GradeMax



Mark Scheme

Summer 2016

Pearson Edexcel International Advanced Subsidiary in English Language (WEN 02) Paper 01 Language in Transition

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2016
Publications Code WEN02_01_ENGLANG2_50593_MS
All the material in this publication is copyright
© Pearson Education Ltd 2016

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Pearson Edexcel IAS/IA2
International Advanced Level in English Language

Unit 2: Language in Transition

Section A

Question Number 1	Indicative Content
	Candidates should comment on as many levels and frameworks as possible, comparing Hawaiian Creole English with a standard variety with which they are familiar. **Phonology** • final /t/ and /d/ are deleted • vowels /ʌ/ and dipthong /ɑI/ become vowel /æ/ in 'the' and pronoun 'I' • dental fricatives /θ/ and /ð/ become /d/ but not consistently. **Morphology** • past-tense – ed deleted from 'work'. **Lexis** • this variety uses words and colloquialisms from native Hawaiian and American English. Examples could include 'tutu', 'you guys', 'what's up with that', 'homies', 'brother'. Reward any reasonable explanation of the etymology of the words. **Syntax** • use of 'fo' (for) in place of the infinitive particle 'to' • non-standard use of past tense in 'understand/understood', 'came/come', 'talk/spoke' • omission of articles and auxiliary verbs, 'us (.) guys [are] slow or something', 'the thing [is] not broke', '[a] long long time ago' • use of negative 'no' for auxiliary 'do' and for adverbial 'nt'. **Discourse** • data is spoken with some non–fluency features such as micro pauses and fillers 'yeah', 'you know'. Some timed pauses feature due to audience reaction and dramatic effect • speech is largely fluent with little repetition or hesitation suggesting the performance has been planned and rehearsed • discourse markers such as 'yeah', 'see', 'so', 'ok', 'now' are used to direct changes of topic • reduplication of adjective 'long' is a feature used to enhance delivery.

	Connections Candidates will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English. Accommodation Theory - convergence with audience, 'us guys' to unify Creole language users or sharing similar attitudes towards English. Limited Hawaiian lexis suggests dialect was modified for an international audience. Reference to pragmatics and shared knowledge with audience to create jokes, 'you know how everything work out for Captain Cook'.

Please refer to the general marking guidance when applying this marking grid.			
Level	Mark	AO1 = bullet point 1, 2, 3	AO4 = bullet point 4, 5
	0	No rewardable material.	
Level 1	1 - 5	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated • Limited range of terminology. • There are frequent errors and technical lapses. • Makes no connections between the data. • Makes no reference to theories or concepts.	
Level 2	6 - 10	**General understanding** • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity. • There are lapses in use of terminology. • Makes obvious connections across the data. • Makes links between the data and applies basic theories and concepts.	
Level 3	11 - 15	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transitioning. • There is clear use of terminology. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.	
Level 4	16 - 20	**Discriminating controlled application** • Controlled application of methods of language analysis supported	

		with use of discriminating examples. • Controls the structure of response with effective transitions. • Language and terminology are carefully chosen and used. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	21 - 25	**Critical and evaluative** • Critical application of methods of language analysis with sustained use of examples. • Uses sophisticated structure and expression with appropriate register and style. • Terminology is chosen critically and used correctly. • Evaluates connections across data. • Critically applies theories.

Section B

Question Number 2	**Indicative Content**
	Candidates should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss Creole English. There is no requirement for candidates to be familiar with a specific variety. **Context** • English based creoles are used in several different countries as a first language. Their origins are linked to colonisation referenced in Text A's description of Captain Cook's arrival in Hawaii. Candidates can link multiculturalism as a modern day context for the influence of languages on English • all texts depict that creoles are spoken in informal settings with families, friends and other native speakers or are featured in national music and songs • Text B establishes its usage within national media and all texts highlight its restriction from business, educational and professional contexts where Standard English is used. Discussions in all the texts support the idea that creoles are a stigmatised form. Candidates may refer to similar trends in varieties of English with which they are familiar. **The influence of other languages** • American English is evident in Text A with use of colloquial expressions, 'what's up with that', 'homies', 'you guys', 'brother' as well as Hawaiian lexis 'tutu'. Candidates can discuss the influence of American

	English on other varieties they are familiar with • Text B states Singlish has been influenced by Malay, Hindi and Chinese dialects. The country has four official languages representing the diversity of speakers in one country impacting on lexis, 'lah', 'pray pray' • creole language represents a national identity and the lexis varies depending on the native country in which it evolved 'tutu', 'shiok', 'boofed' but grammatical features are similar. Text C's written expression depicts similar accent features to Text A, 'dem' and the deletion of auxiliary verbs, 'I [am] talkin bad'. **The role of English as an international language** • Text B and Text C highlight the impact of being a speaker of a creole English and the need to switch between non-standard and Standard English within education and business settings • candidates may apply concepts such as covert versus overt prestige and divergence versus convergence to discuss how English has spread globally. Candidates may discuss attitudes towards non-standard varieties of English. Text A and Text C recognise the cultural identity of creole English. Text C refers to conscious divergence from Standard English when studying in England. Text B highlights the Singapore government's desire to abolish Singlish in order to converge internationally. Candidates may link the government's replacement of Singlish with Standard English to the process of assimilation • all texts reference the stigmatisation of creole languages and their associations with class and intellect which has been impacted by the use of Standard English internationally.

Please refer to the general marking guidance when applying this marking grid.

Level	Mark	AO2 = bullet point 1, 2	AO3 = bullet point 3, 4
	0	No rewardable material.	
Level 1	1 - 5	**Descriptive** • Knowledge of concepts and issues is limited. • Uses a narrative approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.	
Level 2	6 - 10	**General understanding**	

		• Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.
Level 3	11 - 15	**Clear relevant application** • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation.
Level 4	16 - 20	**Discriminating controlled application** • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.
Level 5	21 - 25	**Critical and evaluative** • Evaluative selection of a wide range of relevant concepts and Issues. • Evaluative application of this selection to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

GradeMax

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom