where they are in Russia er they've got the decision wrong an and that they've brought in VAR to get the big decisions right (.) and I personally think they've got the decision wrong

Mark: shall we see shall we see shall we see it alright/

Phil: /yeah/

Alex: /yeah/

Mark: who wants who wants to go first take your pick do you think it's a penalty Didier

Didier: (.) at first I said no but I think it's a penalty because (laughter) after the tackle griezmann could have continued his run and hes stopped he has to stop his run because the defender touch him

Phil: (2) it was a good ball through fro from pogba /

Alex: /yeah look ridson has to make that tackle because if he doesn't then griezmann was in anyway/

Didier: / (inaudible)

Phil: youre a youre a full back alex

Alex: I am phil

Phil: if youre/

Alex: /I was

Phil: ridson in there yeah you was if youre ridson there and that's been given against ya how you feeling

Alex: but hes brought him down and that's the thing initially me and Didier was like yes it's a great tackle hes got the ball but it took VAR and us to see it in every angle and then it changed our minds

Didier: changed our minds

Phil: but VAR alls about clear and obvious/

Didier: /it's a foul/

Alex: its that part there that has brought him down

Phil: (3) I still think im right

(laughter)

Phil: I do I do because I think I keep going back to weather weather we agree with VAR or not its its got to be clear and obvious and those people that are stood in it watching it when weve got three different opinions here so it musnt have been clear and obvious so that's why I don't think the penalty should have been given

Mark: so yours saying no penalty and you weren't a fan of VAR being used in that situation youre saying penalty and you do approve of VAR being used in that situation and youre saying

Didier: im saying you can be (.) you can be a bit between and say its not clear so we don't give the penalty if its not clear then theres a situation there

Phil: youre not you've miss quoted me VAR should have been used in that situation what I said was I don't like VAR in general

Mark: right okay

# How does the language of a group of male TV football pundits differ to a mixed sex group of TV football pundits?

## Introduction

The investigation which I carried out was to examine the data and use the information I gathered to see if the language of a group of male pundits differed to a mixed sex group of TV pundits. The main point of investigation was to see whether when women are added into punditry and conversation, did the language of the male's change compared to an all-male group of pundits. Gender is the main conceptual area that was investigated, with the aim to discover whether the findings of Tannen and Lakoff were true in the modern day. Another conceptual area which I investigated was the power of the text. I was interested to see in the all-male group and, mixed sex group who controlled the discussions that were being held and whether there was clear evidence of someone wanting to hold the floor, exerting their knowledge and ideas power for example.

## Analysis

For my analysis of the transcripts I have decided to go into detail about the use of polysyllabic and monosyllabic lexemes, topic management, non-fluency features and turn giving. However the two parts of the analysis which I found most important to what I was aiming to achieve is the amount of monosyllabic and polysyllabic lexemes and the amount of turn giving. After analysing the text and counting up the amount of monosyllabic lexemes and polysyllabic lexemes used, transcript 2 (the mixed sex group) used the most monosyllabic lexemes, whereas transcript 1 used the most polysyllabic lexemes. This supports Tannen's difference model theory in that men will speak to gain status. The use of polysyllabic lexemes clearly shows that the males in the transcript are using polysyllabic lexemes in order to show the knowledge and ideas power and seem as though they have more power than the other pundits. However, in the mixed sex transcript, Alex Scott who is the female says the least monosyllabic lexis and isn't the pundit who uses the least polysyllabic lexemes, disproving Tannen's theory. The other aspect that was important was the amount of turn giving in each transcript. Transcript 1 which was the all-male transcript there was no evidence of turn giving. The floor was opened by the producer with an open question or one overlapping and the other relinquishing. This is completely different in transcript 2 where turn giving is clear. The presenter clearly gives the floor to the female when it is said "you go first Alex." One reason why this could have been the case is so that the presenter doesn't want to seem sexist to the mass audience on the debut of permanent female pundits, therefore deciding to give turns to the female.

## Methodology

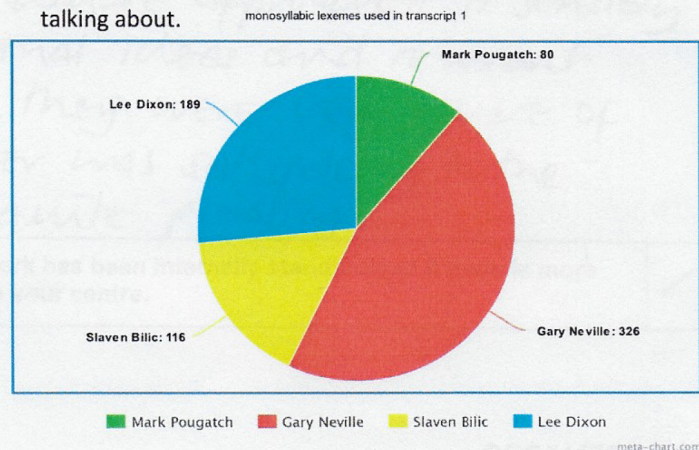
After researching on the history of female pundits in football, I found out that in terms of punditry, it was extremely rare and had only been seen on a couple of occasions. There was no female pundit who had a permanent position on football punditry shows. However, I found out that this changed at the world cup where it was announced that female pundits would become a normality in football from that point onwards. Knowing this, I chose two post match discussions on two group stage games that had happened. The difference being that transcript 2 had two female pundits compared to transcript 1 having zero. Analysing the data, I decided to look at the difference in the number of monosyllabic and polysyllabic lexemes used in both texts.

## Conclusion

In conclusion, I believe that the predictions have proved my hypothesis correct. The fact there is a global audience could be a factor for some use of non-fluency features. The data proved all of my points I made in the hypothesis correct apart from the use of mono and polysyllabic lexemes used in each transcript. Again, the fact there is a global audience may have affected the pundits in transcript 1, meaning they could be speaking more often and using more lexemes in order to hold the floor and maintain the power.

## Evaluation

If I were to complete this task again, there would be a couple of things that I would do differently. The fact that female pundits are now a regular occurrence in football punditry, I would focus more on the power that they exert instead of focusing on gender aspects. The other thing that I would do differently is picking an interview or punditry with less people, therefore I would be able to analyse the language in a lot more detail. However, there are many things that I think went well such as gathering the data in general along with the areas I picked and the tables and graphs I used when describing the data I was talking about.



## Examiner commentary

A relevant topic, proving a popular choice year on year. The candidate understands that the gender dynamics within the groups is likely to impact the language choices and the balance of power between the speakers and so this is a more interesting approach than those that only consider male commentators vying for power.

### The Language Investigation

AO1: The candidate outlines the premise of the Investigation and utilises the early sections in a reasonably appropriate way to address key aspects of the premise, hypothesis, methods in data selection and to show an awareness of variables that might impact the data. The analysis section is neatly organised into each of the key foci, and the candidate draws on both AO2 and AO3 elements to support their assessment of the data. The candidate's observations and conclusions are generally appropriate, if occasionally assertive, or fairly critically shallow. The candidate does on the whole use sound methods and appropriate terminology and the writing is clear (if lacking the polish of the higher two levels.) (Level 3 – 6 marks)

AO2: The initial brevity of the discussion on the underpinning gender and power theories lead to a rather vague hypothesis – in a very broad way the candidate suggests that there will be differences between the two sets of data, but they are not clear on what these shall be or why differences are expected. Despite some vague initial ideas, the candidate does seek to unpick each of the language elements that they have identified in a logical way, and they do make sound, if at times assertive assessments of how the data reflects gender (Tannen) and power (Positional power /Grice) theories and also consider other factors (speakers' first language, knowledge and experience, etc.) that might impact the dynamics within the group and the language strategies that each individual adopts. (Level 4– 7 marks)

AO3: The candidate clearly outlines the contexts surrounding the topic, establishing a sound understanding of the emerging opportunities for women to act as sports pundits in a traditionally (and still overwhelmingly) male-dominated sphere. This understanding is used to inform their selection of data sources – recognising that there are likely to be more varied power exchanges between male and female pundit groups, than those that might occur within an all-male group. There is also some consideration given to the types of audiences, and how viewership might impact language choices and the dynamics within the group. Even though this is rather briefly addressed, this does demonstrate an awareness of other variables that might impact the data and the candidate offers a fledgling critical assessment on how far individual contexts might impact the language users and their role in the discussion more than gender and power factors. (Level 3 – 6 marks)

### The Academic Poster

AO5: The candidate has covered all of the key aspects in reasonable detail, drawing out the key elements of the Investigation. They have adopted a generally formal, but explanatory tone, which is likely to appeal to a broadly educated audience. The graph visually communicates key findings from the all-male group. It would have been more balanced to provide a graph for the mixed sex group conversation to more meaningfully provide a point of comparison between the two conversations – and to, at the very least, provide parity. The density of the text and the lack of other visual tools limits the poster in fully achieving its purpose to inform and appeal to the new audience, meaning that this piece stays within Level 3. (Level 3 – 6 marks)

Total: 25 marks

## Exemplar 4 Is there a difference in the way that men and women commentate on sport?

### Introduction

Watching sport is a common form of entertainment and sports commentary contributes towards that entertainment value. Due to increasing technology, viewing different types of sport has become far easier due to the increasing popularity of viewing sport on a screen, which has made commentaries all the more important. The role of commentators is to talk about the event, providing information whilst also entertaining the audience.

With the significant rise of viewers, as well as performers partaking in female sport, I was interested to examine whether gender affects the way commentators speak. Robin Lakoff's presumably outdated theory from 1975, states that women are deficit in their verbal communication<sup>1</sup>, however this was more recently countered by Deborah Cameron's 2008 theory suggesting that "the idea that men and women...use language in very different ways is one of the great myths of our times"<sup>2</sup>. Thus, my aim is to see if there are evident differences regarding gender linguistics by focusing on tennis match commentary.

This topic as a whole is relevant, as there are still discussions in the media regarding 'whether a woman's place is in the commentary box'<sup>3</sup> at all. A relevant issue relating to gender difference in the commentary box is football pundit Graeme Souness was seemingly rudely interrupting co-host female pundit Alex Scott – Souness received a lot of criticism simply for interrupting his co pundit.

### Methodology

I picked two tennis matches: a men's singles match and women's singles match. They were both high profile matches featuring the best athletes in tennis. Both matches were from a similar time period, therefore the data will then share the same context of production. The female match featuring Maria Sharapova and Serena Williams was in 2015 at the Australian Open. The match between Roger Federer and Novak Djokovic took place in 2016 also at the Australian Open Semi-final. The locations are the same which makes it more comparable and they share the same context of production. The Maria Sharapova and Serena Williams match are two hours and twenty-seven minutes, but my transcript is three minutes long of commentary. The Djokovic vs Federer match was two hours, thirty-eight minutes long, but my transcript is thirteen minutes of commentary because the commentators spoke less frequently – this could be because the rallies were longer. I wanted to use data that reflected how two males would communicate and how a female and a male would

<sup>1</sup> Elliot, T. (2012). *The Deficit Model - Robin Lakoff*. [online] prezi.com. Available at: <https://prezi.com/lbvtx3mqqcnp/the-deficit-model-robin-lakoff/> [Accessed 22 Jan. 2019].

<sup>2</sup> the Guardian. (2007). *Deborah Cameron on the supposed miscommunication between men and women*. [online] Available at: <https://www.theguardian.com/books/2007/oct/02/gender.familyandrelationships> [Accessed 22 Jan. 2019].

<sup>3</sup> O'Halloran, K. (2017). *'Numbers don't lie': women make their mark on AFL in the commentary box* | Kate O'Halloran. [online] the Guardian. Available at: <https://www.theguardian.com/sport/2017/jul/04/numbers-dont-lie-women-make-their-mark-on-afl-in-commentary-box> [Accessed 22 Jan. 2019].

communicate in shared discourse. It would also have been interesting to compare data of two female commentators, but the data was unavailable. I chose to do this because I thought it would be interesting to see if a woman would be more dominant commentating on a women's match, rather than her co-commentator, who was a man. Zimmerman and West's theory, on male dominance in a shared discourse (1975) states that during a mixed gender conversation, males interrupt females far more<sup>4</sup> – even though this data has been criticised by a number of linguistic theorists for having a data selection which was too small and narrow, it can still be used to suggest male dominance in a mixed gender conversation. I am also interested to examine my data considering Lakoff's 'Deficit' theory, particularly to see if it can be applied to any of the male speakers. The features of language I was interested to examine were tag questions and use of empty adjectives, field specific lexis, non-fluency features, Americanisms, register, elisions and pauses. The way I displayed these features were presented through pie charts, and I chose to use quantitative data.

### Analysis and Results

During the Williams vs Sharapova match in 2015 (Transcript 1) many differences are revealed in the way that the male and female commentators commentate on the women's final. Although both commentators take respective turns when commentating, mostly throughout the commentary the male will speak and then the female. The conversation starts with the male speaking 'Serena making her first serve on the first point and Sharapova netting a return(.)' The female then says, 'Well Jason was right about Maria loving to control the middle of the court(.)' but, what is interesting is that they do interrupt each other towards the end: firstly, the female interrupts the man when the man says 'she looks that way right now // doesn't she?' and the female interrupts when the man uses the tag question 'doesn't she' by saying 'uhh yeh she's crouching and she's just gonna jump on this return'. Weatherall's theory (2005) speculates that women use tag questions to support each other<sup>5</sup>, however Lakoff says that women use tag questions as a way of showing uncertainty. In this particular circumstance, in my opinion I support Weatherall's theory in saying that its more supportive because of the context. Both commentators are watching the tennis match live and therefore can see what just happened at that moment in time, as can the audience. The female commentator is clearly supporting his comments before expressing her own opinion, no uncertainty is conveyed. Moreover, Deborah Cameron (2008) states that the idea that men and women use language different is a 'complete myth.' In this context, the use of tag questions from the female is no different to how a male would use them, for example, the male commentator says 'isn't she' and the female commentator says 'you know' they are similar because both responses simply require a 'yes' or 'no' but the aim of these tag questions in this context are them searching for agreeance. Cameron's theory disagrees with Lakoff's because Lakoff notes that females use tag questions as a way of showing uncertainty, or perhaps used as being supportive, encouraging the other speaker.

Moreover, then the female interrupts the male again – the man says, ‘better from Sharapova (.) she’s shown some // variety here’ whilst the man says, ‘variety here’ the woman proceeds to say ‘//woah alright(.) now she’s shown Serena something different.’ The female has clearly interrupted the male which is interesting because she is expressing her knowledge on the current point in the match, it shows that the female is enthusiastic and excited that she doesn’t mind interrupting.

The male commentator uses the tag question, ‘doesn’t she?’ whilst the female commentator says ‘uhh yeh she’s crouching and she’s just gonna jump on this return.’ This seems to suggest that the female commentator is more dominant when speaking. Another one of Lakoff’s claims which relates to this is that in this context, the female commentator could have simply used ‘uhh yeh’ as a filler and as a politeness strategy, she may want to express her point which is completely different from what the male commentator has just said. But she wants to agree with the male before saying what she wants to say – she does this by the politeness strategy ‘uhh yeh’ essentially acting as a filler to not portray rudeness. Perhaps the male commentator is even lacking in confidence when he speaks, or perhaps the female is simply agreeing with the male as stated earlier. This may imply, as Tannen (1990) suggests, that the male is using what has been pre-associated with female language such as tag questions and being supportive<sup>6</sup>. On the other hand, at the very end of the conversation the male interrupts the female after an exciting point has been played. Zimmerman and West’s theory from 1975 concluded that 96% of interruptions in mixed gender conversations were made by males. However, of course we cannot make any conclusions such as males always interrupt females during conversation because that simply would be wrong, however in this particular context Zimmerman and West’s theory supports this because the male has interrupted the female during conversation.

The female commentator laughs, ‘uhuhuh haha’ whilst the male commentator says, ‘better from Sharapova(.) she’s shown some variety here.’ This example can be applied to Howe’s theory (2013)<sup>7</sup> which suggests that men had linguistic strategies for gaining power and were more likely to respond than to provide backchannelling such as ‘uh huh’ which women usually do more. This example, the female saying ‘uhuhuh haha’ could agree with Howe’s theory because the male commentator provides back channelling in a more useful/sophisticated way.

This may suggest that there aren’t differences between men and women as Janet Hyde (2005)<sup>8</sup> also says that there are ‘gender similarities hypotheses’ and that any differences could be due to other factors such as class, age, or education. This defies the idea of the competitiveness or the dominance of commentary as well, in this case, the background of the two commentators is unknown, however as tennis is seemingly an upper-class sport, people associated with the sport would have had access to a good education and be middle or upper class, therefore other factors such as these won’t have an effect on the language used by them.

<sup>6</sup> Quizlet. (2019). *Language and Gender-Social Variation Flashcards* | Quizlet. [online] Available at: <https://quizlet.com/23869205/language-and-gender-social-variation-flash-cards/> [Accessed 22 Jan. 2019].

<sup>7</sup> Allinfo.org.uk. (2019). *Level Up: English Language - Language and gender*. [online] Available at: <http://www.allinfo.org.uk/levelup/enb2gender.htm> [Accessed 22 Jan. 2019].

<sup>8</sup> Apa.org. (2019). [online] Available at: <https://www.apa.org/pubs/journals/releases/amp-606581.pdf> [Accessed 22 Jan. 2019].

It is interesting to note thought that in transcript/conversation 2, however, where there are two male commentators commenting on a male tennis match, the two never interrupt each other. Instead, they almost keep a fair turn taking system throughout: to start, male commentator 1 says two things in a row before male commentator 2 speaks, 'male commentator 1 says 'it's an important opportunity here (3) didn't quite get beat by a second serve no matter how good it is' then there is a period of time where neither of them speak but the next commentator who speaks is commentator 1 'doesn't like that shot' – meaning he has spoken twice in a row. Hence how neither of them interrupts could suggest a mutual respect between the two men. However, male commentator 1 does have three more turns in the shared discourse. This could be applied to Jan Pilkington's theory - men are less supportive and pay less attention to politeness strategies because when they say something, rather than having the focus on power and domination over discourse, they feed off each other's points in a fair turn taking system.

As noted by pie chart A (see Appendix) the female commentator uses only one tag question compared to three from the male. The transcript is three minutes of commentary, so no certain conclusions can be made, however the fact that the male commentator used more refutes Lakoff's theory. Furthermore, a significant amount of field specific lexis relating to tennis is used. For example, the male commentator says, 'netting a return'. The use of the noun 'net' has gone through a process of conversion to change the noun to a verb 'netting', which means the ball hits the net. In transcript 2, when referring to the athletes, the male commentators call them by the proper noun of their surnames, 'Federer' and 'Djokovic', whereas, in transcript 1, the male and female commentators refer to Serena Williams as 'Serena' compared to calling Maria Sharapova, 'Maria Sharapova' – Serena's opponent - by her full name. This could suggest a hierarchy in players; Serena Williams is well-known, but also has an equally well-known sister - Venus Williams, so perhaps they call the Williams sisters by their first name because of the shared contextual knowledge of the Williams sisters. In the same way, transcript 2, (two male commentators) use the elision such as 'gotta' possibly because they are American, Americans tend to use more elisions when speaking. However, after the male commentator says this, the female commentator says 'Maria loving to control the middle of the court': henceforth she calls Maria Sharapova by her first name, as well as calling Serena by her first name, this may be because it is a shorter word to say, or it could be to show the female closeness of women's tennis, possibly showing female respect to each other. The female commentator does replace 'going to' with 'gonna': the use of this elision implies an informality for the event, creating a more casual, relaxed effect.

The male also uses non-standard lexis, such as 'kinda' instead of kind of. The phonetic spelling of this could just be an Americanism, but it creates an informal effect. A clear difference in transcript 2 compared to transcript 1 is the use of declaratives (sentences in pie chart – see appendix), and micro pauses (see pie chart for number of pauses comparison) the two make commentators make which create a more formal effect due to the style being less like a conversation and more informative.

As the conversation in Transcript 1 progresses, the turn taking of comments by the commentators is still even. However, one could argue that the female commentator raises more interesting and valid points about the game, it leaves the audience with the impression that her knowledge is very substantial in tennis, perhaps more so than the male commentator. She says 'yeah I mean the last three matches Maria's put together some really neat consistent (.) solid (3) matches with hardly any errors'. She uses adjectival pre-modification when describing the performers' play, for example, 'powerful serve' and says she has made very

few errors. This is the first real significant insight of knowledge from the commentators – said by the female. Other points have been fairly basic, some may argue, except this one. Interestingly, the female commentator raises another point, changing the discourse marker, perhaps making herself in control of the commentary over the male. She involves a tag question ('you know') which Pamela Fisherman (1983) suggests women use to perhaps gain power when speaking and be dominant, she states, women to the 'conversational shitwork' a task which males are less keen to do as they are already dominant in society.

Moreover, as expected when listening to commentary during both high-profile tennis matches, so during both transcripts, there is a great amount of shared contextual knowledge between the two commentators and assumed with audience. For example, both commentators when talking refer to something contextually, such as in transcript one the male commentator says 'and she won her fifth Aussie up at hydem 2010' – which may limit the audience number, if the audience is not familiar with current tennis news or any tennis history, the information the commentators provide is almost meaningless and therefore uninteresting because they won't understand. The male commentator tends to use more fillers than the female, ('uhhh') which implies the spontaneity of the commentary, instead of just formally reading off a paper. This may perhaps keep the listeners hooked on watching because it may seem more interesting listening to an expert's opinion and facts he has to give, instead of a written piece he is just dictating. As well as this, the male commentator in general dominates the turn taking, changing the discourse marker more frequently using the filler such as 'well.'

### Conclusion & Evaluation

The investigation revealed that language is context dependant. Although some theories did apply it became necessary to understand why some features were used in their context and also clear that you cannot, as Judith Butler (1990) says, create a 'binary division of gender talk. Female commentary however was difficult to acquire – an issue which emphasises a larger issue of inequality, especially as punditry is such a large part of sport in our generation. There is most certainly a difference in male and female commentary, even if the data is small but unless context is considered its merely assumptions. It was interesting to find during this investigation that although the female commentator used more adjectives in general, the males tended to use more field specific lexis. However, the frequent use of adjectives made the commentators sound more professional.

Furthermore, even though there is no absolute answer for this investigation's question, we must consider that the differences between male and female linguistically may only be different in this particular context, i.e. just because the female uses more tag questions, does not mean that all females use more tag questions. Therefore, to further investigate you would need more data, with perhaps using more sports and female commentary.

few errors. This is the first real significant insight of knowledge from the commentators – said by the female. Other points have been fairly basic, some may argue, except this one. Interestingly, the female commentator raises another point, changing the discourse marker, perhaps making herself in control of the commentary over the male. She involves a tag question ('you know') which Pamela Fisherman (1983) suggests women use to perhaps gain power when speaking and be dominant, she states, women to the 'conversational shitwork' a task which males are less keen to do as they are already dominant in society.

