

Please check the examination details below before entering your candidate information	
Candidate surname	Other names
Centre Number	Candidate Number
Pearson Edexcel Level 3 GCE	
Thursday 23 May 2024	
Afternoon (Time: 2 hours 15 minutes)	Paper reference 9EN0/01
English Language Advanced PAPER 1: Language Variation	
You must have: Source Booklet (enclosed)	Total Marks

Instructions

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

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

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

Turn over ►

P75697A

©2024 Pearson Education Ltd.
F:1/1/1/1/1/1



Pearson

SECTION A

Individual Variation

Read Texts A and B on pages 4–6 of the source booklet before answering Question 1 in the space provided.

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

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

(30)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 24 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 1 = 30 marks)

TOTAL FOR SECTION A = 30 MARKS



SECTION B**Variation over Time**

Read Texts C and D on pages 7–8 of the source booklet before answering Question 2 in the space provided.

- 2** Texts C and D both discuss aspects of social behaviour.

Analyse and compare the ways both texts demonstrate how this type of language has changed over time.

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

(30)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Question 2 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



Pearson Edexcel Level 3 GCE**Thursday 23 May 2024**

Afternoon (Time: 2 hours 15 minutes)

**Paper
reference****9EN0/01****English Language****Advanced****PAPER 1: Language Variation****Source Booklet****Do not return this Booklet with the question paper.***Turn over* ►**P75697A**©2024 Pearson Education Ltd.
F:1/1/1/1/1/1
Pearson

CONTENTS**Page**

English Phonemic Reference Sheet

3

SECTION A: Individual VariationText A – extract from the memoir *'Dear Toby'*

4

Text B – transcript from the Podcast *'Off Menu'* featuring
British comedian, Sir Lenny Henry

6

SECTION B: Variation over TimeText C – extract from Thomas Gisborne's
'An Enquiry into the Duties of the Female Sex' in 1797

7

Text D – extract from a Technology Education Design (TED) talk

8



English Phonemic Reference Sheet

Vowels

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

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

Diphthongs

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

Consonants

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

SECTION A

Individual Variation

Text A

Text A is an extract from the unpublished memoir 'Dear Toby' in which Adam Weighell discusses his experience of becoming the father of Toby, a premature baby.

Chapter 3 – Bonding!

No parent will forget the first time they hold their baby, it's emblazoned in their mind like Harry Potter's lightning bolt scar on his forehead. There are 2 exceptions to this rule, you are either a Jellyfish (they don't have hearts or brains) or you are yet to hold yours. Most will claim it's a life changing moment, overcome with feelings of love: "You are my world" will be mandatorily posted on social media. I'm sure it's a Facebook feature. Sadly this moment for parents of neonates, especially those in NICU, is wildly different. You may not be able to hold them for hours, days or even weeks.

Before we get to those unforgettable first cuddles, I need to clear something up. Parents either have an irrational belief that their baby is beautiful or are just good liars. Most babies are born ugly. Fact. The face is swollen, the skin is bruised and the features all look a bit distorted. Babies grow into their faces – well most of them.

When the moment comes to lift your child triumphantly, like Rafiki holding Simba high on Pride Rock, an overwhelming feeling of love will probably be replaced with an irrepressible dose of fear. It's perfectly normal. The prospect of picking up a poorly baby who is being kept alive by a perplexing amount of space age machinery is petrifying at first. The whole process WILL BE incredibly nerve-wracking, you will struggle to relax. I spent most of the first hour holding Toby as if he were a bomb. Thankfully, the bomb disposal experts (the nursing team) defused Toby, and my fears, safely.

Convention dictates that you should love your baby on seeing them for the first time and you must be head over heels the first time you hold them. This is NOT TRUE! Regardless of being a parent of a neonate, love isn't a switch that you flick, it may take time. For the parent of a neonate or sick baby it is incredibly tough to instantly fall in love with something that might not be with you tomorrow.

Do try to let your guard down and allow yourself to be smitten. I wish I had earlier on our journey. In the beginning I was rooting for a tiny baby that I was unable to hold, feed or take home. We were terrified that we'd receive a telephone call informing us that he had no fight left. As a result, I forbid myself to love him. I refused to touch him for weeks, genuinely scared that I'd hurt him. In a way, this self-defence mechanism helped me withstand the torturous early days, it shielded me from breaking down. Looking back, this was wrong. I should have got stuck in from the moment he was born, touched him, caressed him and held him as much as I could. The more I bonded with Toby the more "he became my world" (Urgggghh), in less sickening terms, it helped me to fall in love with him. Seize every opportunity to have cuddles. It helps both parents and preemie, not just while you are in hospital, these bonding sessions are linked to reduced stress later on in life.

