GradeMax

Write your name here

Surname	Other names

Pearson Edexcel
International Advanced Level

Centre Number | | | | | |

Candidate Number | | | | |

English Language

International Advanced Subsidiary
Unit 2: Language in Transition

Wednesday 8 June 2016 – Afternoon
Time: 1 hour 45 minutes

Paper Reference
WEN02/01

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 **all** questions.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- 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 ▶

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SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

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(Total for Question 2 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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Do not return this Source Booklet with the question paper.

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P 5 0 5 9 3 A

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CONTENTS

	Page
English Phonemic Reference Sheet	3
Text A – Performance in Hawaiian Creole English	4
Text B – Extract from *The Wall Street Journal*, Asian Business and Finance section	5
Text C – Extract from a Caribbean online magazine	6

English Phonemic Reference Sheet

Vowels					
k**i**t	dr**e**ss	tr**a**p	l**o**t	str**u**t	f**oo**t
ɪ	e	æ	ɒ	ʌ	ʊ
lett**er**	fl**ee**ce	b**a**th	th**ou**ght	g**oo**se	n**ur**se
ə	iː	ɑː	ɔː	uː	ɜː

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

Diphthongs							
f**a**ce	g**oa**t	pr**i**ce	m**ou**th	ch**oi**ce	n**ea**r	sq**ua**re	c**u**re
eɪ	əʊ	ɑɪ	ɑʊ	ɔɪ	ɪə	eə	ʊə

Consonants					
pip	**b**id	**t**ack	**d**oor	**c**ake	**g**ood
p	b	t	d	k	g
chain	**j**am	**f**ly	**v**ase	**th**ing	**th**is
tʃ	dʒ	f	v	θ	ð
say	**z**oo	**sh**oe	trea**s**ure	**h**ouse	**m**ark
s	z	ʃ	ʒ	h	m
not	si**ng**	**l**ot	**r**ose	**y**et	**w**itch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bott**le**		Syllabic /n/ fatt**en**	
ʔ		l̩		n̩	

Mark Key			
/_ /	key phonemic transcription	?	rising intonation
		(.)	micro pause

Text A – Transcript from a live performance

This data was taken from a video recording of comedian Kathy Collins. She was raised on the island of Maui, in the American state of Hawaii, and is famous for telling stories and performing in Hawaiian Creole English. In this extract she is performing in character. The video was posted online in 2006.

I like talk /tɒk/ to you guys (.) about Pidgin English (.) {audience cheering and clapping} cos you know (1) still you get some guys out there /deə/ yeah (.) they /deɪ/ think us guys talk Pidgin cos we dunno how fo talk regular English they think us guys (.) slow or something /sʌmθɪn/ like that yeah they call it broken English {sighs} what's up with that? (.) the /ðæ/ thing /θɪŋ/ not broke bugger work just /jʌs/ fine (1) {audience laughter} see (.) what these guys no understand /ʌnʌstæn/ is yeah (.) Pidgin English is one real official kind /kɑɪn/ language with one real official kind name (.) Hawaiian Creole English (.) {audience laughter} that's right (.) Pidgin that's just Pidgin for Hawaiian Creole English (.) yeah (.) and fo be one Creole yeah (.) get rules (.) gotta get (.) grammar (.) an and not the kind your tutu kind grammar (.) we talking grammatical structure (.) the kind they teach in school as the rules you have fo put together the words fo say what you like say (.) yeah? (.) and fo be one Creole gotta be the first language of one generation gotta pass on down through the generations (.) so (.) I /æ/ figure Pidgin (.) qualify (.) cause ok (.) I'll tell you a little story long long long long time ago (.) when they had Hawaiians in Hawaii {laughter} everybody talk Olelo Hawaiia (.) Hawaiian language everybody understand each other (.) no problem (.) then (.) this brother Captain Cook come (1) {audience laughter} oh him and his homies (.) they come from England eh (.) so what they talk? (.) English (.) so now you get two different kind guys talking two different kind languages hard fo understand (.) and you know how everything work out for Captain Cook {audience laughter}.