Moreover, as expected when listening to commentary during both high-profile tennis matches, so during both transcripts, there is a great amount of shared contextual knowledge between the two commentators and assumed with audience. For example, both commentators when talking refer to something contextually, such as in transcript one the male commentator says 'and she won her fifth Aussie up at hydem 2010' – which may limit the audience number, if the audience is not familiar with current tennis news or any tennis history, the information the commentators provide is almost meaningless and therefore uninteresting because they won't understand. The male commentator tends to use more fillers than the female, ('uhhh') which implies the spontaneity of the commentary, instead of just formally reading off a paper. This may perhaps keep the listeners hooked on watching because it may seem more interesting listening to an expert's opinion and facts he has to give, instead of a written piece he is just dictating. As well as this, the male commentator in general dominates the turn taking, changing the discourse marker more frequently using the filler such as 'well.'

### Conclusion & Evaluation

The investigation revealed that language is context dependant. Although some theories did apply it became necessary to understand why some features were used in their context and also clear that you cannot, as Judith Butler (1990) says, create a 'binary division of gender talk. Female commentary however was difficult to acquire – an issue which emphasises a larger issue of inequality, especially as punditry is such a large part of sport in our generation. There is most certainly a difference in male and female commentary, even if the data is small but unless context is considered its merely assumptions. It was interesting to find during this investigation that although the female commentator used more adjectives in general, the males tended to use more field specific lexis. However, the frequent use of adjectives made the commentators sound more professional.

Furthermore, even though there is no absolute answer for this investigation's question, we must consider that the differences between male and female linguistically may only be different in this particular context, i.e. just because the female uses more tag questions, does not mean that all females use more tag questions. Therefore, to further investigate you would need more data, with perhaps using more sports and female commentary.

## Bibliography

- <sup>1</sup> Allinfo.org.uk. (2019). *Level Up: English Language - Language and gender*. [online] Available at: <http://www.allinfo.org.uk/levelup/enb2gender.htm> [Accessed 22 Jan. 2019].
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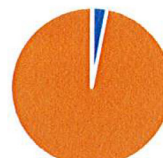
Appendix

Tag Questions for male commentator 1 Transcript 2



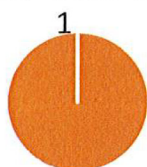
- Male tag questions
- Total number of sentences

Tag questions for male commentator 2 Transcript 2



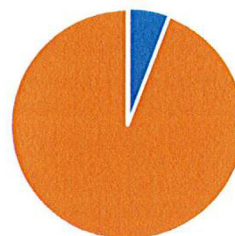
- Male
- Total number of syntax

Tag Questions for female Transcript 1



- Female
- Total number of syntax

Tag Questions for male Transcript 1



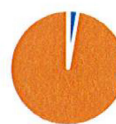
- Male Tag Questions

Pauses for male commentator 1 transcript 2



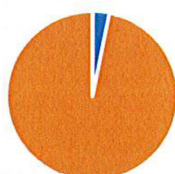
- Pauses male 1
- Total number of pauses

Pauses for male commentator 2 transcript 2



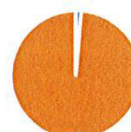
- Pauses male 2
- Total number of pauses

Adjectives used by female Transcript 1



- Adjectives used by female
- Total Number of words

Adjectives used by male Transcript 1



- Adjectives used by male
- Total number of words

Coursework

Transcript 2

cMen's Semi Final Djokovic vs Federer FULL MATCH | Australian Open 2016

<https://www.youtube.com/watch?v=uEDXMRYe0zo>

2 hours 2 mins in - 2 Hours 15mins

13mins

metaphor low register/informal

Jenny  
Cheshire  
1992  
boys use  
non-standard  
form

**Male Commentator 1:** it's an important opportunity here (3) didn't quite get beat by a second serve no matter how good it is

**Male Commentator 1:** doesn't like that shot

ellipsis

Lackoff:  
women use  
more t's

**Male Commentator 2:** it's uhh (.) really uhh a make or break situation isn't it (2) an if he pulls it up the line to the Djokovic forehand he has to hit such a small target

contraction/Americanism

**Male Commentator 1:** Gotta go inside out there you can still be aggressive you're going over the lowest part of the net (.) if ur going inside out.

**Male commentator 2:** That's two points that hes given away when hes had a look at second serves (2) that's love thirty.

**Male commentator 1:** three (2) straight returns, its been up (.) to too tores on the return Federer.

American english is very informal - stereotypical

**Male Commentator 2:** Its so important the whole aspect of the (3) game of Novaks (.) he started this fourth set hes down love thirty (2) if Federer misses three second serve returns in (.) a row (3) it's the whole ambitions of gettin right back into this match hes gotta hang on to those.

contracts  
accent

high register

conditional  
clause if  
similar  
to female  
commentator

**Male Commentator 1:** Length (.) shining (.) from Djokovic from a forehand there during that rally just sent it up with a bit more rotation and height clearance (.) exceptional depth

**Male Commentator 2:** Djokovic not picking that serve at all

calls them by surname. unlike transcript A

**Male Commentator 1:** so important for Federer to serve well (.) and defend that second serve as well as he did in that third set (.) when he lost three points on it (3)

discourse marker

field specific  
lexis of  
tennis.

**Male Commentator 1:** Well at least he returned the second serve from federer(3) it so allows Novak a comfortable hold he leads two one fourth set

**Male Commentator 2:** That build up from Federer (.) had working for him in under three (2) it just seems it may have (.) gone off the boil like its been taken off the stove (.) maybe the miss returns (.) in that very first game at love-thirty its just kinda put a stop to that attacking play that just doesn't seem to be that (2) urge or want to try an finish some of these points up at net (.) use that back hand slice (.) short

simile  
stereotypical  
figurative  
language  
more often  
associated  
with  
women.

**Male commentator 1:** Yes (.) hopefully got a piece (3) just that little touchin' on the line will give it uhh bit more skid (.) slightly thicker paint its like a white enamel paint (.) smoother texture makes the balls skids more

Shannon  
1990  
contrast  
between  
men  
&  
woman.

These comentators are better at commentators, whereas transcript A interact each other and could argue competitiveness.

camean.  
etc.

CourseworkTranscript 2

**Male Commentator 2:** Elevations sensation there(.) from Roger(.) so quick to recover

**Male commentator 1:** Well I'm not sure if I can remember(.) back to back whole sets (.) easy for Roger

**Male Commentator 2:** No, I how many times he would ha have held serve love tonight maybe if it's the first maybe the second

**Male Commentator 1:** There's the out that uhh (5) players like Djokovic(.) Murray (.) and Nadal (2) they feel like they have that out going to Federer's one handed back-hand (.) the out meaning that if he plays that backhand slice it's not always played with some pace(.) that get back into the point

Coursework

Transcript

TQ

Serena Williams VS Maria Sharapova 2015 AO Final(Full Match)

https://www.youtube.com/watch?v=Flgzc59ysBE 45 mins into match - 3 mins of commentary.

a distancing from sharapova by using surname. she is also not American

familiarity shared contextual american

Male Commentator: serena making her first serve on the first point and sharapova netting a return(.)

proper nouns

Christian name

semantic broadening

shared contextual knowledge

Surname

conversion

language chain

linking to field specific terms

Female Commentator: well Jason was right about Maria loving to control the middle on the court(.) but against Serena when the ball is heavier with more speed its gonna be a lot tougher

semantic field of competition

shows female closeness

ellipsis sociallect (american)

Bannon says men are competitive women are supportive

Male Commentator: yeah(.) she's tight early (sn't she Chrissy that's the kinda point Jason talked about

non-standard

Phonetic spelling - (Truckball)

log@ (lack of)

non standard

Female Commentator: yeah I mean the last three matches marias put together some really neat consistent(.) solid (3) matches with hardly any errors so she's starting to show some nerves early on

giving compliments

use of adjectives - valid points made

LLC

(contest) Fishnet females use tag to gain control power

Female Commentator: and sometime it takes a few games (2) you know(.) to play through the nerves (3) forget about the fact it's a final and just (3) hit the ball

dominating convo

conventions of this context filter

Male commentator: aaaandd that was good scrambling by sharapovia but serena with the easy put away and she won her fith Aussie up at hydem 2010, this was her most successful major

Loads of SCK admiration (non standard)

maintaining dominance maintaining the turn takes

Male commentator: well since then shes won uhhh couple wimbledons us opens french OPENS

discourse marker filter

ellipsis leaving out preposition 'of'

Male commentator: aha haha ha ohh well it might not be middle of the court until Serena decides to change direction (2) Two Love(.)

Lack of certainty

conventions of context filter

Female commentator: ya just cant hit down the middle of the court (3) against Serena because she'll find that angle even if its not uhhh natural angle

uncertain?

Male commentator: mary Joe, wha wha what do you see so far [trouble with mic]

Male Commentator: We'll uhh get back to Mary Joe momentarily

discourse marker - controlling - higher register

Female Commentator: so firstly the conditions are perfect not that breezy it was windier earlier today and windier when these two played their semi-final matches bu:::utt I talked to matrick mouratoglou right before serena went on the court and I asked him what was ur last word to her when she stepping out to try win her 19th major(.) and he said the same thing he always tells her keep the balance from offence to defence (3) Patrick also said they knew Sharapova had improved in many departments and her movement out wide and one thing I noticed cris and chrissy when shes crouched to return that means she is fully engaged

Stereotype 'women talk more'

is she making up for the technical difficulties with this load of information, buying time maybe?

Coursework

Transcript

Male Commentator: she looks that way right now // doesn't she?

*Americanism*

*to*

*woman*

*active verbs, active.*

Female Commentator:  
gonna jump on this return

*active verbs*

//uhh yeh she's crouching and she's just

*Zimmerman + West 1975-*

*men interrupt  
move*

Male Commentator: And maria knows it only made five of her twelve first serves so far

*unclear*

Female Commentator: sorry but can i repeat That match at mass n keesh she was seeing a lot more powerful serves coming at her and she's finally got used to maddison so:::oo Marias might she has a lot more time returning maria's

*goes against Lackoff cos it seems shes not using hyper correct grammar - but maybe I just didnt hear.*

Male Commentator: sharapova holding at LOVE

*SCK*

Female Commentator: //uhuhuh haha

*phonological sounds*

Male commentator: //better from Sharapova(.) shes shown some //variety here

*Live communication*

Female Commentator:

//woah alright(.) now she's shown serena something different that(2) The last fifteen sixteen matches but we've seen that this championship is is australian open is more touch more finesse from maria (3) surprise tactic there

*They could be fighting for control?  
or maybe just the excitement*

~~Tracy Gill Pg. 92~~

Tracy Gill Pg. 92

**Slam Dunk for linguists: Are there linguistic differences in the way that men and women commentate on sport? Sam answers your investigation questions...**

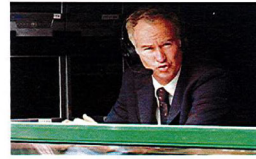
**My Project?** ✓

Personally, I am very enthusiastic about tennis - both the playing and watching of it. Usually I am up to date with events in the tennis world and love reading about it. However, in this circumstance I have been focusing solely upon the language used by the commentators, and the possible difference between genders when commentating on tennis.



**The sport and why I chose it?** ✓

Tennis is supposedly an equally represented sport compared to other sports. It also one of the most popular sports which women are involved in.



**What data did I use?** ✓

The data I used focused mainly upon differences in speech between a female and a male commentator. I transcribed two clips of tennis matches and used quantitative data represented in the format of pie charts, and I used qualitative data as I analysed the transcript looking for concepts and interpreting them. The quantitative data is essentially 100% truthful, meaning they provide concrete evidence and I can make claims about them.

**The Aims?** ✓

My aim was to examine and identify any significant differences in the way men and women commentate by applying the data to some theorists and seeing whether or not gender theories are applicable. In this way I was able to see whether or not there was a difference in the way commentary is done.

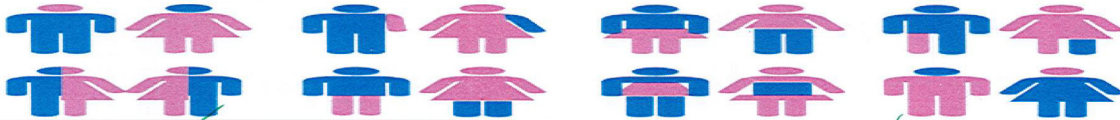


**Which theorists and why?** ✓

Robin Lakoff was a theorist I used most, because her theory seemed to be the most relevant to my project - a fraction of her theory states that women use more hedges, fillers and tag questions, but also speak less. This theory could easily be applied to my project. I involved a lot of other theories such as Zimmerman and West because I found it fascinating how so many theorists possessed different views on the difference in gender when speaking. However, this particular theory was formed in 1975 - therefore it is a very old theory which makes its validity and significance questionable. In addition, I incorporated more theory which I thought would be relevant.

**Which matches?** ✓

The matches I used were both very high-profile and played by some of the best tennis players in the world: Roger Federer vs Novak Djokovic and Serena Williams vs Maria Sharapova. I wanted to use high profile matches because I found them entertaining to transcribe. Finding a female commentator for a high-profile match was challenging, due to sports commentary being dominated by males. The chances of a high-profile match, and in fact a final, commentated by a female were quite slim.



**What makes this relevant?** ✓

There is still a lot of controversy in the media regarding gender, commentary and sport. In fact, there are still people who believe that women commentating 'just don't sound right' (Turner: Guardian 2010). This clearly makes this an issue which needs to be addressed as women who may have been ex professionals and have a strong knowledge of the game have a seemingly perfect ability to commentate. It should be equal, and in the sporting world commentary is significantly male dominated for no apparent reason. I wanted to see whether linguistic elements make a difference or whether the inequality is purely gender based.

**What language features did I look for?** ✓

I examined a plethora of language features. In the transcripts I focused on features such as field specific lexis and tag questions which were used consistently perhaps used as a politeness strategy or simply to continue the conversation. I also looked for more basic features such as word classes, in particular adjectives, adjectival pre-modification and post-modification. I did not start my investigation with specific language features in mind, but rather transcribed clips from tennis matches and looked for any distinct differences in the way commentators commentate. At the bottom shows a small slice of my analysis - tag questions represented in a pie chart format.

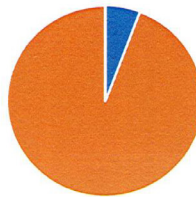


Tag Questions for female Transcript 1

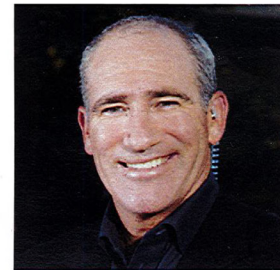


■ Female ■ Total number of syntax

Tag Questions for male Transcript 1



■ Male Tag Questions ■ Total number of syntax



**Summary of what I found?** ✓

No concrete conclusions can be drawn from my investigations as obviously, for example, not all women in the world use more adjectives in speech compared to men and my transcripts are no longer than 15 minutes long. However, what I did conclude was that in one of my transcripts the male commentator implemented the use of tag questions more frequently than the female - this obviously contradicts theories, one being Lakoff's. The male commentator used more tag questions than the female - as presented in the pie charts, which was interesting.

**How did I display my results?** ✓

I created pie charts showing the number of adjectives used for both, the number of pauses, and tag questions. Of course, we cannot come to a concrete assumption of the differences in the way males and females talk because, one being, my two clips are just very short footage, and variables in each situation are always different. My transcripts are full of annotations showing a fraction of my analysis in my essay.

**Conclusion** ✓

As these are only two short transcripts from two tennis matches nothing conclusive can be proven. However, I have used them as examples and related them to some relevant theories with the aim of finding any significant information, regarding whether there is a significant difference in the way males and females commentate. Of course, there are going to be differences: interesting observation was that the female used more adjectives in general and the male commentators used more field specific lexis. However, there were many similarities such as field specific lexis, as a lot of it will be used by both given the context. Essentially what I learned is that language relies on context to determine any solid conclusions, meaning that no concrete gender conclusions can be drawn because it is only one small context and example.

**Slam Dunk for linguists: Are there linguistic differences in the way that men and women commentate on sport? answers your investigation questions...**

## Examiner commentary

There is plenty of scope to explore gendered language within sports settings – although many get bogged down in proving that women will adopt male-typical linguistic devices and/or will have less opportunity to speak than males. In this Investigation, the choice of sport (being more gender-neutral than others) and choice of data sets demonstrates an understanding of the variables that might impact language users. This candidate has also engaged more meaningfully with theories and contexts that have influenced language users within the data source and for these reasons it is a more successful Investigation than folder C.

### The Language Investigation

AO1: The candidate works with a popular topic, exploring the ways in which men and women commentate on male and female tennis matches, utilising the premise that as female commentators are less common, and female sports are less high profile than male matches, that women commentators are likely to be less assertive. The candidate outlines the key theories/concepts and contexts of data selection and collection early and weaves this through a generally systematic and probing analysis of the data. They write clearly and accurately, utilising topic appropriate terminology well. (Level 4 - 7 marks)

AO2: Theorists such as Weatherall, Lakoff and Cameron are interrogated in terms of their relevance to the data. The candidate has used high profile theorists/concepts in addition to lesser known theorists, placing the key concepts' significance against one another in relation to genuine observations taken from the data. The candidate is tentative and reflective in their dealings with theories/concepts – willing to challenge. (Level 4 – 8 marks)

AO3: Contexts surrounding women in and talking about sport and around gender power dynamics in general inform the developing analysis. The candidate probes the data in relation to how these contexts may have influenced language use, and places these against the theories with which they are working – enabling them to insightfully assess the importance of their data. The tentative engagement is exemplified well in the concluding sections where the candidate discusses how far the theories and contexts could be seen to have impacted the language choices of both commentators. (Level 4 – 8 marks)

### The Academic Poster

AO5: A well-managed poster and the candidate has successfully synthesised key information from the Investigation in a way that meets the needs of a generally academic audience. The use of visual tools enhances the piece and the inclusion of the charts is good practice – even if these are not the most revealing examples. (Level 4 – 8 marks)

Total: 31 marks

## Exemplar 5 An Investigation into the etymology of key lexis in the 'Harry Potter' novels

### Introduction

I have chosen this topic for my investigation as I am deeply interested in how key lexis used in the Harry Potter novels has pervaded the English Language, often converging from fictional to non-fictional. Not only has certain lexis entered the English dictionary<sup>1</sup>, the novels have had a positive influence on child literacy across the world<sup>2</sup> with the often complex language perhaps playing a part in the debate regarding linguistic decline.<sup>3</sup>

### Hypothesis

I anticipate the following:

- Lexis will be influenced by the context of the producer
- Existing lexis from similar genres will be used
- Proper nouns will be a combination of real and invented lexis
- A reliance on Latinate lexis, reflective of the academic setting
- Character names will be reflective of personalities

### Methodology

- I will focus on three areas of key lexis; spell names, character names and place names.
- I will forensically read each Harry Potter novel to collect a complete data set of my chosen areas of focus.
- I will etymologically classify the data before identifying patterns that emerge in the data.
- I will analyse these patterns and use contextual and linguistic knowledge to explain them.

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<sup>1</sup> <https://blog.oxforddictionaries.com/2011/07/13/harry-potter-linguistic-innovator/>

<sup>2</sup> <https://www.theguardian.com/business/2007/sep/19/books.harrypotter>

<sup>3</sup> Nordquist, Richard, updated March 2018, 6 Common Myths About Language and Grammar, <https://www.thoughtco.com/myths-about-language-1692752>

## Analysis of Place Names

Phonological familiarity appears to be a key component in Rowling's neologising of place names because, as in Fairclough's theory, she is drawing on members' resources to foreground ideas about the place she has invented.

One example of this is Azkaban; the wizarding world's most notorious prison. Although this significant proper noun is invented, it shares assonant vowel sounds and a syllabic pattern with the non-fictional Alcatraz. Both the fictional Azkaban and the non-fictional Alcatraz also share island locations, further highlighting the juxtaposition of the magical and non-magical worlds which is a narrative thread throughout the novels.

This method is further advanced in the morphological development of the proper noun Nurmengard. In the context of the novels, Nurmengard is the headquarters of the evil wizard Grindelwald. As the leader of a regime designed to promote 'pure-bloods' and oppress all others it is not a stretch to equate his character with the fascist dictators of the early 20th century. It is therefore likely that Rowling has drawn on the connotations associated with the non-fictional Nuremberg in order to create this new lexical item. This shows the dual audience of the novels; although the originally intended receivers (children) might not understand this reference, the adults supporting them in their language acquisition will. By substituting the suffix 'berg', meaning mountain, and replacing it with 'gard', Rowling further enforces the idea of Nurmengard as a fortress of hateful ideas – in the Norse language, 'gard' means enclosure whilst in French, 'garder' means to preserve.

Prisons / Fortresses	Wizarding Schools	Family Homes	Towns, Villages, Areas etc.	Institutions
Azkaban Nurmengard	Beauxbatons Castelbruxo Durmstrang Hogwarts Ilvermorny Mahoutokuro Uagadou	The Burrow Grimmauld Place Malfoy Manor Shell Cottage Spinner's End	Diagon Alley Godric's Hollow Knockturn Alley Hogsmeade Little Hangleton Little Whinging	Magical Congress of the United States of America Ministry of Magic St Mungo's Hospital for Magical Maladies and Injuries

There are further examples of Rowling drawing on non-English roots and sound systems to create negative places in the novels. The wizarding school Durmstrang (located in a non-specific, remote part of northern Europe) plays on a German expression, "sturm and drang" which translates as trouble and turmoil. Spoonerised to Durmstrang, the non-English sounds are symbolic of the inhospitable nature of the inhabitants. Similarly, the foreboding Malfoy Manor plays on French lexis ('mal' meaning bad and 'foi' meaning faith). The consonant cluster in Durmstrang and the fricative 'f' in Malfoy perpetuate the idea that certain sounds

are connotative of evil<sup>4</sup>. This pattern could be reflective of an underlying notion that favours Anglicisation of language and categorises non-English as disingenuous. For all the novels seem to celebrate the quirks and eccentricities of British traditions, there could be a Western centrism at work whether Rowling is consciously aware of it or not.