PS when holding your sultana sized child, make sure you support the neck by gently cupping the back of it. If you don't it might snap! I'm not sure if this is technically correct, but it will help the baby.



Glossary

neonate – a child under four weeks old

NICU – Neonatal Intensive Care Unit

Rafiki and Simba – characters from the 1994 Disney animated film '*The Lion King*'

preemie – a reference to a premature baby



Text B

Text B is an extract from the podcast 'Off Menu' in which the comedian, Sir Lenny Henry, is being interviewed about his childhood growing up in the Midlands.

KEY

/_ / = phonemic transcription	(.) = micro pause	BOLD = emphasis	(1) = longer pause
-------------------------------	-------------------	------------------------	--------------------

Podcast host: still or sparkling water

Lenny Henry: still please because the sparkling thing is like I don't get sparkling it's like lemonade but crap

I like the still water (.) it's council pop (.) it's what I'm used to it's what I grew up /gruwəp/ with still water and if you could put like two big tablespoons of sugar in it (.) like back in the day (.) then it would be alright (1) we used to do a thing where we went on adventures (.) and we'd have sugar and water (.) me and /ən/ my my mates and my family I've got three brothers and three sisters (1) and uh it'd be Kay who is four years older than me Sharon and Paul and sugar and water sugar sandwiches with butter /bʊtə/ and then em (.) we'd wrap that in newspaper and we'd um there's all fields round here and we'd go off an have an adventure so yes still water please

[Interaction with podcast host]

do you remember playing do you remember that (.) **I'm** /æm/ **playing** /pleɪjɪn/ (.) what was that (.) it went on for hours and nothing /nʊθɪn/ really happened (.) **I'm playing** we're play (.) and it was what were the **games** you know if you look at books and you read American you know (.) rite of passage books (.) when they go out and play it's always quite structured /strʊkfəd/ they're always playing baseball or something in Britain we did Kick The Can and Hide And Seek and (.) we climbed trees and ran around (.) because of all the sugar (.) we used to **run** to our mate's house (1) is Tom playing yes and then you'd just **run** to somebody else's house it wasn't actually playing (1) unless there was a ball or a cricket bat or something

[Interaction with podcast host]

sugar sandwiches were dope have you ever had one (.) nice **really** nice the butter and the sugar (1) is a **thing** it's delicious it's kind of mmm ok delicious sugar butter white bread white bread was a thing we ate a lot of white bread (.) **Wonderbread** but we don't really eat (.) we eat sourdough now and rye bread we don't do that anymore (.) but white bread was a **thing** (.) and I grew up with that (.) sourbread tap water (1) lots of sugar in everything (1) we're all diabetic and nobody cares nobody cares (1) I'm diabetic type 2 nobody cares (.) get over yourself (.) have a party [laughter]

Glossary

pop – a colloquial term for soft drinks

rite of passage books – a genre of texts about growing up

Wonderbread – a popular brand of sliced white bread



SECTION B

Variation over Time

Text C

Text C is an extract from Thomas Gisborne's book 'An Enquiry into the Duties of the Female Sex' published in 1797.

There is a prejudice which it is desirable to remove without delay, because it is found to exist in female minds, and unavoidably contributes, in proportion to its strength, to extinguish the desire of improvement, and to repress useful exertion. The fact is this. Young women endowed with good understandings, but desirous of justifying the mental indolence which they have permitted themselves to indulge; or disappointed at not perceiving a way open by which they, like their brothers, may distinguish themselves and rise to eminence; are occasionally heard to declare their opinion, that the sphere in which women are destined to move is so humble and so limited, as neither to require nor to reward assiduity; and under this impression, either do not discern, or will not be persuaded to consider, the real and deeply interesting effects which the conduct of their sex will always have on the happiness of society.