Glossary
Fo – to
Tutu – grandmother
Olelo Hawaiia – native Hawaiian language
Captain Cook – a British explorer killed by native Hawaiians

Text B – Extract from an online newspaper article

This is an edited extract from an article featured in *The Wall Street Journal*, Asian Business and Finance section. It was published in May 2000. The topic is Singlish, an English-based creole language used in Singapore.

Singapore Adopts Shiok Tactics To Improve English, Drop Singlish

SINGAPORE – Phua Chu Kang, one of the most popular TV characters here, is a parody of a certain kind of Singaporean. His hair is permed, he has a mole on his cheek, and he lets the nail on his little finger grow very long. When last seen on TV, he spoke almost entirely in Singapore's unique and baffling vernacular, Singlish.

But not any more.

Singapore's government has launched a crusade to banish Singlish a mishmash of English, Malay, Hindi and various Chinese dialects to the linguistic dustbin. "Poor English reflects badly on us and makes us seem less intelligent," said Prime Minister Goh Chok Tong, speaking at this weekend's launch of the Speak Good English Movement.

The government here says it was alarmed to find recently that many children have little exposure to English at home, where families in this melting-pot town often speak a native tongue, or else Singlish.

Singapore prides itself on being a world-class business town, and English is the international business language. Yet young people were having trouble distinguishing between good English and Singlish, despite the fact that English is an official language here (alongside Mandarin, Malay and Tamil). Too many kids were copying Mr. Phua, the comic TV character, whose catch phrase is the characteristic Singlish expression, "Don't pray pray." (Translation: "Don't kid me.")

Singlish is as pervasive here as it is baffling to the uninitiated, and its origins have become fodder for academics, who are still a bit foggy on some of its roots. A hallmark is the practice of ending a sentence with "lah," much like a Canadian might say "eh." Some Singlish words are more easily deciphered than others: "cannot-lah" means "that's impossible;" "shiok" means heavenly or pleasurable.

Text C – An edited post from *outlish.com*

***Outlish* is an online lifestyle magazine written for, by and about Caribbean people in their 20s to mid 40s, based regionally and abroad. The post was published in 2011.**

In Defence of Creole: Loving our Dialect

I doh know bout alyuh, but I love to talk Trinidadian Creole English all de time. Green verbs. Yellow verbs. I love to colour my conversations. I doh care if people say I 'talkin' bad'. I know that when the need arises, I can speak better English than the Queen herself.

I take an almost perverse pleasure in using 'bad English' or 'broken English' – as some people have dubbed Creole – most likely because it's a great escape from the Standard English that much of my daily work is mired in. A friend says no one would believe I have a master's degree, when they hear me speak in relaxed settings.

I think it all started when I went to England to study. Speaking Creole was my form of personal protest. Unlike some Trinis who prefer to adopt a cockney accent (Dwight Yorke I see you), my reaction to the new environment was to prove I wasn't from there. Much like many generations of migrants, I held onto it because it was a symbol of identity. As author and linguist Merle Hodge says, it's our "mother tongue".

Although academics and linguists celebrate Creole, and prominent scholars of English, like Merle Hodge and Gordon Rohlehr, regularly use Creole during their lectures, it doesn't share the same reception in everyday life. Growing up, how many of you got 'boofed' for speaking Creole? And how much more confusing was it, when you'd just heard your parents speaking Creole just a few minutes before?

You learnt that you speak Standard English in the classroom and professional settings. Between home and work or school, we all learned the need to switch between the two. And while some of us would say that we see nothing wrong with reverting to informal, Creole speech, how many of us have perked up our ears when we hear what we consider to be too much Creole when we hear someone speaking, or feel self conscious when we need to switch from vernacular to Standard English in a formal setting? Somehow, we relate it to our level of intelligence or education. However, the ability to switch between the two codes is the real problem, I think. Not Creole.

Glossary
Dwight Yorke – West Indian football player who played in England
Boofed – to insult someone

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Sources taken/adapted from:

https://www.youtube.com/watch?v=pElrghmZPq8
http://www.wsj.com/articles/SB957118390614531644
http://www.outlish.com/in-defence-of-creole-loving-our-dialect/

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