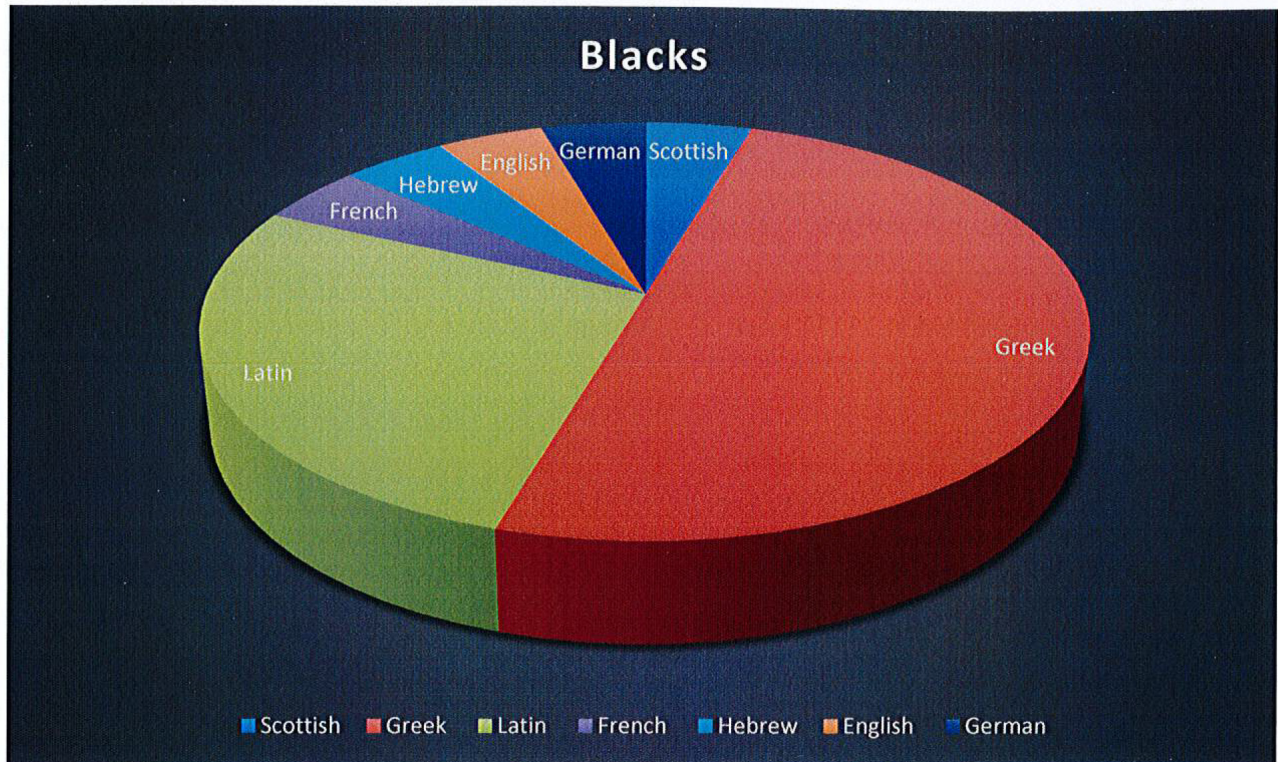
In addition to the method outlined above, there is also a pattern of using puns to name places in the novels. This is perhaps to appeal to the intended young receivers who will be familiar with the works of writers such as Roald Dahl<sup>5</sup> and his use of puns and wordplay. This method is evident in 'Diagon Alley,' 'Knockturn Alley' and 'Grimmauld Place.' The parallelism in the first two instances reflects their geographical placement and both are intended to tell the reader something significant about the locations. When the stress patterns of Diagon Alley are altered and the space is removed, the two nouns convert to the recognisable adverb 'diagonally.' This achieves the semantic link between Diagon Alley and the 'real' world of London; Diagon Alley itself branches off from this real world into something more magical. A similar system appears to be in place with Knockturn Alley, which is surely meant to bring the adverb 'nocturnally' to the readers' mind. Grimmauld Place compounds the existing adjectives 'grim' and 'old' to create a proper noun and changes the orthography to reflect two possible ideas: firstly, the story writing Grimm brothers (who wrote in the same genre as Rowling, albeit years earlier); and secondly, a further demonstration of a non-English sound system representing somewhere negative.

Grimmauld Place is the familial home of the Black family and Rowling also appears to rely upon the denotational meaning of certain lexis when it comes to naming the homes of other families in the novels. Take the Weasley's family home for example; named The Burrow, the lexis has the literal meaning of "a hole or tunnel dug by a small animal as a dwelling." Although it has a literal definition relating to home ("dwelling") there is more going on connotatively. It creates the impression of somewhere cosy and unfussy and also carries the pragmatic suggestion of a large family which fits in with the profile of the Weasleys and all their children. There is also a connection to the wider narrative of the place of pure-bloods in the wizarding world and the Weasley's relatively small stature within it. This is in direct contrast to the home of the Malfoys – Malfoy Manor. The dictionary definition of manor is "a large country house with lands" but, again, there is perhaps more purpose in the lexis than just the denotational meaning of the size of the home. Manor is equated not just with wealth, but with long-standing wealth, which matches with the Malfoys as a 'pure-blood' wizarding family, keen to uphold some of the more archaic traditions of the world Rowling has created. The pre-modifying attributive noun used here links to traditional naming conventions and also encodes the arrogance of the Malfoy family and where they see their status; although it is actually the Blacks who sit higher in the pure-blood hierarchy they do not have their name on Grimmauld Place.

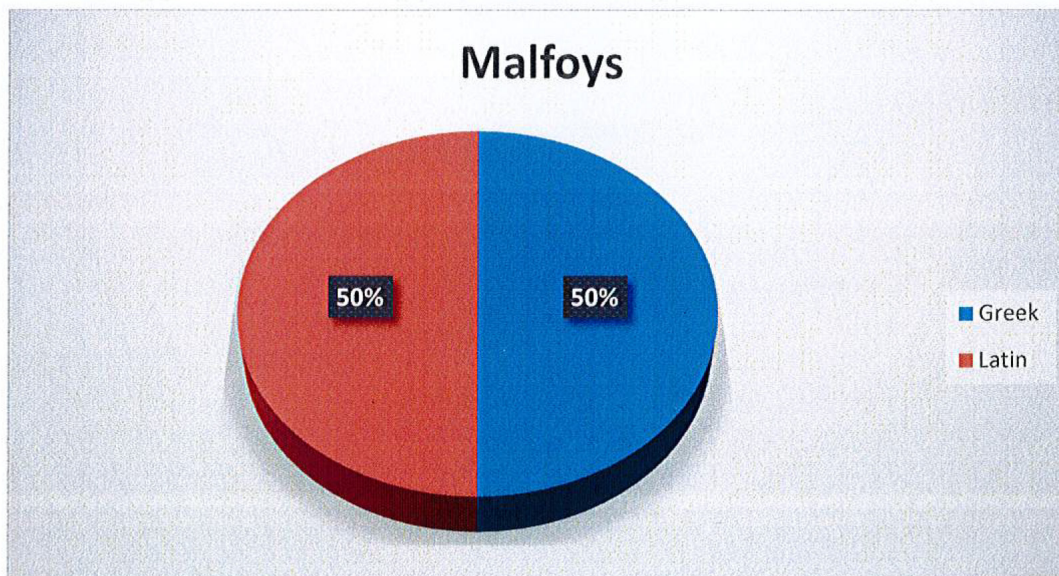
<sup>4</sup> Magnus, Margaret, 1999, Gods of the Word: Archetypes in the Consonants

<sup>5</sup> <https://www.britishcouncil.org/voices-magazine/what-do-we-learn-roald-dahls-creative-use-language>

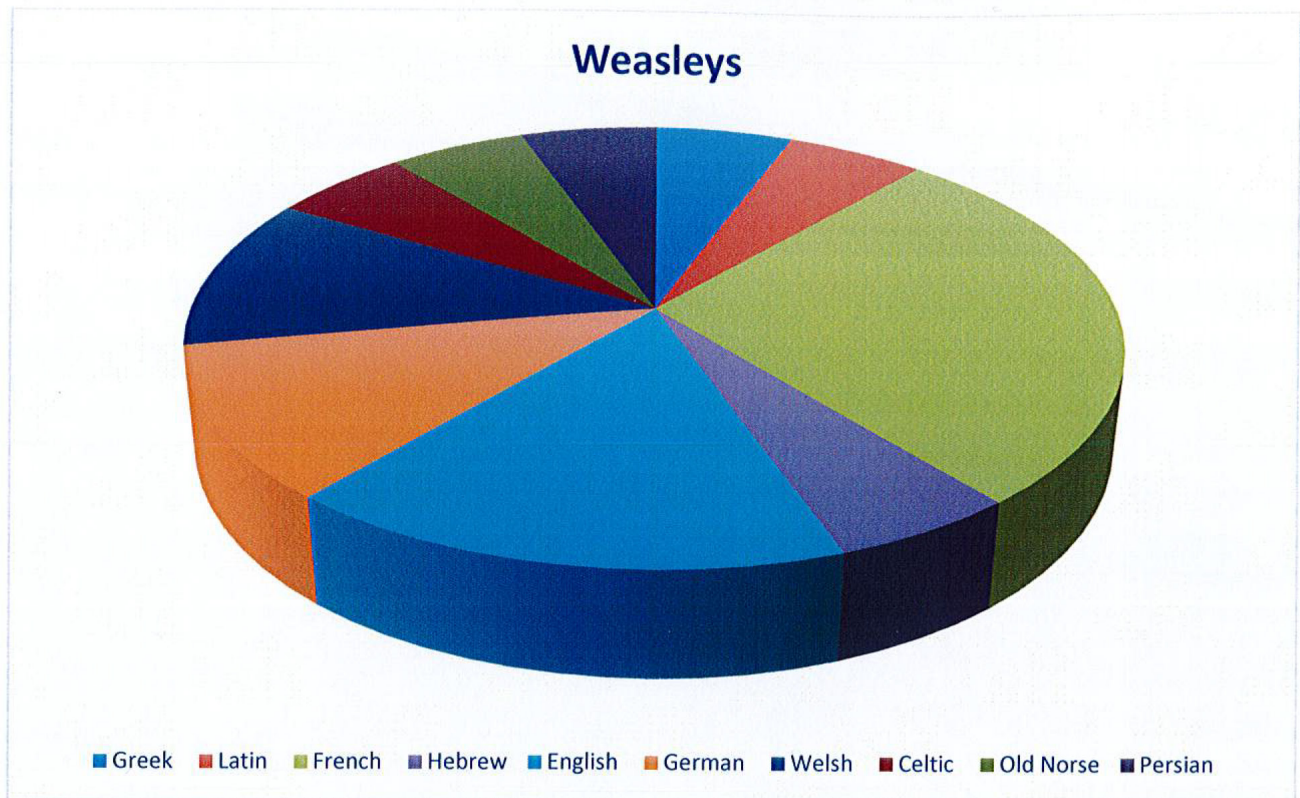
## The Wizarding World social hierarchy...



- Predominantly Latin and Greek
- Anomalies can be explained narratively:
  - 1 French (married into the Blacks)
  - 1 Hebrew
  - 1 Scottish (married a muggle, shunned)
  - 1 English (married into the Blacks)
  - 1 German (but a saint name)



- Exclusively Latin and Greek in origin



- Far more diverse than their 'superior' counterparts
- High proportion of French is explained by the marriage between Bill Weasley and Fleur Delacour
- Multi-cultural etymologies reflective of what the Malfoys and Blacks criticise in the Weasleys: they are not of 'pure-blood'

There is an argument that this diverse use of names disproves Rowling's potentially Western-centric approach to language. But perhaps it is that Rowling is more focused on using lexis to fit her narrative needs (in this case communicating that the Weasleys are warm and welcoming) than being consistent in placing non-English lexis as negative in some way. In addition, this would support the theory that any Western-centrism is intrinsic and has not been used consciously as a criticism of other cultures.

## Analysis of Spell Names

Perhaps unsurprisingly, almost all of the spell names are genuine Latinate lexis or lexis that has been phonologically styled to mimic Latin.

Where spells have been neologised, Rowling has used a combination of compounding with orthographical changes to create original lexis. For example, 'Peskipiksi pesternomi' – the spell to banish pixies. The difficult to pronounce consonant clusters are phonologically representative of the standardised spelling of 'pixie' but the substitution of /x/ for /ks/ and the reversal of the consonance makes the spell something of a tongue twister. This is perhaps purposeful, as the pixies in the novels are mischievous meaning that the lexis takes on an almost onomatopoeic character. This spell is also a pun, using recognisable English lexis within Latinised sound systems to clearly communicate the spell's purpose. This is also apparent in: *flipendo*; *bombarda*; *stupefy*; *inflatus*; *muffliato*. This is, in linguistic form, almost a representation of Rowling's dual audience – lexis accessible to young readers with some sophistication for the adult readers.



As Bex hypothesised, Rowling has drawn on existing lexis in the fantasy genre and adapted it to meet her needs as a writer. There is the rhyming in 'mimble wimble' (like the familiar hocus pocus) and the shared first phoneme of Rowling's 'alohamora' and the established magical term *alakazam*. Drawing on existing lexis is also apparent with 'Avada kedavra' (the killing curse) appears to have its origins in the recognised magical term, 'Abracadabra.' The /v/ and /b/ phonemes are formed in a similar way making the term phonologically familiar

but slightly 'off-centre.' The origins of 'Abracadabra' itself are debatable<sup>6</sup> but even the youngest of readers will be able to associate the term with the lexical field of magic. Rowling's spell has its closest links to the Aramaic term 'avra kadavra' which translates as 'let the thing be destroyed' but it remains better known as a magical term. It is perhaps interesting then that Rowling has chosen a term with positive connotations and applied such negativity to it, particularly as this is once again equating non-English language with malevolence; a further indicator of either a conscious or sub-conscious Western centrism. Whatever the purpose, this use of familiar magical terms does support Bex's idea that groups of texts within the same genre will share similar language features, in this case lexical and phonological patterns.

Morphologically, Rowling has chosen to create patterns in spell names which are all connected to a particular subject. For example, these five Transfiguration spells:

- Avifors
- Draconifors
- Melifors
- Reparifors
- Tentaclifors

Here, Rowling has used existing Latinate lexis and combined it with an invented suffix –fors. Though the lexis 'fors' is genuinely Latin, meaning chance or fortune, it is not traditionally used as a suffix. In English language construction, it is most likely that any affixations will be bound morphemes whereas Rowling is using an independent lexical item as a suffix. It is, however, very much in the phonological style of Latin morphology in order to fit in with the genre and style in question.

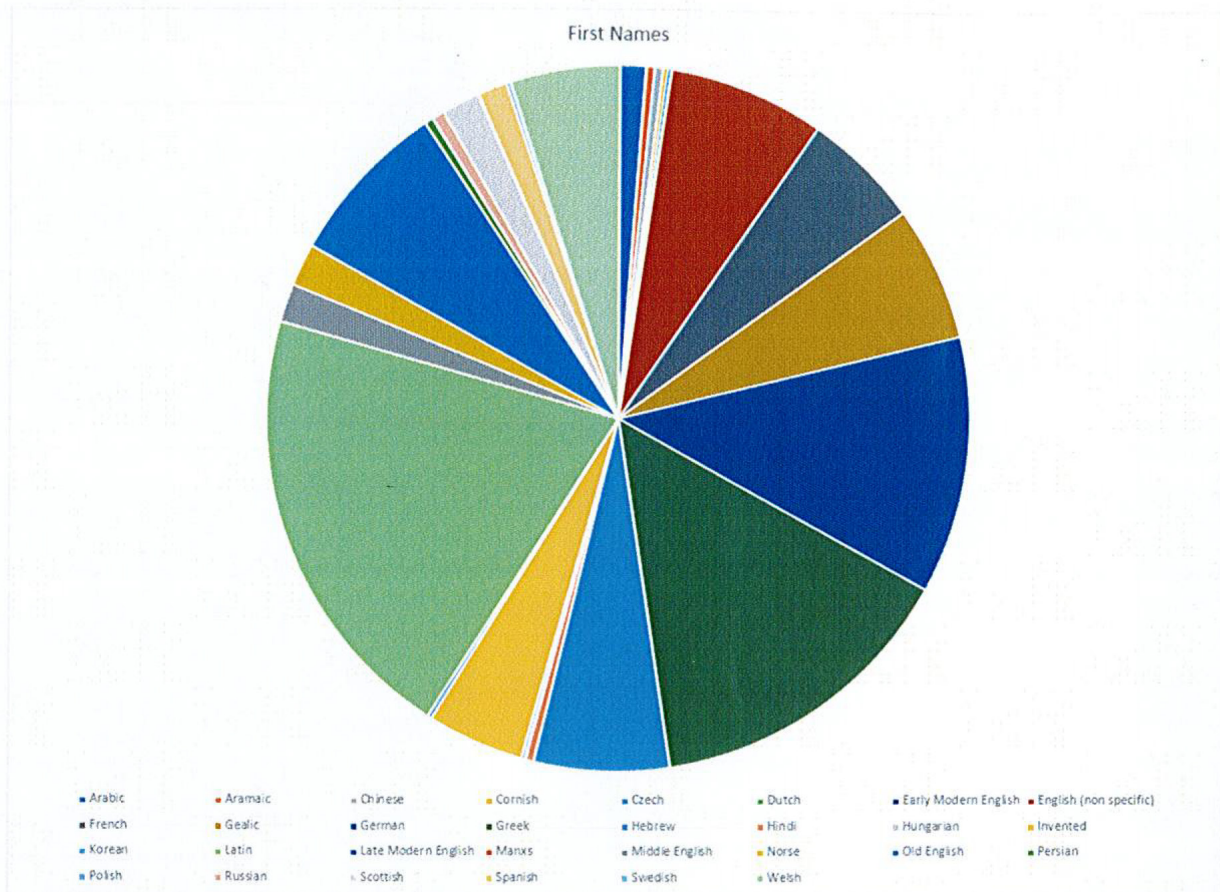
Without one clear, overriding technique for the creation of spell names it can be deduced that Rowling is far more concerned with the intelligibility of the language produced than establishing a regular, etymological pattern.

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<sup>6</sup> <http://www.todayifoundout.com/index.php/2013/11/origin-word-abracadabra/>

## Analysis of Character Names

Whilst gathering character name data, my main purpose was to note the etymological origins of both surnames and forenames. As a result, I decided to exclude characters referred to only by gender markers, such as Miss or Madam, and only focus on those with a complete given name. I also focused classification on relevant etymology, rather than the less scientific information often provided by baby name websites.

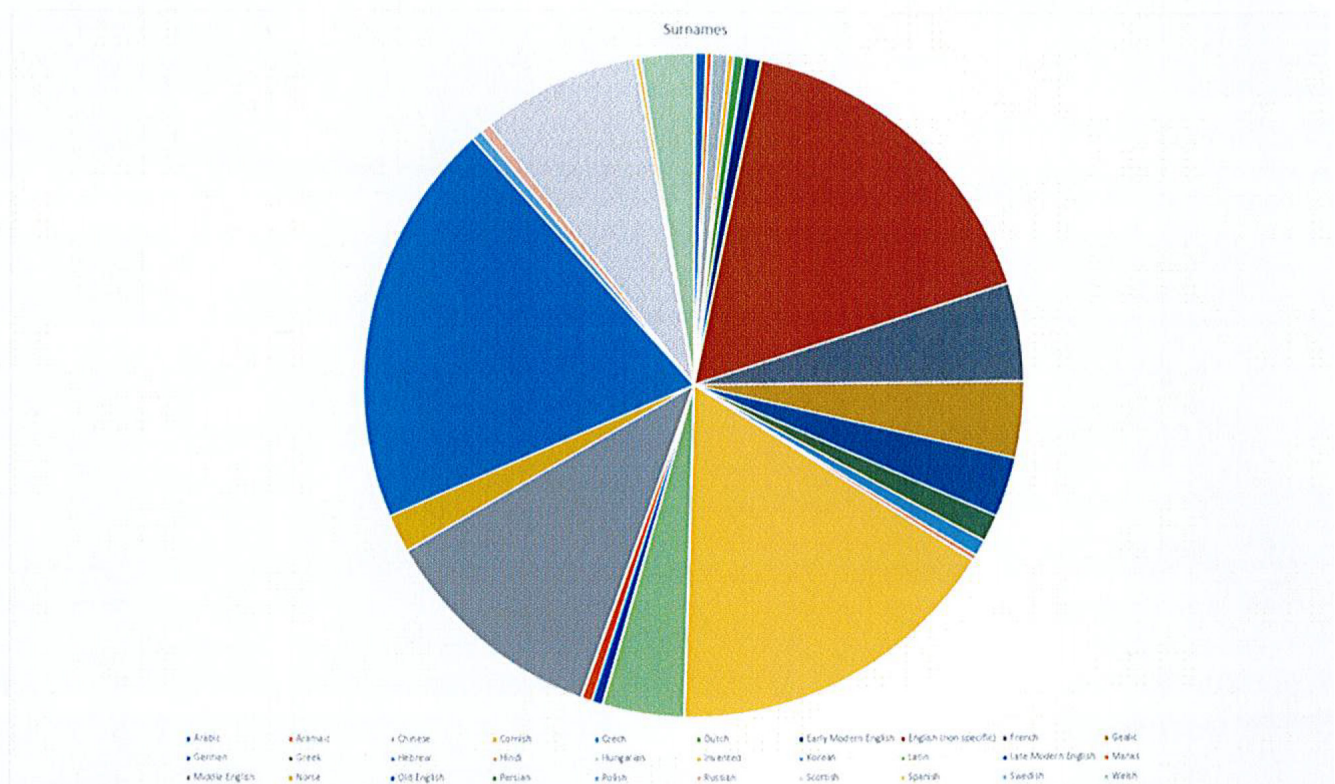


Broadly speaking, the distribution of name origins is reflective of what Coates et al note in their 2011 research on UK surnames: "Britain today is a multicultural society and ... this simple fact has an impact on the study of family names, which cannot be ignored."<sup>7</sup> However, the majority of etymological backgrounds remain English, Celtic and European in origin. With the novels (and therefore the whole 'wizards world') having been created by a sole producer, Rowling, this Anglo-European bias is inextricably linked to the contextual and cultural knowledge of the writer. The use of blended French lexis to create the name of the series' villain Voldemort (translating as 'full of death'), has led Rowling to apologise for any offence caused<sup>8</sup> but there has been no conscious explanation or wider discussion of a more deeply rooted linguistic bias.

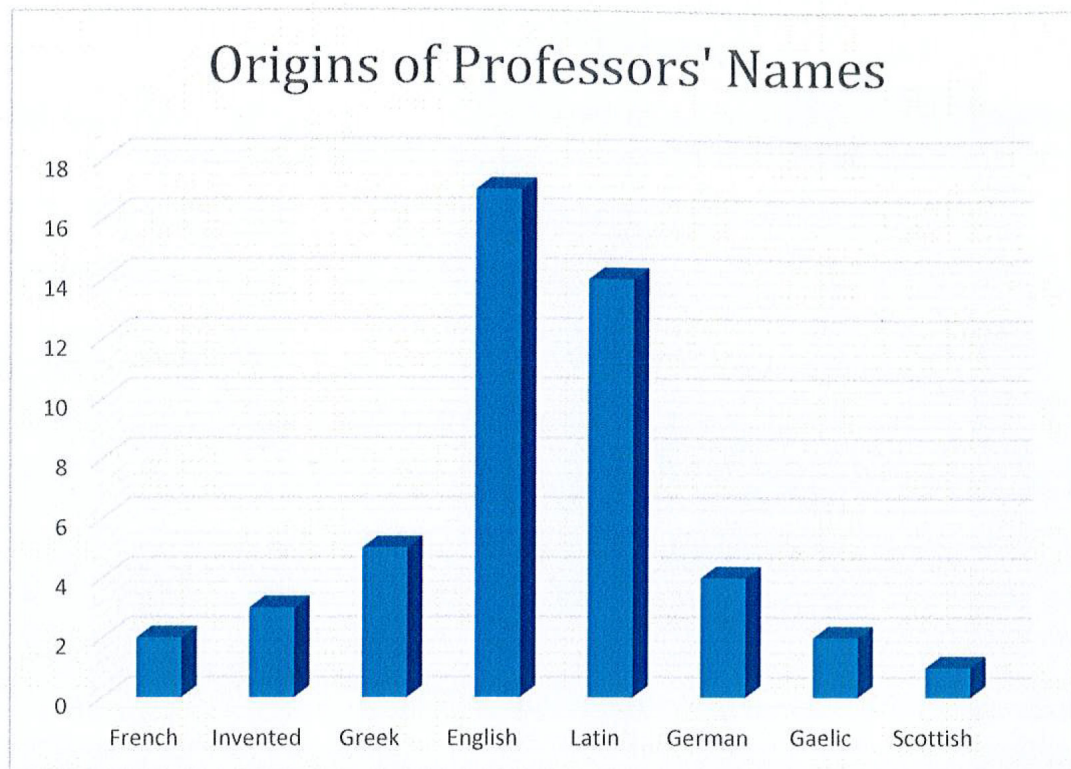
<sup>7</sup> Coates et al, 2011, *Methods for Studying the Origins and History of Family Names in Britain: Philology meets Statistics in a Multicultural Context*

<sup>8</sup> <https://metro.co.uk/2009/02/04/rowling-sorry-for-voldemorts-name-416158/>

Within the character names created, there is a pattern of overt linguistic significance when naming professors. For example, Professor Remus Lupin who also happens to be a werewolf; the Latin forename Remus is undoubtedly connected to Remus the founder of Rome who was brought up by a she-wolf and Lupin surely comes from the adjective 'lupine' meaning wolfish. Although not all readers would make this connection, there is less subtlety in this than in the naming of Lupin's successor Alastor 'Mad-Eye' Moody. Rowling has perhaps deliberately chosen the traditional Greek spelling of the largely familiar first name which etymologically means 'avenger' and 'he who does not forget.' When you understand that Moody is an all-seeing protector of the socialist morals Rowling is perhaps trying to promote allegorically, this interpretation, along with the Old English nickname origins of Moody as 'brave' and 'bold' begin to make perfect sense, even though they may not be explicitly clear to the novels' receivers.



The naming of professors at Hogwarts (the wizarding school where much of the novels' action is set) appears to use a range of phonological devices. Of the 24 professors I analysed etymologically, 14 feature assonance, consonance or alliteration (including sibilance). These phonological choices reflect the professor themselves; for example, the sharp plosive /t/ repeated in Septima Vector's name would seem to be consistent with her reputation as a strict authoritarian. The sibilance of Severus Snape's name is significant in his representation; connotatively, the consonant cluster /sn/ makes the reader think of snakes and being sneaky and therefore connects to the character as someone who (certainly initially) seems like they cannot be trusted.



In addition to these phonological decisions, Rowling has frequently chosen Latinate lexis when naming the professors of Hogwarts. There are 16 occurrences of such lexis in the 24 names suggesting a link between the overt prestige of Latin and the academic world of Hogwarts. In terms of language change, this is an example of Crystal's suggestion that "it's possible to bring a language back from the grave and make it live – and change – again."<sup>9</sup> Not only is Rowling using Latinate lexis, she is introducing it into her readers' vocabulary. Contextually, this also carries a pragmatic understanding that the perceived prestige of Latin equates to academic excellence (something also present in the spell names). Just as facilitating subjects are often seen as more important in the real academic world, it seems Rowling may well be reflecting this hierarchy in the naming of her professors. For example, two Transfiguration professors (a subject held in high esteem) are gifted the first names Albus (Latin meaning light) and Minerva (Latin meaning intellect) whereas the flying professor (the equivalent of PE) and the professor in charge of the library are given names of German origin; Rolanda and Irma. If Rowling's work has been influential in developing child literacy and the spread of English language across the world<sup>10</sup>, it is perhaps also guilty of perpetuating a linguistic hierarchy which favours Latinate lexis.<sup>11</sup>

<sup>9</sup> Crystal, David, 1996, *A Little Book of Language*

<sup>10</sup> Allen, Katie, 2007, *Sprechen Sie Potter? How Harry is spreading the English language*, <https://www.theguardian.com/business/2007/sep/19/books.harrypotter>

<sup>11</sup> Aitchison, Jean, 1996, *The Language Web: Is Our Language in Decay?*, <https://www.bbc.co.uk/programmes/p00gx2dt>

## Conclusion

As hypothesised, names across all three categories use lexical choices to foreground ideas within the readers' minds. Building on this hypothesis is the discovery that Rowling's dual audience (children and adults) has resulted in a dual approach to this lexical and phonological familiarity.

Although the use of existing lexis from similar genres was in fact lower than I had expected, the suggestion that proper nouns would be a combination of real and invented lexis was proven through the clear neologising of lexis to fit Rowling's narrative purpose. Most significantly, the expected presence of a higher frequency of Latinate and Latinate-styled lexis led to the more interesting discovery of Rowling's Anglo-centric bias as sole producer of the novels. Most likely as a result of natural post-colonial ideologies this was an unexpected linguistic thread running through my three data sets.

## Evaluation

Having completed the research, it is clear that I was ambitious in my initial data collection. There was an element of subjectivity when it came to exclusions and inclusion, such as characters with only a surname but not a forename and if I was to repeat the task I would firm up these boundaries. I would consider limiting the data field to perhaps named characters who appear in all seven novels or those with a significant dialogue contribution in order to sharpen the focus of the information collected.

I also found the definition of some surname etymologies challenging; specifically classifying the differences between topographic, locational and habitational. It seems that there is no definitive response to these language terms, so that is why I took the decision to specify the following:

- Habitational (from a place name)
- Topographic (from a geographical feature, but not a place name)

Although I do not think this limited the accuracy of my findings, it did slow the classification down.

If other linguists were repeating the task, they could investigate whether findings such as the significance of the dual readership vary book by book; for example, did Rowling only begin this linguistic approach when the dual readership became apparent (as in when the books gained in popularity) or was it there from the start? They could also apply the Anglo-centric bias theory to Rowling's other works in order to establish whether this is a characteristic feature of her writing regardless of intended receiver.

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**Methodology?**

- Focus on spell names, character names and place names
- Etymologically classify all **lexis**
- Analyse patterns and anomalies in the data

**Morfin Gaunt:** the French forename and the Belgian surname have come together to create the name of Voldemort's Uncle.

Non-English lexis is negatively represented.

**Durmstrang:** the name of this "dark" school is a **spoonerism** which comes from a German phrase, furthering the negative representation of non-English **lexis**.



**Severus Snape:** the sibilance and the consonant cluster /sn/ makes the character appear untrustworthy.

**Grimmauld Place:** a pun which **compounds** the existing adjective 'grim' and 'old.'

**Flipendo:** the 'flip' and 'end' **compounded** together allow the reader clear recognition of what this spell does.

All three categories analysed have used **lexical choices** to foreground understanding based on knowledge of the readers.

**Azkaban:** to children this place may just seem to be a 'funny word.' However, adults may draw on the connection to Alcatraz which once was a prison in America.

**Remus Lupin:** children may hear this name and link 'Lupin' to 'Loopy'. Adults may recognise the link between 'Lupin' and 'Lupine' meaning 'wolf like.'

Rowling has written the Harry Potter novels for a dual audience, both adults and children. This has resulted in Rowling using a dual approach to create lexical and phonological familiarity.

**Purpose of the Research?**

- How has key **lexis** from the Harry Potter novels pervaded the English language?
- As sole producer, how significant are Rowling's ideologies in the creation of the **lexis**?

An Investigation into the etymology of key lexis in the Harry Potter novels

**Diagon Alley:** Diagon is a neologised noun and Alley is an existing noun. When you place these two nouns together you get the existing adjective 'diagonally.'

**Key Terms**

- **Lexis:** words
- **Etymology:** the origin of lexis
- **Compound:** two existing lexical items creating a new term new
- **Neologised:** the creation of new lexis
- **Spoonerism:** the switching of corresponding sounds in a word



Rowling has created proper nouns that are a combination of both existing lexis and **neologised lexis**. Rowling has done this in order to fit the purpose of the narrative.

**Weasley:** This is a **neologised** word. However, it may come from the word 'weasel'. This may be reflective of the Weasley's financial and social standing.

**Septima Vector:** both the first name and the surname are Latinate. This reinforces the strong academic image of this professor's subject.

**Harmonia Nectre Passus:** the use of these three Latin words reflects the high reliance on Latinate **lexis** when naming spells.

Due to the academic settings of the novels there is a strong reliance on Latinate **lexis**.

**What next?**

- Does the significance of Rowling's dual readership vary book by book?
- Does Rowling's ideology apply to her other output?

A	
Azkaban	Inspired by Hebrew word Abaddon, meaning 'place of destruction' or 'depths of hell.' Potentially linked to real life prison Alcatraz (in San Francisco bay). Both are on islands.
B	
Beauxbatons	French – from two words, "beaux" and "batons" which translates as 'beautiful sticks.'
The Burrow	English – 'borough' to burrow. Rabbit-hole, fox-hole etc. Connotations of nature and large families (lots of breeding!)
C	
Castelobruxo	Brazilian (Portuguese) – translates as 'wizard castle.'
D	
Diagon Alley	Most likely semantically connected to 'diagonally.' The idea being that Diagon Alley runs as an almost parallel to the Muggle world of 'real' London. Pun / play on word.
Durmstrang	Most likely a 'spoonerism.' A German expression "sturm and drang" translates as trouble, turmoil. Even though Durmstrang is Scandinavian...
G	
Godric's Hollow	Godric = Old English, 'power of God.' Hollow – Old English, hole / cave.
Grimmauld Place	Pun, play on words = grim + old + place. Grim – German
K	
Knockturn Alley	Pun, play on words = nocturnally, from the Latin nocturn meaning of the night.
H	
Hogsmeade	Hog – Celtic to Old English (hogg or hocg) becoming hog (pig). Meade – most likely topographic and linked to meadow.
Hogwarts	Hog – Celtic to Old English (hogg or hocg) becoming hog (pig). Wart(s) Old English from Norse, linked to Latin 'verruca' meaning swelling.
I	
Ilvermorny	Invented
K	
King's Cross	From a monument to King George IV which stood from 1830 to 1845 at "the king's crossroads" where New Road (later Euston Road), Gray's Inn Road, and Pentonville Road met.
L	
Little Hangleton	Hangleton derives from "hangle" (English dialect word), an iron pothook and "-ton", a suffix meaning "town" and which is thus often used in the names of municipalities.
Little Whinging	Whinge – from Old English, to moan
M	
Magical Congress of the United States of America	Latin congressus, from congređi to come together, from com- + gradi to go, recognisably American from their political system
Mahoutokoro	It's supposed to mean "Place of magic", which should be "mahou no tokoro".
Malfoy Manor	Middle English maner, from Old French manoir, from manoir to sojourn, dwell, from Latin manēre

Ministry of Magic	Middle English ministerie, ministri "personal service, religious office, position in a church," borrowed from Middle French & Latin – recognisable from UK political system
St Mungo's Hospital for Magical Maladies and Injuries	Patron saint of Glasgow (used to bring animals back to life...) Middle English maladie, from Anglo-French
N	
Nurmengard	Nurmengard may be a reference to Nuremberg, the city in Germany that was the site of many important Nazi rallies, and also the place where the anti-Semitic Nuremberg Laws were promulgated. Later the city was famous as the site of the prison used to hold infamous Nazi war criminals, and the Nuremberg Trials where they were tried for war crimes and crimes against humanity. Likewise, Nurmengard was created as a monument to Grindelwald's oppressive regime, but later became a symbol of his downfall.  The suffix "-gard" comes from the Norse "gard," meaning "enclosure" or "walled town." Also, in French, "garder" means "to keep, ward, guard, save, preserve".
S	
Shell Cottage	Middle English, from Old English sciell Middle English cotage, from Anglo-French
Spinner's End	From Middle English spynner (occupational)
U	
Uagadou	Uagadou may be a variant spelling of Ouagadou, a commune in southwestern Mali, or Wagadu, a name for the Ghana Empire, which was located in what is now southeastern Mauritania and western Mali. It is also possible that it is derived from Ouagadougou, the capital of Burkina Faso.

Spell	Info
<b>A</b>	
Aberto	Portuguese adjective for "open"
Accio	Latin roots, similar to Latin 'Accerso' meaning "to summon or fetch"
Aguamenti	"Agua" from Latin 'aqua' meaning "water" and "menti" from Latin 'mens' meaning "mind"
Alarte Ascendare	"Alarte" from Latin 'alate' meaning "winged" / Latin meaning "to ascend"
Alohamora	From West African Skidiy meaning "friendly to thieves"
Anapneos	Greek meaning "I breathe"
Anteoculatia	Latin 'Ante' meaning "before" and Latin 'Ocuals' meaning "to see"
Aparecium	Latin 'Appareo' meaning "to become visible"
Apparate??	From Latin 'Apparere' meaning "to appear"
Aqua eructo	Latin meaning "water" / Latin meaning 'erupt'
Arania exumai	"Arania" from Latin 'Aranea' meaning "spider" / "Exumai" from Latin 'Exuo' meaning "I lay aside"
Arresto momentum	"Arresto" from Anglo-French 'Arrester' meaning "to bring to a stop" / Latin meaning "strength gained while moving"
Ascendio	Latin 'Ascendo' meaning "to climb"
Avada kedavra	Based on Aramaic 'avada kedavra' meaning "let the thing be destroyed"
Avifors	Latin 'Avis' meaning "bird"
Avis	"
<b>B</b>	
Baubillious *****	Invented – possibly English from "bauble"
Bombarda	English 'Bombard' meaning "attack"
Bombarda maxima	" / Latin meaning "largest"
Brackium emendo	Latin 'Bracchium' meaning "forearm" / Latin meaning "mend"
<b>C</b>	
Calvario	Late Latin 'Calvaria' meaning "skull"
Cantis	From Latin 'Cantare' meaning "to sing"
Carpe retractum	Latin meaning "seize" / Latin meaning "remote"
Cave inimicum	Latin phrase meaning "beware of the enemy"
Cistem aperio	Latin 'cistam' meaning "box" / Latin meaning "open"
Colloportus	"collo" from Latin 'colligo' meaning "to bind together" and Latin 'portus' meaning "door"
Colloshoo	" and "shoo" from English "shoe"
Colovaria	Latin "colour" and Latin 'Variare' meaning "vary"
Confringo	Latin meaning "I break"

Confundo	Latin 'Confundo' meaning "to confuse"
Crinus muto	Latin 'crinis' meaning "hair" / Latin "to change"
Crucio	Latin meaning "torture"
D	
Defodio	Latin meaning "dig out"
Deletrius	Latin 'delere' meaning "destroy"
Densaugeo	"Dens" Latin meaning "tooth" and "Augeo" Latin meaning "increase" Latin meaning "increase"
Depulso	Latin 'depulsio' meaning "pushing away"
Descendo	Latin meaning "I descend"
Deprimo	Latin meaning "dig deep"
Diffindo	Latin meaning "to split"
Diminuendo	Latin 'deminuere' meaning "lessen"
Dissendium *****	Invented – possibly from Latin 'dissocio' meaning "to sever"
Draconifors ^^^^^	Latin 'draco' meaning "dragon"
E	
Engorgio ^^^^^	"to fill to excess"
Engorgio skullus ^^^^^	" / adaptation of English 'skull'
Entomorphis	"entomo" Greek meaning "insect" and "mofi" meaning "form"
Episkey	Greek 'episkeu' meaning "repair"
Erecto	Latin "to erect"
Evanescce	Latin "out of" and "empty"
Everte statum	Latin meaning "to throw out" / Latin meaning "stand"
Expecto patronum	Latin "I await a gaurdian"
Expelliarmus	Latin 'ex' meaning "out" and 'pellere' meaning "to d4rive" and 'arma' meaning "weapon"
Expulso	Latin meaning "expel"
F	
Ferula	Latin meaning "giant fennel"
Fianto duri	Latin 'fiant' meaning "done" / Latin 'durare' meaning "to last"
Fiendfyre	"Fiend" German from 'Feind' meaning "enemy" and "Fyre" Old English from 'fyr' meaning "fire"
Finestra	Latin 'fenestra'
Finite	Latin 'finire' meaning "finished"
Finite incantatem	" / Latin 'incantare' meaning "sing"
Flagrate	Latin 'flagro' meaning "burn"
Flipendo	English 'flip' meaning "turn over" and Latin 'pseudo' meaning "ending"
Flipendo duo	" / Latin meaning "two"
Flipendo tria	" / Latin meaning "three"
Furnunculus	Latin 'furunculus' meaning "petty thief"
G	
Glisseo	French 'glisser' meaning "to slide"

H	
Harmonia nectere passus	Latin meaning "harmony" / Latin meaning "to tie" / Latin meaning "step"
Homenum revelio	Latin 'homo' meaning "person" / Latin 'revelo' meaning "I unveil"
I	
Immobulus	Latin 'immobilis' meaning "immobile"
Impedimenta	Latin 'impedire' meaning "impediment"
Imperio	Latin 'imperious' meaning "commanding"
Impervius	Latin meaning "passable"
Inanimatus conjurus	English 'inanimate' meaning "non-living" / Latin 'conjure' meaning "to bring up"
Incarcerous	Latin 'incarcerus' meaning "to imprison"
Incendio	Latin meaning "fire"
Incendio duo	" / Latin meaning "two"
Incendio tria	" / Latin meaning "three"
Inflatus	English 'inflate' meaning "to expand with oxygen"
L	
Lacarnum inflamari	Latin meaning cloak / Latin to ignite
Langlock	Langue (French) is the root for tongue / lock is English (Old English)
Legilimens	Latin 'legere' meaning "to read" and Latin 'mens' meaning "mind"
Levicorpus	Latin levare meaning lift and Latin corpus for body
Liberacorporis	Latin liberare meaning free and corporis body
Locomotor	Latin 'loco' meaning "place" and 'motor' meaning "moving about"
Locomotor mortis	" / Latin meaning "death"
Locomotor wibbly****	" / invented
Lumos	Latin 'lumen' means light, change of suffix to -os meaning to 'have something' in Latin
Lumos duo	" / duo, Latin meaning two
Lumos maxima	" / From Latin, greatest
Lumos solem ****	Invented from Latin lumen (light) and Latin solis (sun)
M	
Magicus extremos	Latin meaning magical / from Latin extremus, meaning extreme
Melofors ^^^^	Melo is most likely derived from melon (English) and the -fors suffix (invented but likely from forma which is Latin for shape or appearance)
Meteolojinx recanto	Greek 'meteron' meaning "high in the sky" and Latin 'recantare' meaning "to withdraw"
Mimblewimble ****	Invented 'mimble' possibly from English 'mumble' meaning "to talk with ones mouth full" and 'wimble' possibly from 'wimbley' "habitational"

Mobiliarbus	Latin words meaning 'movable' and arbor meaning tree
Mobilicorpus	Latin mobilis meaning movable and corpus meaning body
Morsmordre	French 'mort' meaning "death" and French 'mordre' meaning "to bite" Norwegian 'morsmodre' means "mothers killers"
Mucus ad nauseam	Latin mucus means snot / Ad nauseum is Latin meaning 'to the point of nausea (sickness)'
Muffliato ^^^^	Muffle (English) to cover up a sound – invented suffix, meant to sound Latin
Multicorfors ^^^^	Greek meaning "rainbow" - invented suffix, meant to sound Latin
N	
Nox	Latin for night
O	
Oculus reparo	Latin for eye / Latin meaning renew, restore
Obliviate	Latin "to forget"
Obscuro	From Latin 'obscurus' meaning dark
Oppugno	Latin meaning "I assault"
Orbis	Latin meaning circle
Orchideous	From the Latin 'orchideae', meaning from the orchid plant family
P	
Partis temporus	From Latin meaning 'a part' / from the Latin 'temporarius' meaning temporary
Periculum	Latin meaning "to attempt"
Peskipiksi pesternomi ****	Invented – possibly English 'Pesky' meaning "annoying", 'pixie', 'pester' meaning "to annoy" and 'no' 'me'
Petrificus totalus	Petra (Greek) meaning rock / -ficus is a Latin suffix meaning 'doing' / totalus from Latin totalis meaning total or complete
Piertotum locomotor	French 'pierre' meaning "stone" and Latin 'totum' meaning "Everything" / Latin 'loco' meaning "position" and Latin 'moto' meaning "moves"
Portus	Latin meaning harbour or port
Prior incantato ^^^^^^	Latin meaning "former" and invented – made to seem Latin
Protego	Latin meaning to defend
Protego horribilis	" / Latin meaning horrible, dreadful
Protego maxima	" / Latin meaning greatest
Protego totalum	" / from Latin 'totus' meaning 'as a whole'
Q	
Quietus	Latin meaning 'at rest'
R	
Redactum skullus	Latin, to reduce / Latin meaning skull
Reducio	Latin, to restore