Human happiness is on the whole much less affected by great unfrequent events, whether of prosperity or of adversity, of benefit or of injury, than by small but perpetually recurring incidents of good or evil. The manner in which the influence of the female character is felt belongs to the latter description. It is not like the periodical inundation of a river, which overspreads once in a year a desert with transient plenty. It is like the dew of heaven which descends at all seasons, returns after short intervals, and permanently nourishes every herb of the field.

In three particulars, each of which is of extreme and never-ceasing concern to the welfare of mankind, the effect of the female character is most important.

First, In contributing daily and hourly to the comfort of husbands, of parents, of brothers and sisters, and of other relations, connections, and friends, in the intercourse of domestic life, under every vicissitude of sickness and health, of joy and affliction.

Secondly, In forming and improving the general manners, dispositions, and conduct of the other sex, by society and example.

Thirdly, In modelling the human mind during the early stages of its growth, and fixing, while it is yet ductile, its growing principles of action; children of each sex being, in general, under maternal tuition during their childhood, and girls until they become women.

Glossary

prejudice – a harmful opinion

indolence – a state of laziness

assiduity – attention to detail

vicissitude – an unwelcome change of circumstance or fortune

ductile – flexible

Text D

Text D is an extract from the introduction to a Technology Education Design (TED) talk by Emily Jaenson. It was delivered to a live audience and streamed online.

KEY

? = Rising intonation	(.) = micro pause	BOLD = emphasis
(1) = longer pause	[] = Audience response	

fast forward to college at the University of Illinois (.) my **first** time away from my small town (.) I spent the first several weeks **crying** in my dorm room (.) too homesick to partake in early freshman partying (.) the one frat party I did attend was so disappointing I wanted to trade in my books abandon my major and head back home to my small town (.) the **confident** behaviours I needed to pursue this dream were not yet available (.) and when I looked around at the **confident** students walking around me round campus (.) heads held high (.) pursuing a dream that they had set out to achieve (.) I wanted that kind of confidence too (.) but my behaviours did not align with these confident attitudes (.) crying in my dorm room (.) shying away from social engagement (.) not showing up for class because I was worried others were smarter than me? (.) these were not going to lead me (.) to achieve my goal so all I knew is that I needed to change (.) research tells us that in order to get people to change you need to not start with the (.) **attitudes** but with the **behaviours** associated with those attitudes when people can see themselves **behaving** differently they then **begin** to act differently so the questions for me were (.) who am I (.) who do I want to become (.) and how does this person I want to become **behave** (.) the answers were that I wanted a successful career one that **meant** something allowed me to **contribute** and for me that was defined as a career as a sports executive (.) in order to achieve this goal I needed to begin to act (.) **more** (.) confidently (.) and I did (.) because thirteen years later I became the first female general manager of a Triple-A baseball team in nearly twenty years (2) thank you [applause] I also went on to host the Leadership Is Female podcast where I interviewed over **ninety** female executives in sports (.) an industry that's over eighty per cent male at management level and above (.) and **time after time** these women have told me that the **number one** skill that they've improved in order to earn their spot at the top of the sports industry (.) is **confidence** (.) they like me did not possess this confidence necessary to increase their level in their career from the get-go (.) they **had** to work on the behaviours associated with this attitude in order to propel their career **forward** (.) so I'm here today to share with you **six** behaviours you can start **today** (.) to increase your confidence (.) why is it important to increase our confidence well (.) think of this (.) how would you behave or what could **you** achieve (.) if you were **ten times** more confident (.) number one (.) count yourself in (.) I spoke with a woman about her **first** time doing sideline reporting at a nationally televised basketball game (.) she was **shaking** in her heels standing courtside nerves **overtaking** her until she heard something familiar in her headset (.) we'll be on in five (.) and three two one (.) you're live (.) and she performed with **excellence** the nerves **melting** away (.) she's an athlete a former basketball player used to performing **on** the court **by** the clock and the tactic remained true (.) counting will get you started (.) and **momentum** will keep you going

Glossary

Triple-A – the highest classification of minor league baseball



BLANK PAGE



BLANK PAGE



BLANK PAGE



BLANK PAGE

Sources taken/adapted from:

Text A: © Adam Weighell

Text B: <https://play.acast.com/s/offmenu/ep-160-sir-lenny-henry>

Text C: 'An Enquiry into the Duties of the Female Sex' by Thomas Gisborne, published by T. Cadell Jun and W. Davies, 1797

Text D: <https://www.youtube.com/watch?v=litll2C3ly8>

