



AS

English Language

7701/2

Report on the Examination

June 2025

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Summary

Overall performance compared to last year

Students of all abilities were able to access the data used for this series and centres had prepared students well to enable them to meet the assessment objectives. The data and tasks ensured there was differentiation across the ability range and students, on the whole, engaged with the issues raised very well.

It was clear that students were bringing a traditional core of knowledge to this paper, with many referencing very similar and familiar names in the fields of attitudes to accent and language and gender.

It was good to see students referencing more recent studies on contemporary accents, code-switching and accommodation, and attitudes to accents. It was also good to see students examining language use in a non-binary world.

Areas where students excelled

Students excelled when they:

- offered a wide range of thoughtful and synthesised theoretical approaches to the question focus
- moved beyond traditional gender theories and case studies to consider more modern interpretations of gender such as neo-pronouns or non-binary representations
- considered both positive and negative aspects of jargon and workplace language, supported by appropriate references to case studies and theories.
- produced thoughtful essays (questions 1 and 2) that guided the reader through complex theoretical areas or lively pieces of journalism (question 3) that adapted ideas for a new audience of non-specialist readers

Areas where students struggled

Students struggled when they:

- could not write accurately or engagingly
- could not support answers with references to valid theories and case studies, especially in the case of question 3
- wrote a series of unlinked paragraphs that listed a number of theories linked to the question stimulus rather than constructing an argument
- focussed on gender and spoken interaction rather than gender and representation.

Assessment objectives

AO	Common student errors
A01 (Question 1 or 2) Use associated terminology and coherent written expression	• Producing work that is not proof-read and full of errors of expression • Writing paragraphs that do not link to one another and join to form a coherent argument
A02 (Question 1 or 2) Demonstrate critical understanding of concepts and issues relevant to language use	• Making broad references to theories and case studies without sufficient detail to show full understanding of concepts and ideas • Listing a series of names of theorists rather than demonstrating thoughtful and considered synthesis of the work of different theorists and how they support and/or challenge each other
A05 Demonstrate expertise and creativity in the use of English to communicate in different ways	• Writing an essay-like response to the question • Writing an article for a specialist audience • Writing an article with little reference to relevant linguistic ideas and case studies

Individual questions

Question 1

Discuss the idea that some accents are more suitable for jobs than other accents.

How students did well

Students did well when they:

- referenced very familiar names in the fields of accent, such as Labov and Giles
- explained Matched Guise research methodology and findings
- referenced a range of different studies on the perception of accents
- wrote about more contemporary approaches to accent study, highlighting the work of Drummond in particular, with links drawn between MLE and M(U)BE
- explored the reasons behind MLE's growing acceptance with younger people in the graph data
- considered reasons for the spread of MLE beyond London
- explored which accents were seen as more suitable for particular jobs
- explored why different people might hold different views
- considered how people might respond to this situation
- identified attitudes to accents as social rather than linguistic.

How students did less well

Students did less well when:

- thought that the 'age' reference in the stimulus material meant age of prospective candidate for a job, rather than the age of the person offering a point of view on an accent's suitability for a role
- never moved away from interpreting the stimulus data and wrote an answer entirely based on the provided graph.

Question 2

Discuss the idea that the English language needs to be made gender inclusive.

What students did well

Students did well when they:

- used a range of examples and concepts to explore how the English language is not gender-inclusive
- discussed a range of ways that language can be gender-inclusive

- challenged the more traditional definitions of gender in a world where gender no longer operates in a binary way
- explored neo-pronouns
- discussed language reform programmes
- examined reflectionist and determinist views of language and representation
- cited the ideas of Sapir and Whorf
- debated the need for changes to the English language.

How students did less well

Students did less well when:

- focussed on research about how women and men communicate in spoken interaction as opposed to how they are represented in language use
- wrote a very general answer based on the subject of gender
- treated the stimulus data as the be-all-and-end-all of the question rather than using it as a springboard to reference wider language studies.

Question 3

Write an article in which you discuss the need for organisations to use clear communication. You should refer to ideas from language study.

What students did well

Students did well when they:

- wrote an excellent article with an assumed journalistic voice or persona, complete with appropriate headlines and other sub-editorial features.
- effortlessly adapted a wide range of complex theoretical areas and presented these in a form that engaged the non-specialist audience
- demonstrated a wealth of understanding of a plethora of related theorists and cases studies
- explored the nature of jargon and its positive and negative implications
- supported their discussion with a range of real-world examples.

How students did less well

Students did less well when:

- wrote an essay in response to the question
- wrote articles that had little in the way of reference to published theory.

Further support

Mark ranges and award of grades

Grade boundaries and cumulative percentage grades are available on the [results statistics](#) page of our website.

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Contact us

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