Reducto	From Latin, to reduce
Reparifors <sup>^^^^</sup>	The prefix <i>Repar-</i> most likely stems from the English "repair" and the suffix <i>-fors</i> (often used in transfiguration spells) is Latin for "chance, luck, fortune", though it may also come from <i>forma</i> (or simply English <i>form</i> ) meaning form.
Relashio	Probably from the French verb <i>relâcher</i> meaning "to release, to set free", Spanish <i>relajo</i> meaning "to loosen up, to release", or Italian <i>rilascio</i> (pronounced the same way as the spell) meaning "I release".
Rennervate	"en-" Old French from "in-" L. cause to be + "nerves" Eng. c.1603 strength, from "nervus" L. nerve
Reparifarge	"Repari" - possibly from "repair" English but from Latin <i>reparo</i> - "farge" = unknown
Reparo	Latin, repair
Repello muggletum <sup>***</sup>	Latin, to repel / invented
Repello inimicum	"/ Latin, enemies
Revelio	Latin, to reveal
Rictusempra	Rictus = Latin for grin / Sempra = Latin for always
S	
Salvio hexia	Latin meaning "without breaking" / Latin meaning "hexes"
Scourgify	English 'scour' meaning "to clean" with english suffix 'ify' meaning "to make"
Sectumsempra	Latin 'seco' meaning "severed" and Latin 'semper' meaning "continuously"
Serpensortia	Serpens = Latin for serpent / ortia = past tense of Latin <i>ortir</i> (to come into existence)
Silencio	Latin meaning "silence"
Skurge	From English, scourge
Slugulus eructo	Latin meaning "slugs" / Latin meaning "erect"
Sonorus	From Latin <i>sonus</i> , meaning sound
Specialis revelio	Latin meaning "particular" / Latin meaning "unveil"
Spongify	Greek meaning "sponge"
Steleus	From Latin for sneeze
Stupefy	English meaning "to put into a stupor"
T	
Taboo	Tongan meaning "forbidden"
Tarantallegra	Latin, tarantella is an Italian dance and allegra from <i>allegro</i> , a Latin term for quick and lively music
Tentaclifors <sup>^^^^</sup>	English tentacle (from Latin <i>tentaculum</i> meaning 'feeler') and invented Latin suffix <i>-fors</i>
Tergeo	Latin meaning "wipe off"

Transmogrifian torture	English, transmogrify (meaning to make grotesque) from Latin / Old French from Latin, tortura meaning intense pain
V	
Ventus	Latin, wind
Ventus duo	"/ Latin, two
Vera verto	Latin 'vera' meaning "right" / Latin 'verto' meaning "I turn"
Verdimillious	Latin 'viridis' meaning "green" and French 'mille' meaning "a thousand"
Verdimillious duo	"/ Latin meaning "two"
Vulnera sanentur	Vulnus = Latin for wound / Latin sanare to heal
W	
Waddiwasi	" <i>Waddiwasi</i> " comes from two words. " <i>Vadd</i> " and " <i>vas-y</i> ". " <i>Vadd</i> " is a Swedish word that can mean " <i>wadding</i> " and " <i>vas-y</i> " is French term that means " <i>go ahead</i> " or " <i>Come on!</i> " Together, they can roughly mean "The wad goes ahead."
Wingardium leviosa	English 'wing' meaning "fly" and Latin 'arduus' meaning "high" / Latin 'levis' meaning "light"

Character names	Info
Hannah Abbott	Hebrew / Latin
Euan Abercrombie	Greek / Scottish <b>habitational</b>
Stewart Ackerley	Old English 'hall' 'warden' / Old English <b>habitational</b>
Falco Aesalon	Italian <b>occupational</b> / Latin 'claws of bird'
Cornelius Agrippa	Latin 'horn' / Latin 'colonist'
Archibald Alderton	Medieval Germanic / Old English <b>habitational</b>
Arkie Alderton	Invented / "
Bertram Aubrey	Germanic 'bright' / Germanic 'fair ruler of the little people'
<b>B</b>	
Bathsheda Babbling	Invented but based off Bathsheba which is Hebrew / invented
Malcom Baddock	Scottish Gaelic / Anglo-Saxon <b>habitational</b>
Ludo Bagman	French 'famous warrior' / invented but likely based off the job bagman ( <b>occupational</b> )
Otto Bagman	Old German 'wealth' / "

Millicent Baguold	Middle Ages / invented
Bathilda Bagshot	German 'commanding battle maiden' / Anglo-Saxon <b>habitational</b>
Heathcote Barbary	English <b>topographic</b> / Anglo-Saxon
Musidora Barkuith	Greek 'gift of the muses' / invented
Ali Bashir	Arabic 'high' / Arabic 'the one who brings good news'
Hetty Bayliss	French 'rules her house hold' / English – status name
Oswald Beamish	Anglo-Saxon 'god' / English - <b>habitational</b>
Herbert Beamish	German 'army' / "
Flavius Belby	Roman 'golden' / Saxon – <b>topographic</b>
Marcus Belby	Ancient Roman / "
Humphrey Belcher	Old French / Norman
Katie Bell	Greek 'pure' / Scottish – <b>occupational &amp; topographic</b>
Amy Benson	Latin 'loved' / Anglo-Saxon
Cuthbert Binns	Old English 'saint' / Anglo-Saxon <b>topographic</b> 'hollows'

Dennis Bishop	English / Greek 'overseer'
Alphard Black	Arabic 'the solitary one' - the brightest star in the constellation Hydra / Middle English - <b>nickname</b>
Andromeda Black	Greek 'to be mindful of a man' - Constellation / "
Arcturus Black	Greek 'guardian of the bear' / "
Cassiopeia Black	Greek – a vain Queen – Constellation / "
Cygnus Black	Greek 'swan' - Constellation / "
Dorea Black	Greek 'of the sea' / "
Druella Rosier	Dru – French 'manly' - Ella – English 'beautiful fairy' / "
Elladora Black	Greek 'whirlwind' / "
Hesper Black	Invented / "
Irma Black	German 'war goddess' / "
Isla Black	Scottish <b>locational</b> / "
Lucretia Black	Latin 'profit' / "
Lyconis Black	Lyco is Latin 'suited' but Lyconis seems to be invented / "

Lysandra Black	Greek 'defends man' / "
Marius Black	Latin 'male' / "
Melania Black	Greek 'dark' / "
Orion Black	Greek 'rising in the sky' - constellation / "
Phineas Black	Hebrew 'oracle' / "
Pollux Black	Greek 'very sweet' - constellation / "
Regulus Black	Latin 'king' - a star in the Leo constellation / "
Sirius Black	Latin 'the dog star' - brightest star / "
Ursula Black	Latin 'little bear'- diminutive of Usra which is constellations Big and Little Dipper / "
Violetta Black	English 'violet' / "
Walburga Black	Germanic 'ruler of the fortress' / "
Balfour Blane	Scottish locational / Scottish
Timothy Blenkinsop	English 'honor of god' / English habitational
Miles Bletchley	Latin 'soldier' / Anglo-Saxon topographic
Beatrix Bloxam	Most likely derived from Viatrix – Latin 'traveller' / English topographic

Blodwyn Bludd	Welsh 'white flower' / Invented
Stubby Boardman	Nickname – what he looks like / English occupational
Melinda Bobbin	"Mel" from Greek "meli" meaning 'honey' and "linda" meaning 'gentle' / A spindle on which yarn is wound
Broderick Bode	Welsh / Scandinavian 'shelter'
Pierre Bonaccord	French from Greek "petros" meaning 'stone' / French 'agreement'
Ameilia Susan Bones	Italian 'beloved' / Hebrew 'graceful lily' / Old French derived from nickname for a good person or Latin "Bonus"
Edgar Bones	Old English 'fortunate' / "
Susan Bones	Hebrew 'graceful lily' / "
Mungo Bonham	Welsh from "mywn" meaning 'gentle' / Latin from "bonus homo" meaning 'good man'
Terry Boot	Old Germanic 'powerful' / Northern German occupational for boatman
Libatius Borage	Invented / A prickly European Herb from Latin
Bertie Bott	French 'intelligent' / Old English of unknown origin

Barbems Bragge	Invented / Medieval English 'lively'
Betty Braithwaite	From Elizabeth which is Greek / Old Norse - Topographic
Rudolf Brand	German / Old English 'burning'
Eleanor Branstone	Arabic 'light' / Greek 'light'
Karl Broadmoore	Old Norse 'freeman' / "Broad" Anglo-Saxon nickname - "Moore" Old English, Topographic
Kevin Broadmoore	Irish 'handsome by birth' / "
Mandy Brocklehurst	English 'worthy of being loved' / Old English habitational
Rupert "Axebanger" Brockstanton	Old German / Invented
Lavender Brown	Latin "lavare" 'to wash' / Old English nickname
Frank Bryce	Germanic / Scottish
Millicent Bulstrode	From Germanic "amal" meaning 'work' and "swinth" 'strength' / In Domesday Book meaning 'the bulls marsh'
Rosalind Antigone Bungus	Old German / Invented – likely taken from Greek "antigone" / Medieval
Charity Burbage	Latin 'cantos' / Anglo-Saxon locational

Caratacus Burke	Welsh "caradog" meaning 'beloved' / Anglo-Norman <b>habitational</b>
Belvina Burke	Latin 'beast like' / "
Herbert Burke	Old German 'bright' / "
Randolph Burrow	Old Norse / Anglo-Saxon <b>topographic</b>
C	
Sir Cadogan	Welsh "cad" 'battle' & "gwgan" 'scowler'
Eddie Carmichael	Old English 'rich' / Scottish <b>habitational</b>
Alecto Carrow	Greek 'unceasing' / English <b>topographic</b>
Amycus Carrow	Greek 'friendly' / "
Greta Catchlove	Short form of Greek Margaret meaning 'pearl' / Anglo-Saxon <b>occupational</b>
Mary Cattermole	Hebrew meaning 'bitterness' / Anglo-Saxon <b>habitational</b>
Ellie Cattermole	Greek 'shining light' / "
Maisie Cattermole	Scottish 'child of light' / "
Alfred Cattermole	Old English 'wise counsel' / "
Reginald Cattermole	Middle Latin 'advice ruler' / "

Owen Cauldwell	Welsh / Anglo-Saxon <b>habitational</b>
Cho Chang	Korean / Old Chinese
Glenda Chittock	Welsh meaning 'holy' and 'good' / Anglo-Saxon <b>nickname</b> "diminutive form of chit"
Herbert Chorley	Old German 'bright' / Old English <b>habitational</b>
Agatha Chubb	Greek 'good' / English <b>nickname</b>
Elfrida Clagg	German 'elf-strength' / English "voiced variant of clack"
Penelope Clearwater	Greek 'bobbin' / German <b>topographic</b>
Edgar Clogg	English 'fortunate' / Old English <b>occupational</b>
Magenta Comstock	Latin <b>topographic</b> / English <b>habitational</b>
Buckley Cooper	Anglo-Saxon 'goat' and 'wood' / Middle English <b>occupational</b>
Howland Coopey	Anglo-Saxon <b>occupational</b> / Medieval Dutch <b>nickname</b>
Ritchie Coote	Scottish 'rich' and 'hard' / Middle English <b>nickname</b>
Michael Comer	Biblical 'who is like son of God' / Old English <b>occupational</b>
Vincent Crabbe	Latin 'conquering' / Scottish <b>topographic</b>

Colin Creevey	Medieval English / Gaelic 'curly'
Dennis Creevey	Greek / "
Dirk Cresswell	Dutch 'people ruler' / Anglo-Saxon <b>habitational</b>
Doris Crockford	Greek 'gift' / English <b>habitational</b>
Crispin Cronk	Latin 'curly-haired' / English 'cheerful' and 'vigorous'
Glenda Crook	Welsh 'holy' and 'good' / Old Norse <b>nickname</b>
Bartemius Crouch Jr	Aramaic 'a certain blind man' or 'a beggar' / Old English <b>topographic</b>
Bartemuis Crouch Sr	Aramaic 'a certain blind man' or 'a beggar' / "
Caspar Crouch	Persian 'keeper of treasure' / "
Charis Crouch	Greek 'kindness' and 'life' / "
Gideon Crumb	Hebrew 'destroyer' or 'one who has a stump in place of a hand' / Old English <b>occupational</b>
Barnabus Cuffe	Hebrew 'comfort' / Middle English 'glove' also <b>occupational</b>
D	
Roger Davies	Germanic "rog" meaning 'fame' and "ger" meaning 'spear' / English <b>patronymic</b>
John Dawlish	Hebrew 'has shown favor' / Welsh river name

	meaning 'black stream'
Sir Nicholas de Mimsy Porpington	Greek 'people's victory' / "de" faux French / coined from Lewis Carol "Jabberwocky" / invented
Caradoc Dearborn	Welsh 'amiable' / English meaning 'from the dear brook'
Apolline Delacour	Luscious French name "chic in Paris" / Fench meaning 'of the court'
Fleur Delacour	French meaning 'flower' / "
Gabrielle Delacour	French meaning 'woman of God' / "
Sir Patrick Delaney-Podmore	Roman 'noble' / Gaelic 'child of dark defiance' / English <b>habitational</b>
Dilys Derwent	Welsh 'genuine' / Celtic meaning 'valley thick with oak'
Barnabus Deverill	Hebrew 'comfort' / English <b>habitational</b>
Philbert Deverill	Germanic 'very bright' / "
Dedalus Diggle	Greek 'cunningly wrought' / English - <b>Patronymic</b>
Amos Diggery	Jewish 'born by god' / English 'from the dyke'
Cedric Diggery	Welsh 'bounty-pattern' / "
Ivor Dillonsby	Old Norse 'bowman' / Invented
Harold Dingle	Old English (from Old Norse) / Middle English, <b>topographic</b>

Armando Dippet	Spanish form of Herman / Invented
Emma Dobbs	German / Middle English
Daisy Dodderidge	Old English flower / English
Elphias Doge	Invented / Latin, meaning leader
Antonin Dolohov	Latin / Russian (Tolstoy's War and Peace)
Mary Dorkins	Old English from Latin / From Dawkins? Middle English <b>patronymic</b>
Ragmar Dorkins	German / "
Kirley Duke	Invented / Old English from Latin for leader
Aberforth Dumbledore	Welsh, from the river / Late modern English meaning 'bumblebee'
Albus Percival Wulfric Brian Dumbledore	Latin for white / Knight of King Arthur's round table so Old English / Old English for 'wolf ruler' / Irish meaning 'high' or noble / "
Ariana Dumbledore	From the Greek Ariadne / "
Honoria Dumbledore	Old English from the Latin Honor / "
Kendra Dumbledore	Possibly from the Welsh Kendrick / "
Percival Dumbledore	Knight of King Arthur's round table / "
Dudley Dursley	English <b>habitational</b> / English <b>habitational</b>

Marjorie Dursley	Middle English / “
Petunia Dursley	Latin / “
Vernon Dursley	French / “
E	
Lorcan d’Eath	Irish / early modern English, the apostrophe included to disassociate from negative connotations
Marietta Edgecombe	Italian / Old English
Mordicus Egg	Latin / Middle English
Wilfred Elphick	Old English, meaning ‘bringer of peace’ / Old English
Mark Evans	Old English / Welsh

F	
Perpetua Fancourt	Latin / 13 <sup>th</sup> C English name
Benjy Fenwick	Hebrew / Northern English (fenn 'marsh' )
Fulbert the Fearful	Germanic
Arabella Doreen Figg	Latin 'yielding to prayer'/English / German – Scandinavian
Argus Filch	Greek 'all seeing' / 16 <sup>th</sup> C English slang 'steal'
Justin Finch-Fletchley	Latin / Germanic – old English - bird / invented
Seamus Finnigan	Gaelic form of James / Gaelic
Nicolas Flamel	Greek 'victory' / inspired by medieval French alchemist of same name
Perenelle Flamel	14 <sup>th</sup> C real person
Angus Fleet	Celtic / old English
Mundungus Fletcher	Archaic term for foul-smelling tobacco / old English occupational surname
Laurentia Fletwoc	Latin / invented
Marcus Flint	Ancient Roman / old English topographic
Ursula Flint	Latin 'little bear' / "
Filius Flitwick	Invented – based on Latin/ place name
Ambrosius Flume	Latin 'immortal' / Latin 'river'
Dexter Fortescue	Latin 'right-handed' / Norman English 'strong warrior'
Floean Fortescue	Ancient Roman – I for e / "
Victoria Frobisher	Latin 'victory' / Norman English 11 <sup>th</sup> C
Cornelius Oswald Fudge	Roman / Anglo-Saxon 'god' / Medieval English
Dymphna Furtage	Gaelic / invented
G	
Marvolo Gaunt	English Mar 'to inflict damage' and Latin volo 'I want' likely variant of malvolio Latin 'ill will' / Belgian Middle Ages
Merope Gaunt	Greek Mythology / "
Morfin Gaunt	English & French 'cursed' / "
Hereward Godelot	Old English / Medieval
Anthony Goldstein	Latin 'flower' / Jewish 'gold stone'
Dragomir Gorgovitch	Slavic / Slavic
Gunhilda of Gorsemoor	Germanic 'war'
Miranda Goshawk	Latin / English 'hawk'
Gregory Goyle	Latin 'watchful' / unknown
Hector Dagworth Granger	Greek 'to check' / Habitational / English & French occupational
Hermione Jean Granger	Greek / old French Hebrew / "
Merton Graves	English habitational / middle English occupational
Astoria Greengrass	Germanic 'goshawk' / topographic old English
Daphne Greengrass	Greek / "
Fenrir Greyback	Monstrous wolf in Norse legend / invented perhaps taken from animal?
Glynis Griffiths	Welsh / Welsh
Elias Grimstone	Hebrew / Norman
Gellert Grindelwald	Hill in Budapest habitational / town in Switzerland habitational

Wilhelmina Grubbly-Plank	Germanic 'will' & 'protection' /invented / middle English topographic
Alberic Grunnion	English 'rules with elf-wisdom' / invented
Godric Gryffindor	Old English 'power of god' / invented
Davy Gudgeon	Medieval French / middle English
Galvin Gudgeon	Gaelic / "
Gladys Gudgeon	Welsh 'royalty' / "
Elladora Guffy	Greek 'gift' / Celtic
H	
Rubeus Hagrid	Latin 'red' / old English dialect 'bad night'
Ciceron Harkiss	Latin / Scottish habitational
Warty Harris	Nickname / middle English
Bertie Higgs	Bertie, short form of Albert – German / medieval
Terence Higgs	From the Roman Terentius – 19 <sup>th</sup> C English / medieval
Glover Hipworth	Occupational (glove maker) / Anglo-Saxon, from Hepworth (habitational)
Bob Hitchens	Short form of Robert – German / Derived from Middle English 'Hicke'
Rolanda Hooch	German (from the fabulous land) / Possibly English slang (hooch is booze)
Daisy Hookum	Derived from the flower of the same name, Old English / Invented
Geoffrey Hooper	German / Occupational – derived from 'Cooper', someone who made barrells
Mafalda Hopkirk	Portuguese form of Latin Mathilda / Habitational (Scotland)
Olive Hornby	From the Latin Olive (as in tree) / From Old Norse horn + farm
Basil Horton	Greek / Anglo-Saxon derived from place name from Old English
Helga Hufflepuff	Old Norse meaning holy, blessed / Invented, perhaps from "huff" and "puff" – indicating hard work?!
I	
Inigo Imago	Basque (Spanish) meaning 'my little love' / Biological term from the Latin meaning 'final stage of an insect'
Duncan Inglebee	Scottish (brown warrior) / based on Ingleby, habitational surname of English origin
J	
Joey Jenkins	Short form of Joseph (Hebrew) / Cornish (English) patronymic – son of Jon...
Leonard Jewkes	Old German 'levon' + 'hardu' meaning lion + brave / Cornish (English)
Arsenius Jigger	Greek form of Latin Arsenio meaning 'virile male' / Invented as a surname, could be an American shot glass or a tiny flea!
Angelina Johnson	Greek meaning angel / Patronymic surname of English and Scottish origin
Gwenog Jones	Medieval Welsh / Welsh patronymic
Hestia Jones	Greek (Goddess of the home) / "

Lee Jordan	Old English meaning wood, clearing / Hebrew – habitational (river)
Bertha Jorkins	Old German (bright one) / Invented
Stamford Jorkins	Anglo-Saxon, habitational from place name Stanford / “
K	
Igor Karkaroff	Russian (warrior of peace) / invented
Gertie Keddle	Old German “strong spear” / Norse
Roland Kegg	French / Manx or Irish or Cornish
Randolph Keitch	German / English from Norse origin
Elladora Ketteridge	Compound of Ella (Norman) and Dora (diminutive of Theodora – Greek) / Anglo-Scandinavian (sacrificial cauldron)
Silvanus Kettleburn	Roman (wood, forest) / Invented
Aidan Kiely	Gaelic / Anglicised Gaelic
Andrew Kirke	Greek / Topographic, church
Goodwin Kneen	Derived from Scottish ‘guidwe’en’ meaning ‘good child’ / Manx
Gunhilda Kneen	Germanic meaning war / “
Montague Knightley	French meaning pointed hill / Anglo-Saxon ‘locational’
Viktor Krum	Latin (conqueror) / German from Jewish, means crooked
L	
Fifi LaFolle	Diminutive of Josephine (feminine form of Joseph – Hebrew) / Invented, from French LaFollette
Lisette de Lapin	Hebrew / from Lapin, habitational Jewish OR French (rabbit)
Nobby Leach	Diminutive of Norbert – Germanic, meaning North / Occupational 7 <sup>th</sup> Century English
Bellatrix Lestrangle	Latin, female warrior – star in the Orion constellation / Old French estrange and Middle English ‘foreign’ with the French determiner ‘Le’ as in THE stranger or newcomer
Rabastan Lestrangle	Variant of Rastaban (a star in the constellation Draco) meaning head of the serpent in Arabic / “
Rodolphus Lestrangle	Latin form of Rudolf from German, maybe linked to Nazi Rudolf Hess / “
Dai Llewellyn	Welsh form of David / Welsh (Lion like)
Guthrie Lochrin	From the Scottish place name, derived from the Gaelic for windy place / Scottish
Gilderoy Lockhart	Variant of Gaelic Gilroy meaning ‘Son of the redhead’ / Scottish, probably from Germanic meaning brave – also occupational Old English for a herdsman
Algie Longbottom	Diminutive of Algernon (French) meaning with whiskers / Middle English ‘long’ + ‘bodme’ meaning long valley
Alice Longbottom	From German meaning nobility / “
Augusta Longbottom	Latin meaning majestic / “
Callidora Longbottom	Greek meaning the gift of beauty / “
Enid Longbottom	Welsh meaning spirit, life / “
Frank Longbottom	French meaning freedom / “
Harfang Longbottom	Named for a snowy owl, from Swedish meaning ‘to catch’ / “

Neville Longbottom	French, new village / "
Luna Lovegood	Latin 'moon'/ Cornish 10 <sup>th</sup> C
Xenophilius Lovegood	Greek 'foreign or alien' / "
Artemisia Lufkin	Greek / Medieval
Remus John Lupin	Latin for twin/ Hebrew / 14 <sup>th</sup> C name of plant
Teddy Remus Lupin	Old English 'guardian' / Latin for Twin/ "
Aidan Lynch	Gaelic / Gaelic
M	
Magnus "Dent-Head" Macdonald	Latin 'great'/ Scottish Patronymic
Mary Macdonald	Hebrew / "
Morag MacDougal	Gaelic 'sun' / Scottish Patronymic
Hamish MacFarland	Gaelic / Scottish Patronymic
Ernie Macmillan	English / Scottish Patronymic
Walden Macnair	Old English Habitational / Scottish Patronymic
Alasdair Maddox	Gaelic / Welsh
Laura Madley	Latin / Possibly from Medley, habitational river name
Abraxas Malfoy	Ancient Greek/ invented – Mal French 'bad or evil' Foi French 'faith or trust'
Brutus Malfoy	Roman 'heavy' / "
Draco Malfoy	Greek 'dragon, serpent' / "
Lucius Malfoy	Latin 'light' / "
Narcissa Malfoy	Greek 'daffodil' / "
Scorpius Hyperion Malfoy	Latin 'scorpion' – zodiac constellation / Greek 'over' / "
Madam Malkin	/ Medieval
Griselda Marchbanks	Germanic 'dark battle' / Habitational Scottish
Beaumont Marjoribanks	French Habitational / Scottish Habitational
Olympe Maxime	French / French
Dugald McClivert	Irish 'dark stranger' / invented
Catriona McCormack	Gaelic 'pure' / Scottish Patronymic
Kirley Duke McCormack	Gaelic / "
Meghan McCormack	Gaelic / "
Natalie McDonald	Latin 'Christmas day' / Scottish Patronymic
Minerva McGonagall	Latin 'intellect' / Gaelic Patronymic
Jim McGuffin	Hebrew / Gaelic Patronymic
Marlene McKinnon	English / Scottish Patronymic
Cormac McLaggen	Old Irish / Scottish patronymic
Tarquin McTavish	Latin / Scottish Patronymic
Dorcas Meadowes	Greek / Medieval Topographic
Araminta Meliflua	Greek 'protection' / Spanish 'mellow, sweet'
Galatea Merrythought	Greek 'white as milk' / English 1930s
Eloise Midgen	Germanic / Old English
Cuthbert Mockridge	Old English 6 <sup>th</sup> C / welsh Habitational
Laverne de Montmorency	19 <sup>th</sup> C French / French
Alastor "Mad-Eye" Moody	Ancient Greek for 'he who does not forget', thus 'avenger', 'persecutor', 'tormentor', 'one who suffers from divine vengeance' / Anglo-Saxon nickname – old English modig 'brave, bold'
Ethelbard Mordaunt	Invented, possibly from Ethel (Old English for noble snake) and Bard (Middle English for travelling musician)/ Anglo-Saxon

Gwendolyn Morgan	Welsh meaning white and fair/ Welsh
Valmai Morgan	Welsh / “
Hassan Mostafa	Arabic meaning ‘handsome benefactor’ / Arabic ‘the chosen one’
Burdock Muldoon	Middle English plant / Gaelic
Zacharias Mumps	Greek meaning ‘the Lord has remembered’ / invented – 17 <sup>th</sup> C ‘a grimace’
Eric Munch	Old Norse / Norwegian ‘monk’
Eunice Murray	Latin, meaning ‘victorious’ / Scottish Habitational
N	
Theodore Nott	Greek / Nickname from Old English (bald)
Honorina Nutcombe	Latin / Anglo-Saxon
O	
Idris Oakby	Welsh OR Arabic (random) / invented, from habitational?
Winkus Oddpick	Invented / Invented
Bob Ogden	From Robert, Norman from Old German / Old English meaning oak and valley
Tiberius Ogden	Latin / “
Dunbar Oglethorpe	Gaelic habitational / Yorkshire from Old Norse - locational
Darren O’Hare	Unknown, but possibly from Gaelic / Gaelic patronymic
Gondoline Oliphant	Possibly from the fictional place Gondolin from Tolkien’s ‘Silmarillion’ / Norman origin, Old English
Barnaby Ollerton	Biblical / locational English
Bill Ollerton	From William (English) / “
Bob Ollerton	From Robert (German) / “
Gifford Ollerton	English from Old French / “
P	
Grant Page	/ Middle English and old French – occupational
Walter Parkin	Germanic meaning rule and army / From the Middle English Perkin
Pansy Parkinson	Flower, from the French “pensee” meaning thought / Patronymic – son of Parkin
Padma Patil	Hindi meaning lotus flower / Indian meaning chief
Parvati Patil	Hindu goddess of fertility / “
Glanmore Peakes	Scottish locational / Old English pekke meaning top of a mountain or hill
Jimmy Peakes	From James – Hebrew – “
Abraham Peasegood	Hebrew – Anglo-Saxon occupational (meaning seller of hot pea skins)
Arnold Peasegood	7 <sup>th</sup> C Germanic / “
Daisy Penniford	Derived from the flower of the same name, Old English / Probably from Penfold Middle English
Phoebus Penrose	Epithet of Greek god Apollo / Cornish and Welsh habitational
Octavius Pepper	Latin / From the Latin ‘piper’
Sally-Anne Perks	Old Greek, Sally means princess and Anne means blossom / Medieval

Peter Pettigrew	Greek meaning stone / Scottish from French meaning little growth – petit and cru
Antioch Peverell	Ancient Greek city, meaning ‘holding out against’ or ‘resistant’ / French meaning ‘piper’
Cadmus Peverell	Greek, he who excels / “
Ignotus Peverell	Greek, meaning unknown / “
Arkie Philpott	Invented / Norman from the Greek Phillip (lover of horses)
Justus Pilliwickle	Hebrew meaning ‘upright’ / Greek means ‘bee’
Irma Pince	German means war goddess – could be a play on ‘firmer’ / French, means ‘pliers’ – what does she teach?! ... a frail woman with a pinched nose? ‘vulture like creature’
Carlotta Pinkstone	Italian / Anglo-Saxon locational
Dagbert Pips	Possibly from Dagobert, French meaning ‘bright day’ / Invented surname, possibly from Greek Phillip
Radolphus Pittiman	Possibly from Rodolphus, which is from German Rudolf (see before) / Possibly from Pittman, Old English
Yardley Platt	English, meaning enclosed meadow / Habitational English
Roderick Plumpton	German, from Latin / Anglo-Saxon locational
Mirabella Plunkett	French meaning incredible beauty / Irish, of French origins
Sturgis Podmore	Old Norse / Medieval locational
Royden Poke	Habitational Old English, from the ‘royal hill’ / Informal locational, from Pollok (an area of Glasgow)
Gulliver Pokeby	Irish meaning ‘gluttony’ / Invented
Piers Polkiss	Anglo-Saxon, means rock / possibly a variation of Scottish Pogue, meaning from the pool or pit
Poppy Pomfrey	From the flower, Old English / Norman French
Roddy Pontner	Gaelic / Invented, closest is Portner which is from Old German
Petrova Porskoff	Russian / Invented
Albus Severus Potter	Latin meaning bright / Roman, meaning “stern” / Middle English, occupational
Charlus Potter	Derived from Charles (Germanic) / “
Harry James Potter	From Germanic Heimerich into Middle English Henry meaning “home” and “ruler” or “house protector” / Hebrew – meaning ‘one who follows’ / “
James Potter	“ / “
Lily Potter	English, from the flower / “
Lily Luna Potter	“ / Latin ‘moon’ / “
Nugent Potts	Irish from French, locational ‘Nogent-sur-Oise’ / Anglo-Saxon
Ernie Prang	English / Scottish habitational
Fabian Prewett	Latin / Middle English nickname meaning brave
Gideon Prewett	Hebrew, ‘destroyer one who has a stump in place of a hand’ / “
Ignatius Prewett	Latin means fiery one / “
Lucretia Prewett	Latin, means profit / “

Apollyon Pringle	Hebrew, means destroyer / Old Norse to Scottish, habitational
Graham Pritchard	From Grantham, Lincolnshire habitational / Welsh
Demetrius J. Prod	Latin / Possibly nickname from 'proud', English
Elsie Prod	Scottish, from Elspeth / "
Bertrand de Pensees-Profondes	French, meaning intelligent / French 'to think' and 'deep'
Adrian Pucey	Latin / Old English
Doris Purkiss	Greek means gift / Invented, possibly from purchase(r) occupational
Augustus Pye	Latin, meaning majestic / Old English from 'magpie' meaning thief
Hambledon Quince	Invented, possibly from locational Scottish Hamilton / English, an apple like fruit
Orla Quirke	Gaelic, golden princess / Manx and Irish, son of Cork
Quirinus Quirrell	Roman, meaning spear or 'wielder of the spear' / Middle High German 'eichorn' which translates as 'oak horn'. In Old English this became 'squirrel' and then we get Quirrell
Po Quong	In Chinese, soul / Traditional Chinese
R	
Modesty Rabnott	Latin, modest (obviously) / Invented, possibly from Robert
Urquhart Rackharrow	Usually a surname, Scottish habitational / Invented, rack = instrument of torture and harrow = horrifying
Mnemone Radford	Greek, meaning remembrance or memory / locational English
Xavier Rastrick	Basque (Spanish) meaning 'new house' / English locational
Helena Ravenclaw	Greek, from Helen / Invented raven + claw, ravens are quick learners, raven is Old English and claw is also Old English
Rowena Ravenclaw	Welsh, meaning fair and slender / "
Tom Riddle Sr	From Thomas, meaning twin / Old English, meaning a puzzle
Tom Marvolo Riddle / Lord Voldemort	" / English Mar 'to inflict damage' and Latin volo 'I want' likely variant of malvolio Latin 'ill will'
Harvey Ridgebit	Old English, meaning 'blazing' / Invented, Old English meaning 'spine' and bit Old English meaning 'bite, mouthful'
Rose Riley	From Latin, a flower / Irish, variant of Reilly
Gawain Robards	Welsh / Derived from Robert
Demelza Robins	Cornish locational, meaning honey or sweet / Anglo Saxon
Augustus Rookwood	Latin, meaning majestic / Topographic, someone who lived near a wood full of rooks!
Evan Rosier	Welsh / French origins, linked to roses
Madam Rosmerta	Rosmerta was the Romano-Celtic goddess of fertility and abundance, in Latin it means 'great provider'
Thorfinn Rowle	Norse, means thunder finn / German, meaning wolf
Grugwyn Rufford	Welsh / English

Albert Runcorn	German, meaning noble and bright / Old English, locational
Barry Ryan	Irish, means fair haired / Irish, means little king
S	
Almerick Sawbridge	German, meaning powerful king / Anglo-Saxon locational
Lorcan Scamander	Irish, meaning little fierce one / River God in Greek mythology, possibly from 'skazo' which means to stumble or skaios meaning awkward so it could mean meandering or awkward man
Lysander Scamander	Greek, meaning free man / "
Newton Artemis Fido "Newt" Scamander	Old English, 'new town' / Unisex name from the goddess of the hunt / Latin, to trust / "
Rolf Scamander	German, wolf / "
Bruno Schmidt	German, meaning brown / German, occupational meaning blacksmith – the equivalent of English Smith
Brutus Scrimgeour	Latin meaning heavy / Scottish from French 'escrimeur' meaning swordsman
Rufus Scrimgeour	Latin meaning red / "
Kingsley Shackebolts	Usually a surname, Anglo-Saxon meaning from the king's wood / As a split compound, both 'shackle' and 'bolt' are forms of imprisonment – a shacklebolt is also the link between shackles
Derwent Shimpling	Meaning 'river with oak trees' Celtic / English, habitational (village in Norfolk)
Gaspard Shingleton	Spanish, meaning treasure / from the Anglo-Saxon 'Singleton' (habitational)
Stan Shunpike	Short form of Stanley, often a surname, locational for stan (stone) and leah (wood, meadow) Old English / Old English, a 'shunpike' is a road taken to avoid a toll road
Aurora Sinistra	Latin, goddess of the dawn / Latin, meaning 'sinister'
Rita Skeeter	Short form of Spanish Margarita (pear) / 19 <sup>th</sup> C English, meaning 'mosquito'
Harold Skively	Old English, from Hereweald meaning wielder of power / Invented, possibly linked to verb 'skive'
Wilbert Slinkhard	Anglo-Saxon meaning bright and famous / Invented
Jack Sloper	Diminutive of John, Middle English meaning 'man' / Old English, occupational meaning maker of overalls
Horace Slughorn	Latin, meaning timekeeper / Archaic Scottish word meaning 'war cry' which has evolved into 16 <sup>th</sup> century English 'slogan' OR slug as in the garden slug, from Middle English via Scandinavian and meaning 'large heavy body' and horn, Old English as in 'hard, permanent outgrowth on an animal's body'
Salazar Slytherin	Spanish, habitational from a place in Burgos / Invented, perhaps from the adjective 'sly' or its phonetic similarity to slithering (as in a snake)?
Veronica Smethley	Latin, from 'vera' and 'icon' meaning 'true image' / Invented, possibly from surname Smedley which is English, locational
Elliot Smethwyk	Usually a surname, from Old French / Invented, possibly from Smethwick, so English habitational

Hippocrates Smethwyk	Latin, from the Greek physician / “
Leopoldina Smethwyk	Feminine form of Leopold, German / “
Zacharias Smith	Ancient Greek from Hebrew, meaning ‘the Lord has remembered’ / Old English as in blacksmith (occupational) from the German ‘Schmidt’
Eileen Snape	English variant of French ‘Aveline’ / Invented, possibly from the Old Norse word ‘sneypa’ which means ‘to outrage, dishonour, disgrace’
Severus Snape	Latin, meaning stern – you can see it in the word ‘severe’ / “
Tobias Snape	Greek, from Hebrew meaning ‘goodness in God’ / “
Faris “Spout Hole” Spavin	Arabic, meaning ‘knight’ / Middle English, shortened form of Old French ‘espavin’ meaning a disease of a horse’s neck (!)
Alicia Spinnet	Variant of Alice, from German meaning ‘noble one’ / Invented as a surname, possibly from Old French ‘spinette’ meaning ‘small harpsichord’
Phyllida Spore	Greek, meaning green bough / Latin, meaning ‘seed’
Pomona Sprout	Latin, Roman goddess of plenty, comes from ‘pomum’ which means ‘fruit’ / Old English meaning ‘shoot of a plant, a twig’
Erica Stainwright	Latin, feminine form of Eric meaning ‘tree heather’ / Old English
Blenheim Stalk	Possibly from Blenheim Palace, Blenheim being from the English name for Blendheim (a village in Germany) so habitational/ Middle English, meaning ‘rung of a ladder’
Hesper Starkey	Greek, meaning ‘evening star’ / From Middle English ‘Stark’ meaning firm and unyielding, nickname
Patricia Stimpson	Latin, meaning noble / Patronymic meaning son of Stephen, English from Greek
Jeremy Stretton	Hebrew, ‘to exalt’ / Old English meaning ‘Roman road’ and ‘settlement’
Edgar Stroulger	Old English, meaning prosperity / Old English, possibly from German ‘strahl’ meaning light or shine
Miriam Strout	Hebrew meaning ‘sea of bitterness’ / Anglo-Saxon
Billy Stubbs	Old French meaning protector / Old English nickname meaning a short or stocky person
Grogan Stump	Gaelic, usually a surname / Middle English from stumble, for an amputated limb
Felix Summerbee	Latin, meaning fertile / Invented, from summer + bee
Havelock Sweeting	Old Norse, meaning ‘sea competition’ / Medieval English, nickname
Emeric Switch	German, meaning leader / From low German, meaning ‘twig’
Jocunda Sykes	Latin, meaning ‘cheerful’ / Anglo-Saxon, habitational from Syke
T	
Janus Thickey	Latin, meaning ‘gateway’ / Invented, Hickey is Irish and ‘thicket’ is a bush (English)
Pius Thicknesse	Latin, meaning ‘pious’ / Norman French

Dean Thomas	Old English, meaning 'church official' / Aramaic, patronymic
Orsino Thruston	Roman / Invented
Thaddeus Thurkell	Aramaic, meaning 'heart' / Maybe from 'Thirkell', English locational
Agatha Timms	Latin, meaning 'good' / Medieval English, patronymic
Tilly Toke	German meaning 'battle-mighty' / Norman
Andromeda Tonks	Greek, meaning 'ruler of men' / Patronymic, from the diminutive 'Tonk' from Thomas, Aramaic
Nymphadora Tonks	Greek, meaning 'gift of the nymphs' / "
Ted Tonks	Greek and Old English, meaning 'God's gift' / "
Alberta Toothill	English, feminine form of the German Albert meaning 'noble and bright' / English, possibly from Totehill so habitational
Tilden Toots	English, habitational / Invented, to blow a horn? Or from 'tootsie'
Kenneth Towler	English, from Gaelic meaning 'handsome' / Medieval, occupational for a tax collector
Cassandra Trelawney	Greek, in mythology she had the gift of prophecy but no one believed her / English (Cornish) habitational
Sybil Patricia Trelawney	Greek, meaning 'prophets' / Latin, meaning noble / "
Donaghan Tremlett	Usually a surname, possibly from Gaelic 'Donovan' meaning dark brown / English, habitational
Quentin Trimble	Latin, meaning 'fifth' / English, habitational
Sacharissa Tugwood	Invented, but may refer to the Greek verb 'saccharise' which means to turn into sugar / Invented
Lisa Turpin	Hebrew, diminutive of Elizabeth meaning 'oath of God' / Anglo-Norman French from Norse Thor
Mallory Twiddle	French, meaning 'unfortunate one' / Unusual as a surname, 'twiddle' 16 <sup>th</sup> C English meaning to twirl or fidget
Norvel Twonk	Anglo-Saxon meaning from the north state / Informal English meaning 'foolish'
Wilkie Twycross	Diminutive of William, English patronymic / English, habitational
U	
Dolores Jane Umbridge	Spanish, meaning 'sorrow' / English / Invented, possibly from 'umbrage' from French meaning 'shade, shadow'
Quintius Umfraville	Invented, possibly from Quintus Latin meaning 'born fifth' / Anglo-Norman
V	
Cassandra Vablatsky	Greek, in mythology she had the gift of prophecy but no one believed her / Invented, possibly from real life Helena Blavatsky founder of the Theosophy movement in the West
Emmeline Vance	Norman, meaning 'work' / English, habitational from fenn meaning 'marsh'
Romilda Vane	German, meaning 'glorified battle maiden' / Middle English meaning 'glad'

Septima Vector	Latin, meaning seventh / from Latin meaning 'convey' also a Mathematical term
Vindictus Viridian	Invented, possibly from 'vindictive' Latin meaning vengeance / Latin meaning green
W	
Joscelind Wadcock	Invented, possibly from Jocelyn, Middle English from Old French meaning 'Goth' / maybe from Wade from Old English meaning 'to go'
Adalbert Waffling	German, meaning 'noble' / Invented, possibly from 'waffle' 17 <sup>th</sup> C English informal meaning 'yap'
Myron Wagtail	Jewish from Greek meaning myrhh / English small bird, compound of wag + tail
Celestina Warbeck	From Latin celestial meaning 'sky' or 'heaven' / Invented
Fabius Watkins	Latin, meaning 'bean' / Welsh, patronymic
Arthur Weasley	Welsh, meaning 'bear' / "
Audrey Weasley	English, meaning 'noble strength' / "
William Arthur "Bill" Weasley	English, Patronymic / Welsh, meaning 'bear' / "
Cedrella Weasley	Celtic, feminine form of Cedric meaning 'love' / "
Charlie Weasley	From German Karl, meaning 'man' / "
Dominique Weasley	French, meaning 'lord' / "
Fred Weasley	Old English, perhaps from Alfred or Frederick meaning peace ruler / "
Fred Weasley Jr	Old English, perhaps from Alfred or Frederick meaning peace ruler / "
George Weasley	Greek, meaning 'farmer' / "
Ginevra Molly "Ginny" Weasley	Italian and Welsh meaning 'smooth and fair' / Diminutive of Mary, Hebrew meaning 'bitter' (though some say rebellious or 'wished for child') / "
Hugo Weasley	German, meaning 'bright of mind' / "
Louis Weasley	French, meaning famous warrior / "
Lucy Weasley	French, from Latin for 'light' / "
Molly Weasley	Diminutive of Mary, Hebrew meaning 'bitter' (though some say rebellious or 'wished for child') / "
Percy Ignatius Weasley	French, habitational / Latin, means fiery one / "
Ronald Bilius "Ron" Weasley	Old Norse, meaning counsellor / Invented, possibly from 'bilious' meaning nausea, spiteful, discoloured / "
Rose Weasley	From Latin, a flower / "
Roxanne Weasley	Persian, meaning 'dawn' / "
Septimus Weasley	Latin, meaning 'seventh' / "
Victoire Weasley	French form of Victoria, meaning 'victory./ possibly from 'weasel', the creature Old English. JKR: "In Britain and Ireland the weasel has a bad reputation as an unfortunate, even malevolent, animal. However, since childhood I have had a great fondness for the Family Mustelidae; not so much malignant as maligned, in my opinion"
Dorcas Wellbeloved	Greek, meaning gazelle / Medieval English
Bridget Wenlock	Irish, meaning 'the high one' / English, locational
Kennilworthy Whisp	Inspired by Kenilworth, English, locational / Possibly from 'whisper', German from whistle

Kevin Whitby	English, meaning 'comely birth' / English, locational
Devlin Whitehorn	Gaelic, meaning grandson / Scottish habitational
Samson Wiblin	Hebrew, meaning 'bright sun' / Invented
Willy Widdershins	From William, English / From Middle Low German meaning 'to go against'
Dempster Wiggleswade	Scottish and Manx, occupational (a judge) / Anglo-Saxon, locational
Wilhelm Wigworthy	From German, meaning resolute protector / Invented
Ignatia Wildsmith	Latin, meaning fire / Old English
Benjy Williams	Hebrew, meaning 'son of my right hand' / Patronymic from William, Medieval English
Heliotrope Willis	Latin, plant that turns towards the sun / Norman English
Gilbert Whimple	German, meaning 'bright promise' / English, locational
Herman Wintringham	German, meaning army man / English, locational
Oliver Wood	From Olivier, French / Old English from German meaning trees
Augustus Worme	Latin, meaning majestic / From 'worm' Old English
Eldred Worple	Anglo-Saxon, meaning wise advisor / English, locational
Bowman Wright	Old English, occupational (as in a bow-man) / Old English, occupational (wood worker)
Josef Wronski	German form of Joseph (Hebrew) / Polish
Y	
Dzou Yen	Chinese, habitational / Japanese, from Chinese
Cyprian Youdle	As in Cyprus / Invented
Z	
Blaise Zabini	French, meaning lisp / Invented
Ladislaw Zamojski	Czech, meaning famous ruler / Polish
Rose Zeller	From Latin, a flower / German habitational

	First Name(s)	Surnames
Arabic	6	2
Aramaic	2	1
Chinese	2	3
Cornish	1	1
Czech	1	
Dutch		2
Early Modern English		3
English ( <i>non-specific</i> )	37	63
French	28	18
Gaelic	32	14
German	61	11
Greek	75	5
Hebrew	32	3
Hindi	2	1
Hungarian	1	
Invented	23	62
Korean	1	
Latin	105	15
Late Modern English		2
Manx		2
Middle English	9	42
Norse	10	7
Old English	39	74
Persian	2	
Polish		2
Russian	3	2
Scottish	9	29
Spanish	7	1
Swedish	1	
Welsh	26	10

Habitational	86
Occupational	29
Nickname	17
Topographic	24
Patronymic	28

## Examiner commentary

The candidate has taken a very popular text, the 'Harry Potter' series, as the data source for their study, but has taken a unique approach. Whereas, many candidates have sought to explore the presentation of gender roles within the texts, this candidate present an etymological study which explores the layers of meaning-making within the novels. The Investigation is scholarly in every respect.

### The Language Investigation

AO1: The candidate has produced an extremely well-designed and academic Investigation which demonstrates astute judgement relating to the conception, data gathering process and choice of focal language frameworks, and the systematic and detailed analysis of the data demonstrates a very fine handling of appropriate methods. The candidate adopts a sophisticated register and applies impressive subject terminology. The inclusion of tables and graphs to record data, and to serve as a point of focus for the analysis signifies the rigour of this candidate's approach. This candidate might have achieved full marks for this AO had a little more time been spent supporting the hypothesis with contextual and conceptual factors within the introduction. (Level 5 – 9 marks).

AO2: Even though the candidate could have done more to introduce key conceptual elements within the introductory sections in more detail, the candidate demonstrates an impressive level of conceptual and theoretical knowledge and great skill in analysing the etymology of the lexical choices and their impact on meaning-making. A particularly interesting insight was the discussion of western centrism and linguistic bias in relation to non-English lexis and phonology. (Level 5 – 9 marks).

AO3: The candidate demonstrates discerning inclusion of contextual factors related to contexts of production, anticipated readerships and audience reception. These factors are woven through the analysis in an incisive manner, providing interesting insights into the tensions between authorial intentions and audience interpretation. The candidate's discussions on Latinate prestige lexis linked to academia, on linguistic bias and western centrism, historical allusions to 20th century Fascist dictators, and the possibility of Rowling's socialist agenda, all provide rich contextualisation on factors that influence meaning-making beyond the etymological significance of the lexical choices. (Level 5 – 9 marks).

### The Academic Poster

AO5: This is a visually effective poster that covers much of the key elements of the Investigation and offers some useful glossing for a new audience. The register is appropriate and there has been some attention paid to the aesthetic organisation of material. However, this is not the easiest poster to read as the layout is not chronological – for example the purpose/aims section is on the far right when it should really be the first item that one reads. The focus is appropriately placed on covering the analysis/findings – but there is no heading to explain that this section is the content within the spider diagram. Because of the issues with fluency/clarity this poster more naturally sits in Level 4 than Level 5 but the centre mark was supported during moderation. (Level 5 – 9 marks).

Total: 36 marks

**Exemplar 6** An Investigation of the linguistic and paralinguistic patterns apparent in conversation between native speakers (L1) and second language speakers (L2)

## Content

### Introduction

### Methodology

### Analysis

- Intonation
- Interrogatives
- Accommodation and Pragmatics
- Semantics and Paralinguistic Features
- Pronunciation and Accents

### Conclusion and Evaluation

- Conclusion
- Evaluation

### Bibliography

An Investigation of the linguistic and paralinguistic patterns apparent in conversation between native speakers (L1) and second language speakers (L2)

Introduction

I noticed how, perhaps subconsciously, one adjusts one's standard use of linguistic and paralinguistic features when partaking in conversation with L2 speakers and therefore wanted to investigate language convergence as well as the communication Accommodation Theory (Giles: 1973) in relation to conversations between L1 and L2 speakers. As we continue to evolve into a more culturally diverse society, are our linguistic skills also developing to enable the members of our society who have a more limited understanding to have an easier transition? This specific area of spoken language between L1 and L2 speakers is considerably under researched and therefore I will focus on the patterns obtained in my own data collected on a trip to Borneo rather than sourced data. Many Child Directed Speech (CDS) patterns such as a clear digressive change in prosodic features (intonation, stress and speed) along with the use of simplistic language (concrete nouns and the active voice) and more evident use of pragmatics accompanied by paralinguistic features could occur. There could also be evidence of power indifference as the native speakers' advanced understanding of the English language may position them as topic managers and conversational fabricators. TEFLA courses highlight the importance of teaching idioms and expressions, slang and how one can learn through music. Teachers are also taught the common learning problems for L2 learners and how age dramatically affects their capacity and ability. The instructors I recorded in Borneo have had no formal training so their understanding or use of the aforementioned traits of language will most probably be minimal/non-existent. Additionally, due to the fabrications of L2 acquisition requiring conscious attention, adults often do not show competency in second languages as the ability to acquire knowledge between the ages of seventeen and thirty gradually reduces (NEWPORT 1989). Moreover, language 'learners construct new ideas and concepts based upon their existing knowledge', however, English and Malay have little syntactic, lexical and phonological similarities and thus this could further inhibit the level of language spoken and create a further need for convergence.

Methodology

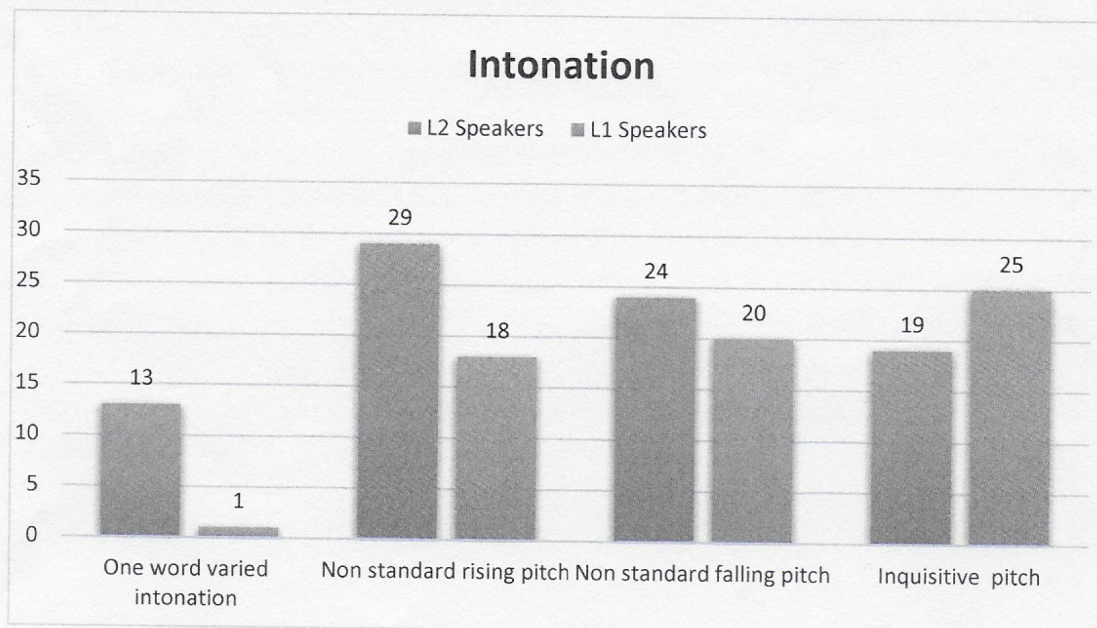
On my trip (and after obtaining their permission) I recorded two minute sections of four different conversations between native English language speakers and a native Bornean whom has a more limited understanding and use of the English language. The conversations were held between adults and young adults where I would be recording as an outside voyeur so as to avoid observer's paradox. I chose to examine linguistic as well as paralinguistic features of the conversations as otherwise my data would lack a vital pattern I aimed to explore. I focused on patterns of pragmatics (contextual understanding, inference, subtle hidden meaning) prosodics, intonation, grammatical construction/ syntax and paralinguistic features – all spoken mode elements that aid understanding. I estimated that paralinguistic features would play a vital role within these conversations and therefore asked permission to film the conversations to accurately note any actions that took place.

Attitudes toward dialects from theorists such as Deborah Cameron and Tove Skutnabb-Kangas proved relevant, as did CLA theories. Running parallel to these theories are the concepts of prescriptivism and descriptivism which, after reviewing my evidence, I chose to incorporate. Rosina Lippi-Green's principle of linguistic subordination helped me to analyse the use of L2 language from a descriptivist view in part with the distinct principles that create spoken language (Mooney 2015).

# Analysis

## Intonation

The first feature to be examined was the use of possible varying intonation by the L2 speakers. Although regularly used to mark a question, in which case the rise in pitch is evident, there are random examples of varying intonation throughout their speech. L2 speaker specific use of non-standard intonation manifested in the pronunciation of polysyllabic lexis such as 'tomorrow' and 'actually' (transcripts 3 and 4) where every other syllable was stressed and the pitch variation was similarly sporadic. This intonation is quite typical of a L1 child in the post telegraphic stage as some phonemes wouldn't come naturally and therefore would be stressed in a non-standard manner. The further use of random rising or falling intonation over an entire word is present in both and 's speech. The effect of rising intonation in the midst of an utterance seems to convey their uncertainty regarding word choices such as 'café' (transcript 2) and 'degrees' (transcript 1). This may be due to their need to converse with L1 speakers and accurately convey information, however, they are positioned at a disadvantage due to their lesser understanding of the English language. Furthermore, the rise in pitch appeared to also act as a factor when they hesitated. In Transcript 2 says 'I work with thi::s tour::ism (3) twe:nty two years'. One can grasp three actions which has taken to convey his thought: elongation of syllables, rising pitch and a three second pause. In concurrence has conveyed his need to process the information and think without just pausing alone.



The use of intonation by the L1 speakers could perhaps be down to their standard use of pragmatics and thus is similar to CDS. Intonation has been seen as a factor that can maximise the attentiveness and responsiveness of an infant (Jacobson 1983), however this is evidently echoed in the L1 utterance ' ? How lo:ng have you wo:rked with camps? One could gather from this that the paralinguistic of this intonation is to scaffold such a response, and ease a conversation, exhibiting the same function as described in Bruner's concept of LASS.

### **Interrogatives**

For a multitude of reasons that expectedly affect the speech, power is a factor. The L2 speakers as the elder, acting informants and instructors, in this particular context, hold instrumental power over those with whom they are conversing. The L1 younger speakers who are communicating in their mother tongue hold underlying power through their ability to communicate and understand. This evidence of power asymmetry, conversely seem to manifest in examples of CDS traits of language.

The primary example of CDS is the use of frequent questioning which is a key factor of Bruner's language acquisition support system (LASS) which states that development is enhanced by the action of caregivers aiding children in conversation with scaffolding, in the form of prompting, through questioning, and socialising. It provides a platform and topic to ease a streamed direct conversation and keeps the attention on them, for which further development can take place. The frequent questioning by L1 speakers creates a conversation with a clear motive to take place. In many examples of this questioning one can also see attempts of framing a response. In transcript 3 the directed interrogative is changed from 'which project work are we doing?' to a repetition of the interrogative, with the extended time phrase 'tomorrow?'. This distinction of time is perhaps used as a way to convey a clear message which would not be necessary when speaking to a fellow L1 speaker. We can see the use of the rephrased interrogative to aid the response 's::o tomorrow we just taking pole'.

Perhaps due to awareness as native speakers, the L1 speakers conclusively topic manage the conversation continually through their use of questioning. In Transcript 2 one can see evidence of asymmetric questioning (one sided) from the participant 'T' directed to Ray. Feasibly as a way to break the silence, 'T' directs the interrogative 'how lo:ng have you wo:rked with camps?' to Ray. Immediately after he has overtly responded to her query, she follows her phatic response 'that's cool' with the compounded utterance 'and do you live round here?' Opposing this evidence is that of the asymmetric questioning and, by way of context, power, in transcript 1. Contextually, Jai was hosting and presenting to the group of L1 speakers. His instrumental power is recorded by his topic managing throughout transcript 1 and exhibited by his continual use of interrogatives and declaratives. The frequent questioning in this scenario is asymmetric in favour of Jai, however, the quick responses seem to cause Jai to repeat back the utterances of L1 speakers as perhaps, a way of biding time to think. Evident here 'L: the orangutans J: ORANGUTA:::NS.' A further example of a possible lack of certainty is evident in his use of the tag question 'today or yesterday is it?' showing his desire for clarification. His slight lack of clarity and conciseness is also demonstrated with his repetition of phatic/ colloquial lexis 'yeah' and 'guys' mid utterance ('yeah guys (.) this is we call SUMMER yeah') perhaps alternatively used to lower the status of himself to the youthful room.

### **Accommodation and Pragmatics**

Patterns in the speech seen throughout these transcripts can be identified as feasible examples of Giles' Accommodation Theory through the appearance of possible convergence by L1 speakers. Although the speakers are not openly lowering their status and levelling, evidence of colloquialisms and high frequency lexis is seen throughout most utterances which, perhaps

if being spoken to a fellow L1 speaker, would be of a higher register or using lower frequency lexis. In transcript 3 one can see the overlapping of utterances by L1 speakers, directed to the L2 speaker, all of which convey the same simple idea 'CH: o:h that sounds good / L: oh that's smaller (.) oh I like that/ /T: that's better/' This example seems to exhibit the L1's speakers desires for approval or to provide their approval and enhanced by their emotive utterance 'oh'. This could level their status to the L2 speaker aiding the formation of a relationship. In transcript 5 however the use of the idiomatic colloquial phrase 'scare the life out of me', is used directly between two L1 speakers in a sub-conversation to that being held with the L2 speaker, displaying the more advanced semantics that perhaps the native speakers would naturally use.

Another example of this more advanced language use between two L1 speakers is the idiom 'a hell of a lot' in transcript 4. As an alternative point, evidence from a research project comparing English and Malay in research article discussions, concluded that Malay discussions were more context dependent while English discussions were more context independent (Loi Chek 2016). This could extend to the comparison between the direct denotive, topic heavy nature of the L2 speakers speech versus the generally more pragmatic reliant English formation of speech. For example, the use of sarcasm in English through tone, contradiction or exaggeration is very particular and quite often misread by other cultures.

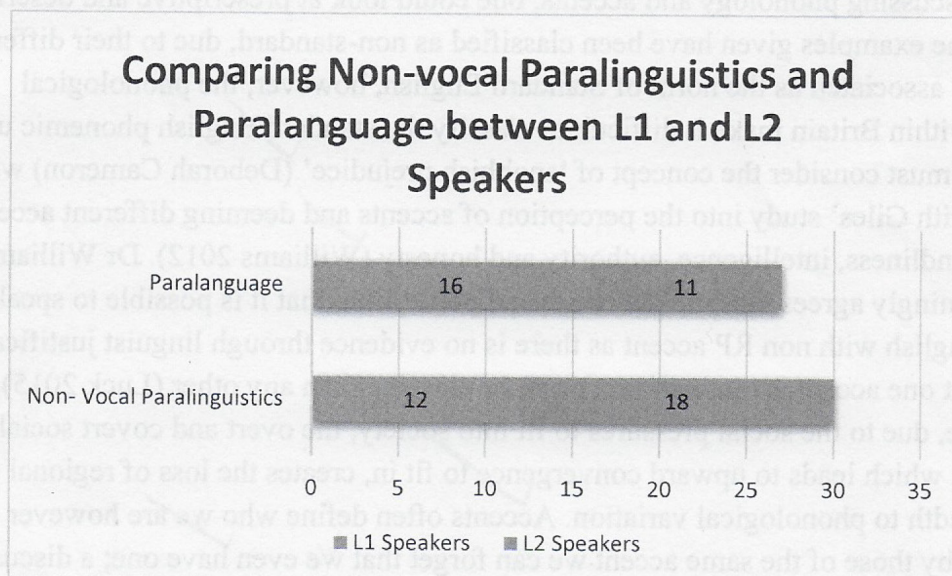
As there is little to no evidence of this variety of pragmatic speech which is almost a convention of native English culture and speech, convergence could be evident. The L1 speaker's intentions to level the understanding and language use to accommodate the L2 limitations is finally paralleled through the examples of mimicry. Transcript 3 highlights this through the L1 speakers decidedly using the L2s terminology 'taking pole' which in actual fact doesn't describe the action at all. This use of borrowing terms shows the L1 speakers' desires to accommodate for the language gap and to communicate smoothly with the L2 speakers rather than defining the action of 'taking pole' in a more precise manner. Echoing can also be seen from L1 speaker 'T' in transcript 4 over the pronunciation of the town 'Sukow'. This is coherent with the principle that imitation of phonology in alternative surroundings, when phonological parallels can't be drawn, is benevolent. In turn, at times one wants to 'fit in' or even stand out so accents are modified accordingly (Williams 2012). This use of mimicry and intonation could be evidence of wanting to fit in. This further advances the pattern of levelling and accommodation by L1 speakers in these contexts.

### **Semantics and Paralinguistic Features**

The semantic fields in all transcripts are specific to family and work and act purely as a social function. The struggle comes when wider subjects are the topic of conversation. This could be due the social interaction theory of Lev Vygotsky (1934) which hypothesises that learning and development is aided and enhanced through interaction. Additionally, he underwent a conclusive study that language and thought become related in a considerably short period of time and thus forth the understanding of a topic aids in the language that is enabled to be used (Roberts 2011). The L2 speakers here only use English when speaking to the groups who work with them. Throughout their remote village, the only spoken languages are Malay and the tribal dialect of the area. Therefore, with only minimal teaching, one could suspect that

social interaction has developed their language use. As mentioned previously, the instructors have not taken any courses or lessons to acquire language, conveying the importance of interaction to their specific acquisition. The power which the L2 speakers have by possessing an exceptionally and expectedly larger vocabulary could enable them to diverge in order to simulate and convey their instrumental power. The nature of the transcripts however diminishes this as the L1 speakers can only be seen to converge. This is further evident in the use of paralinguistic features (non verbal features that aid understanding or convey information).

There is continual evidence of very expressive body language and signalling by the L2 speakers such as 'exaggerated frowning', 'fish imitation', 'wavering hand', 'showering action', 'pointing' and 'gesturing for size'. This could show a lack of confidence in their verbal second language. They could also be a Malay convention much like how expression through hands, are much more a part of Italian than English. The approach to the similar use of these features by L1 speakers, however, does suggest facilitation. This is evident with the feature of 'pointing' in transcript 3 to provide clarity and physical representation. Physical representation of action is a pattern of non-vocal paralinguistic of which both L1 and L2 speakers communicated with such as 'gesturing for size' 'planting action' and 'machete action'; often copied in conversation once initially used. The emotive nature of paralinguistics is expressed through 'smiling' 'laughing' 'looking down' and 'nodding' / 'shaking head'. These examples are much more emotionally expressive and seemingly act with an interactional purpose. Interestingly paralinguistics is a feature of phatic communication used more by L1s, perhaps to convey a desire to converge in order to form relationships and socialise.



### Pronunciation and accents

Malay and English have few parallels in noun and verb lexis with biscuit – ‘biskuit’ being one of the few. The language’s main derivatives are from Sanskrit and Arabic which have hugely influenced alternative phonemic patterns seen throughout the L2’s speech. Examples of the nonstandard phonemes are through the IPA translated pronunciation of suggestion ‘ʃædʒɪʃtʃən’ in transcript 1 and the compounding of ‘deciding it’ pronounced ‘dɛʃɪndɪŋet’ in transcript 3. Their differed phonemes are possible due to the process of phonemic contraction that the L2 speakers would have undergone as babies, due to sounds of Malay that would have been heard with little to no English. Although English is taught at school, when Malay achieved independence in 1957 the act to phase out English as a national language was put in place, meaning that for the instructors I was with, English would have only been taught at a basic level. This furthermore limits the level at which conversation can be held and could be a reason for the semantic field of conversations being very limited.

The country has undergone much development in the past three centuries and is transitioning into a country with areas of multilingualism, which may lead to English being a wider spoken language. There is evidence however of the L2 instructor acquiring or developing his phonological use within his speech. This is apparent in transcript 4 in which phonemic simplification by substitution is exhibited with the consonant cluster ‘th’, with the substituted phoneme ‘d’. The same substitution is also evident in transcript 5, however, the use of the phonemic construction for the constant cluster is correctly used in both transcripts elsewhere. This is perhaps confirmation of the concept that an individual’s phonological change happens slowly due to the immersion in a different accent and languages (Williams 2012).

When discussing phonology and accents, one could look at prescriptive and descriptive attitudes. The examples given have been classified as non-standard, due to their differing to what is now associated as the norm of Standard English, however, the phonological variations within Britain make it difficult to classify the standard English phonemic use as a whole. One must consider the concept of ‘snobbish prejudice’ (Deborah Cameron) which correlates with Giles’ study into the perception of accents and deeming different accents to connote friendliness, intelligence, authority and honesty (Williams 2012). Dr William Barras (2011) seemingly agrees, despite the renowned perception, that it is possible to speak Standard English with non RP accent as there is no evidence through linguist justification for thinking that one accent is more correct or more pleasing than any other (Luck 2015). Furthermore, due to the social pressures to fit into society, the overt and covert social prestige of an accent which leads to upward convergence to fit in, creates the loss of regional accents and the breadth to phonological variation. Accents often define who we are however when surrounded by those of the same accent we can forget that we even have one; a discussion highlighted by John Eslings (Bauer 1998). The pronunciation of IPA examples, if heard by an L1 speaker with a different accent, may be perceived as Standard English and thus are possibly an explanation as to where the pronunciation was learnt.

# Conclusion and Evaluation

## Conclusion

CDS factors are evident, particularly the frequent use of interrogatives as a form of scaffolding and field focused / topic managed conversation. In cohesion with the L1 speakers' use of paralanguage and mimicry, these features of language all seemingly convey the concept of Giles' accommodation theory. This evidence suggests the possible desire for levelling of power asymmetry and in turn relationship formation. The contrast in phonology and intonation between the L1 and L2 speakers might have resulted from the vast dissimilarity between Malay and English, alternatively this may be due to L1 interference in prosody. After initially viewing the seesaw intonation as an attribute of uncertainty, further research provided the argument of the rhythmic nature of spoken language across different cultures and that it would manifest perhaps in the L2, as one draws on first nature; especially if acquisition occurs in adulthood. Looking into social prestige evolved from a prescriptivism analysis route, manifested in the discussion on phonology.

Linguist, Skutnabb-Kangas, coined the term 'linguicide', the loss of identity by banning or dismissal of ones' mother tongue (Mooney 2015). Although contextually not fully representational of the data, this formulated the concept of loss of identity through the necessity to speak in ones second language. John Mullan, however, stated that perhaps 'loss' should be instead deemed as 'evolutionary', to celebrate the emergence of new accents and identities (Williams 2012). The nature of these transcripts however lack a level of language prestige due to the underlined simplicity. This is perhaps due to the limited time of social interaction outside of timetabled activity or the intimate and comfortable environment of the participants.

## Evaluation

This investigation was a success as I managed to establish numerous patterns of language and paralinguistic features evident in speech between L1 and L2 speakers. I did not find anything conclusive, however was able to speculate and draw links to many theories. Although I discovered a pattern of CDS traits of language and features such as paralanguage were dominant, I was surprised at the underlying similarities in speech, possibly due to the simple level at which conversations were kept, as well as the topical control. Researching accent prestige was unplanned but interesting. I expect that creating and analysing more transcripts from a wider variety of L2 speakers could evidence more non-standard language. Investigating gender differences between L2 speakers could also be something to explore in the future.

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Should English be the international language? It's more complicated than it seems...

**Introduction**

As globalization, travel and multi-cultural societies are becoming societal norms, should English be the national language?

So we can all communicate ?

It is quite as simple as applying a set of rules so that 'English' is the same everywhere?

In my investigation I research the patterns of second language acquisition of the English language (L2, native Bornean's) compared to first language speakers (L1).



Views from Bongsud Hill, Bongsud, Borneo

**Methodology**

I recorded five conversations held between at least one native, Bornean, Malay speaking, camp instructor and multiple English national speakers.

The majority of the native English speakers are teenagers, conversing with adult, Bornean instructors, leaders of the charity program in Borneo.

Each transcript is created from a two – three minute conversation in a comfortable, social, environment.

I recorded as an outside voyeur, to avoid observer's paradox and noted paralinguistic features in cohesion with speech.

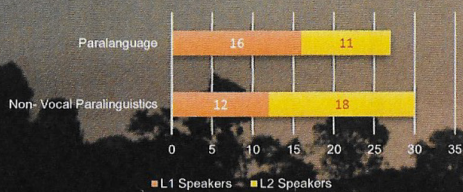
**Hypothesis**

- Patterns of Child directed speech such as a digressive change in prosodic features (intonation /stress), using simplistic language (concrete nouns/ active voice) and frequent use of pragmatics accompanied by paralinguistic features will be found.
- Perhaps Evidence of power indifference as the native speakers' advanced understanding of the English language may position them as topic managers.



Project work in Tinangol Building a community center

**Comparing Non-vocal Paralinguistic features and Paralanguage between L1 and L2 Speakers**



**Analysis and findings**

The key patterns of difference I found were

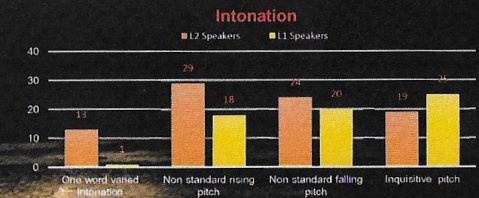
- Paralinguistic features
- Semantics
- Interrogatives
- Accommodation and pragmatics
- Intonation
- Pronunciation / Accent



Bornean instructor Ray, wearing his red silk traditional performance clothing

**Intonation**

The paralinguistic of this intonation by L1 is perhaps to scaffold a response, and ease a conversation, exhibiting the same function as described in Bruner's concept of the LASS. The exhibited L2 intonation may be due to lack of confidence or process of thought.



**Accommodation and pragmatics**

First Language English speakers used colloquialisms and high frequency lexis to accommodate and converge with L2 Native Bornean's. In conversations solely between L1's, there was evidence of idioms (e.g. 'a hell of a lot') conveying their desire obtain their natural speech tendencies.

The native English speakers used mimicry of Malay colloquial terms to accommodate for the language gap and level with the L2 speakers. This conveys their desire to build relationships and acceptance of their difference in norms.

Jay, Transcript 1  
"ORANGUTAN:NGS (2) you saw it today or yesterday is it?"



Sepilok orangutan sanctuary

**Interrogatives**

The evidence of power asymmetry is clear through frequent questioning, a feature of Bruner's theory of child directed speech. Perhaps due to awareness as native speakers, the L1 speakers topic manage the conversations throughout, keeping them to the topics of family and work. According to the LASS, frequent questioning aids children in conversation with scaffolding, in the form of prompting, through questioning, and socialising.



Sunset on Mantanani island

Ray and Enam, Bornean instructors, helping us 'take weed' (weeding the river)



**Accent**

Malay's main derivatives are from Sanskrit and Arabic, which have influenced the pronunciation. When regarding English as the national language we must think of Deborah Cameron's 'snobbish prejudices' and John Eslings understanding that Accents often define who we are. Therefore the varied pronunciation must be accepted as a part of the national English.



Tinangol village prep school. Sports day

**Conclusion**

Although the Bornean Instructor, Malay speakers have instrumental power, the L1 speakers have power through their understanding of English. This produced evidence of a desire to converge by paralanguage and topic based conversation. In turn this conveyed the acceptance of different culture and allowance of relationship creation

**Evaluation**

If English was to become the world-wide, national Language, we would have to be accepting of all the varieties that would be created due to the renowned differences in speech across all cultures. Within England, there is discrimination towards different dialects, however, if there was to be one language the whole world could communicate with. It is clear that people would be accepting of the variety to enable the building of relationships. Our society now would benefit hugely if it were to have a shared union in speech to break the barriers we have currently.

3 – transcript 4

D: is there no... way I could go see an elephant?

E: no

(smirking and shaking head)

C: (ʔ) (.) but the (elefænts)

D: but I would be t. (.) I would be well up for like ear::ly morning ri::se

K: yeah but would other people: (.) that's the question so

D:

T: I'd go on my own (.) oh wait (.) I'd go with Dilon

E: I'd go with Dilon

T: I wanna see an elephant

R: actually (dɪ:) e:le:phant is already fa:r from our villa:ge

T: yeah

R: they::re in Sukow now

T: Sukow no::w

(whispered under breath)

R: by boat (.) take abo:ut (.) four five hours

(wavering hand)

E: you'd be gone for lo::ng

(smirking and nodding head)

D: I'd be up for that

(smirking and nodding head)

E: And you'd use a he:ll of a lot of fuel (.) and you ma:y not even se:e them

T: how ba:d is tha:t

D: I::ve never se::n o::ne

(pouted lips and sad expression)

L: not even (.) like (.) at a zoo or something

D: its not the sa:me

R: Delhi

EL: /go to India/

R: /go to Delhi/

E: /you should have done Kenya/

L: /go to Thailand/

- transcript 5

complex sentence

R: that's a good (.) I mean (.) ( 3 : m ) (.) animal (.) you know why? → interrogative

D: they get rid of pe:sts → Adj P → non-verbal utterance

R: beca::use when the baby very hu:ngry (.) so for the (m ʌ d æ) → (m ʌ d æ) → different phonetic norms

sacrifice (1) so the baby e:at her → non-fluent → announcement → wrong tense (s)

(lift hands to mouth)

L: really? → shock

CH: quite disturbing

D: that's comitment

E: well (.) when their eggs hatch

R: ye:s → prompting?

CH: so then a thou:sand babies eat the mummy → exaggerated intonation

C: that's disgusting

E: its Beau:tiful → swap of 'th' noise for 'd' → easier

R: ( d æ ts ~~dad~~ ) sacrifice (2) Inam will bring you → announcement shows own dialect

C: I need my mum → exaggerated intonation for pragmatic effect

R: don't b. scared (.) you can see from far → repetition-scared → missing pronoun

CH: nah nah, im, im gonna do it its fine (looking down and mumbling)

E: where ya going? → abbreviation (you are)

CH: he's gonna show us a tarantula → use of impersonal pronoun.

E: nope (.) theyre not listening → colloquial

CH: I thought deb was (.) ( 3 : m ) (.) looking over but she was looking at Em (10 seconds of silence) → non-verbal utterance

R: (inaudible) kingfisher (inaudible) → topic manage.

CH: its QUEENfisher → louder to emphasis & humour.

R: (laugh) kingfisher → repetition → misunderstood.

CH: Queenfisher → recasting without pronoun.

Ev: (laughter)

R: a king → refasted.

Ev: que::enfisher (whispered) → frustration?

CH: every king nee:ds a queen though → pitch stresses the need. → emphasis

(smiling)

R: queenfisher → following joke  
(smiling)

E: we're seeing the spider in a bit → shows excitement  
→ topic management  
↳ inclusive pronoun

C: yeah (.) im not coming  
↳ not contextually fluent.

D: /im definitely going (.) I love spiders/  
↳ very 1st person

E why not? → singular simple sentence.

C: I don't like tarantulas (.) they scare the life out of me

E: /can your bring your camera/ → interruption confusion

D: yeah (.) I had a tarantua when I was younger (.) and a snake  
↳ 3rd strain of same conversation

CH: are you serious?  
→ colloquial

D: yeah (.) and then I got a (.) chameleon

CH: what colour is the spider? → interrogative with further intonation

R: brown black → added intonation  
↳ Topic management

CH: okay Adj P

R: he live (.) inside a whole (.) in the trees → rhythmic intonation  
↳ not perfect tense

D: what do they eat → simple sentence + exaggerated stress.

R: usually insect (1) and small bird

3;17 → unfamiliar intonation + pronunciation

2 – transcript 3 (vid 3)

L: so (.) we just wear our (.) like (.) wo:rk clothes?

sociallect filler  
→ accomplishment  
(gesturing to clothes) → to add to point + simplify

C: nah (.) I think we just go in pyjamas

T: we jus. (.) we come back

R: repar /just come back here (.) breakfast/

T: and then just get in PJ's

E: /go to project/ → correction of time

R: go to project

(exaggerated nodding)

E: so (2) yeah (1) either or really(.) I might just go in my (inaudible)

T: I think I might go in pyjamas

E: I don't have pyjamas

so many personal pronouns

L: Mine are just t-shirt and pants

T: /which (.) which project work are we doing (1) RAY (.) what project work are we doing tomorrow?

R: (desindenet) just now (.) but tomorrow (.) no grass clearing

(shaking head and grass clearing action)

T: NO grass clearing? so its just taking pole (.) and then (.) stabbing:

doesn't know aiding.  
(stabbing the ground action)  
right word

L:

/Heron boys are doing the grass

clearing/

EI: /yeah the heron/ (.) Heron do cutting and taking

R:

/s::o tomorrow we just taking po::le

C: ye::s

R: /and then planting/

(stabbing/planting action)

T: Do we ha:ve to carry the poles again?

C:

/Buddy Team?/

increased pitch + interruption = excitement.

EI:

/No heron are doing that/

CH: /I (.) I (.) I cut a tre::e (1) but in O::ne go/

(machete action) (holding pointing finger up and nodding)

T:

/no he just said yeah we do

back to previous subject.

EI: oh

R: But tomorrow (2) I will be ( *Leinet* ) the tree (.) the si::ze — elongate + repair for uncertain

T: okay

R: that's not as big (.) so tomorrow we take about (.) like that big (hand gesture for size) needed in situation

L: /yeah they were to:o big today/ excited

CH: o::h that sounds good (nodding) noise of appreciation

L: /oh that's smaller (.) oh I like that/ repetition of approving noise

T: /that's better/ all replying

CH: I chopped one (.) it wa:s abo:ut like (1) tha::t big (hand gesture for size) repeat previous statement

E: /not as tall/

R: not as tall repeated going back to topic (shaking head) in agreement

L: /so like this tree there (2) that one (1) or maybe like that filler (pointing) (pointing again) filler

R: /which one?/ confusion (leaning in) trying to help

L: or wait (.) li:ke that one? L:ike th:at? — elongation throughout for simplifying - rising pitch for uncertainty (Pointing and squinting)

T: li:ke tha:t one (pointing) trying to help

R: like that one ok (1) but no:t this one — making conversation repetition (pointing and shaking head)

L: no:t this one — repeat in sympathetic way (pouted lips and shaking head)

CH, T: no chipping in (shaking heads)

R: its quite big no subject

G: (nodding) all replying + involving

Key

- R : . - Bornean instructor
- T,L,EI,CH,C: individual speaker
- E : English instructor
- (.) : micro pause
- (1) counted pause
- CAPITALS : increased volume
- Rising pitch : →
- Falling pitch : →
- Simultaneous speech : /-/
- Clipped word : . (e.g. pers.)
- Elongation of a sound : :: (e.g. go::d)
- Paralinguistic : (*italics*)
- Not comprehensible : (inaudible)

recasting

L: its rewarding (.) the project work  
(said slowly)

J: okay (.) what you do for the project work?  
→ missing auxilliary verb.

G: cementing

J: ce::men::ting (.) yes (.) cementing what did you cement?

K: a path

L: /a classroom/

J: classroom

T: and a road

L: /a classroom and a path (.) a walkway/

J: a walkway (.) okay (.) alright (2) what else the highlight to you guys? (.) how about the food guys?  
(hand gesturing motion)

L: the foods good

T: /yeah/

J: you like the food?

G: Ye::ah

J: You like the rice a::ll the time?  
(open hand gesture)

G: (laughing) yeah

G: /no/

J: don't like it? Come on guys (.) you need some energy in (inaudible) (1) you like the heat?  
(humorous accent)

G: YE:::AHS

J: yeah guys (.) this is we call it SUMMER yeah (.) its reaching 34 degrees (inaudible)  
maximu::m like 36 one (.) yeah (.) look at me guys (1) I been free tanning here s::o you have

change of articulation for simplification

the chance always in tanning every day so (.) I was tanned already so (1) well here guys (1)  
 we can drop the (.) (t e m p e r a t u r e 3 : 5 ) room coolers run here (1) 26 degree is  
 very cool in here (.) I think in (inaudible) 26 is still hot to you guys but here in the tropics  
 (*arm rubbing motion*)  
 forest (.) its very cool

## Key

J : - the instructor

T,L,E,K,Z,Ti : individual speakers

G : group

(.) : micro pause

(1) counted pause

CAPITALS : increased volume

Rising pitch : ↗

Falling pitch : ↘

Simultaneous speech : //

Clipped word : . (e.g. pers.)

Elongation of a sound : ::: (e.g. go:::d)

Paralinguistic : (*italics*)

Not comprehensible : (inaudible)

out of place stress - unfamiliar  
 / 1 - transcript 2  
 R: tomorrow (2) because tomorrow i::s (1) last day here (.) in the hammock (.) my  
 (sædʒestʃn) (3:h) we do the (3:h) (1) tree planting (planting motion)  
 and then back here (.) shower (2) about five (.) five thirty (1) we go to th::e (.) little beach  
 (showering action) (tilting hand motion)  
 E: ye::ah I think that's a great idea  
 R: /to see the (.) what (.) the sunset  
 E: yeah (.) lovely  
 (5) silence  
 R: starts playing guitar  
 T: ? How lo:ng have you wo:rked with camps?  
 R: (5) (looking skyward counting on fingers) when'd you first came here?  
 E: (3:h m)  
 R: two tho::usand::  
 E: (looking upward) (3) two thousand eight or nine  
 R: (nodding) so I work with thi::s tour::ism (3) twe:nty two years  
 T: oh  
 R: with camps (.) from two thousand and nine (2) first camp Borneo camp  
 T: that's cool and do you live round here?  
 R: I live near with th::e (3) café in the village

*Handwritten annotations:*  
 - distinct announcement  
 - restart  
 - Skips pronoun 'your'  
 - pausing for thought  
 - non-verbal utterance  
 - missing auxiliary  
 - paralinguistic feature to aid point + make clear  
 - shows enthusiasm  
 - uncompletion with sentence  
 - shows the uncertainty  
 - thinking of subject  
 - interruption  
 - colloquial  
 - filling silence - uncomfortable?  
 - elongation - possibly to simplify + slow  
 - questioning - interrogative  
 - virtuous error wrong tense  
 - uncertain so pitch ↑  
 - incomplete utterance  
 - missing connective to simplify  
 - held whilst thinking  
 - no preposition  
 - continuing previous  
 - missing opener  
 - wrong preposition  
 - PL aids point and add to understanding

T: that's sweet

added unnecessary verb

R: I will be show you my house (.) big one (1) big house

(gesturing big with hands)

Finishes conversation so stops silence  
(starts playing guitar again) again.

R: I mean this is very famous-song (.) about th::e (m Dnt KIN æbæ l ʊ )

missing indefinite article 'a'

G: yeah

R: you know s:o the people original Sabah

unnatural.  
utterance doesn't have meaning or object so point-lem.

Key

R : ● - Bornean instructor

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J: You've been to where? Bonkud?

(*inquisitive gesturing*) → paralinguistics aid emotion  
↳ pragmatics

G: YE:::::AH → elongation  
and volume = easy enthusiasm

J: Tinangol? → inquisitive

G: yeah /that's last one/  
// yeah → missing the definite article  
↳ colloquial

J: o::h (2) Where else?

happy ive  
noise ↙

L: Scuba diving → doesn't fit question → plout

J: Scuba? On Mantanani? → inquisitive aided by intonation

Z: yeah → agreeing mindlessly

L: Mamutik → Raised pitch for accommodation

J: Mamutik → Repetition for reinforcement

E: //Mamutik (.) then here  
(*downward gesture*) → rounding the situation  
to simplify - aided by PLF

L: and then Tinangol → simple sentence

J: oh yes (.) scuba (.) group (2) yeah, cool (2) lots of fishes here  
(*fish imitation*) → missing definite article  
closed word classes  
↳ to aid 'there are'.

G: uhum → agreement non-verbal  
utterance

J: see the coral?

G: yeah → simple colloquial  
agreement

J: Yeah, nice? Nice beach?  
↳ repetition of adjective

L: yes → agreement changed form.

J: g (.) good sun (.) sunset?  
↑ recast/restart

G: yeh

↳ phatic → wrong  
adjectival phrase

J: very cool (1) Most nice panorama you see in Borneo is for islands. Is very gorgeous (1)

very good landscapes (.) except from the rubbish.

(*exaggerated frowning expression*)

↳ wrong  
prepositions  
↳ exaggerating emotion.

T: that's sweet

→ making conversation  
added unnecessary verb.

R: I will be show you my house (.) big one (1) big house  
(gesturing big with hands)

Finishes conversation so stops silence  
(starts playing guitar again)

R: I mean this is very famous song (.) about th::e (m Dnt kin æ bæ l ʊ )  
announcement doesn't fit sentence.  
missing indefinite article 'a'

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→ unnatural.  
utterance doesn't have meaning or object so point-lem.

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happy ive nose ←

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↳ wrong prepositions

(*exaggerated frowning expression*)  
↳ exaggerating emotion.

G: hmm

[60 seconds of conversation omitted]

J: Okay in two and a half week you are here (1) three almost  
(swaying motion) *wrong verb and tense.*

T: /no/ → *reputat*

J: what is most you've liked so far in Borneo?  
*Wrong verb and order.*

(5) silence

Ti: the orangutans → *2 word phrase - noun.*

J: ORANGUTA::NGS (2) you saw it today or yesterday is it? → *tag, lack of excitement, wrong pronoun, confidence?*

G: /today/ → *minor sentence.*

J: today (.) yes, see the orangutans (.) what else the highlight you've so far in Borneo?  
*telegraphic speech*

E: people *no closed word classes*

J: PEOPLE → *happy.*

G: yeah → *exaggerate the reply.*

J: meet so many pe::oples, ve::ry generous perso. people (.) very welco::ming very ni::ce  
*over extension, recast, exaggerating the great factors.*

E: yeah → *colloquial agreement.*

J: yeah (.) what else?

T: /Sunsets/ → *no determiners*

K: /The sea/ → *more specific*

J: sunsets (.) yeah (.) anything else?

K: the sea → *repetition of previous utterance.*

J: sea → *subject followed by complication*

L: the project work (.) its quite rewarding (nodding)  
→ *PLF to accompany +ves*

J: yeah (.) what? (nodding) → *no understanding*

## Examiner commentary

Language acquisition is a popular choice each series. This candidate has shown considerable resourcefulness in generating data sets from real life scenarios between native and non-native English speakers which lends this Investigation great credibility. The candidate has been rewarded full marks for the Investigation, however, it is significantly over the word count, and in this circumstance, centres are advised to consider the extent to which this reflects a certain lack of discernment as to what material is of most value to include and reflect this within the AO1 mark.

### The Language Investigation

AO1: The candidate has designed a sophisticated and challenging Investigation, demonstrating an impressive range of methods to capture and rigorously analyse the complexities of the data. The candidate demonstrates a complete understanding of the academic demands of this topic, and the systematic organisation of the Investigation, in addition to the sophistication of the register and use of impressive terminology, merits full marks for this AO. However, the candidate has gone over the word count by a significant margin, and although it might be commented (as indeed the centre did) that all of the content is relevant and the candidate is merely being thorough, the process of narrowing the focus is key to demonstrate discernment (in this case what is most revealing/ or valuable). (Level 5 – 10 marks). Please note: the centre mark was endorsed, but in first marking 9 would have been a better fit.

AO2: The candidate demonstrates a significant level of knowledge around second language acquisition (Bruner/ Cameron, etc.) and draws on a range of conceptual/theoretical frameworks (Member's resources, convergence, etc.) to explore the layers of power exchanges within the data sets. The fluent interweaving of AO2/AO3 elements demonstrates a candidate who is fully critically engaged, and willing to challenge their assumptions/ hypothesis in light of what can be drawn out of the data. (Level 5 – 10 marks).

AO3: The candidate addressed the possible impact of the age/status /dynamics of the speakers from the outset, demonstrating an astute understanding of the complex contexts that might influence the data. They demonstrate an awareness of cultural elements and language roots to explore how these aspects might shape the linguistic and paralinguistic patterns of the users. The discussion on Standard English, in particular, was enlightening. (Level 5 – 10 marks).

### The Academic Poster

AO5: The candidate has created a highly visually engaging poster, utilising both information and aesthetic visual tools effectively. The key sections are covered, with the balance of words/focus on the analysis/findings section. There is ample detail to provide a new audience a good understanding of the premise and outcomes of the Investigation. The poster utilises headings well, but the analysis and findings section could have been more coherently organised as it is not clear in what order each sub-section should be read. (Level 5 – 9 marks)

Total: 39 marks.

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