GradeMax



Mark Scheme (Results)

January 2017

Pearson Edexcel IAL
In English Language (WEN02)
Unit 2: Language in Transition



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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.

Assessment Objectives: WEN02_01

AO1	Apply appropriate methods of language analysis, using associated terminology and coherent written expression.
AO2	Demonstrate critical understanding of concepts and issues relevant to language use.
AO3	Analyse and evaluate how contextual factors and language features are associated with the construction of meaning.
AO4	Explore connections across texts, informed by linguistic concepts and methods.

Question Number	Indicative Content
1	Candidates should comment on as many levels and frameworks as possible, comparing English in South Asia with a standard variety they are familiar with. **Phonology** • vowel /eə/ becomes vowel /a:/ in 'yeah' • vowel /ə/ becomes /a:/ in 'first' • consonant /w/ becomes /v/ but not consistently. **Morphology** • past-tense -ed deleted from verb: 'release' • confusion with tense and noun suffix: 'directed (.) director' • deletion of present tense -ing :'please keep watch my films'. **Lexis** • this variety contains words from Hindi. Examples could include 'abhi' and any of the film titles. • The proper noun, 'Bollywood' is influenced by American culture combining Bombay and Hollywood. Reward any reasonable explanation of the etymology of the words. **Syntax** • omission of auxiliary 'have'- 'I done um a couple of projects' • omission of 'a' in quantifier - 'I did lot of films' • omission of preposition 'for'- 'I'm looking er more projects' **Discourse** • data is spoken with non-fluency features such as micro pauses, hesitations and fillers 'um', 'er' ' tha that'. The non-fluency could be impacted by the thinking time required to answer the questions and also because English is not Meera's first language • discourse markers such as 'yeah', and 'so', are used to direct changes of topic and turn taking. **Connections** Candidates will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English. Use of British English 'film' compared to the interviewer's American term 'movie' could reflect the influence of British rule in India and Pakistan in the 19th and 20th century. Non-standard constructions and omissions suggest English is a second language. Unsuccessful attempts at self-correction could be attempts of Meera converging to standard English for an international audience e.g. please keep watching/watch. Use of Hindi word 'abhi' evidence of the process described in Text c of native languages mingling with English.

Please refer to the specific marking guidance when applying this marking grid.			
Level	Mark	AO1 = bullet point 1, 2, 3	AO4 = bullet point 4, 5
	0	No rewardable material.	
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.	
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.	
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.	
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.	
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.	

Question Number	Indicative Content
2	Candidates should use their knowledge and understanding of the ways in which English language changes and develops to discuss English in South Asia. There is no requirement for candidates to be familiar with a specific variety. **Context** • a variety of English spoken in South Asian countries Pakistan and India which were ruled by the British in the late 19th and early 20th centuries • Text A demonstrates the use of English to communicate with speakers of different native languages • Text B establishes its usage in literature to convey India and its language realistically and extract 1 demonstrates its use in tourism • Text C highlights a new form of spoken English emerging, used by young educated Indians, mingling Hindi with English. Some new coinages are used on public signage. • Candidates may refer to similar trends in varieties of English they are familiar with. **The influence of other languages** • American English is evident in Text A with use of colloquial expressions, 'wanna' and 'gonna'. Contrasting lexical terms 'movie' and 'film' demonstrate the influence of American and British English on different cultures. Candidates can discuss the influence of American English or British English on other varieties they are familiar with • influences of Hindi featured within all texts: 'abhi', 'pajamas' and 'the Raj'. The English word pyjamas originated from, 'pajamas' evidencing loan words from Hindi. Text C states the emergence of phrases which have evolved semantically from their Standard English counterparts: 'backsides', 'marketing', 'out of station', and 'cousin-brother' • Text A and B feature non- standard grammar with omission of function words and non-standard use of present progressive tense: 'looking er more projects', 'you are so very needing me', 'what terrible things are happening to you'. **The role of English as an international language** • Text A demonstrates the use of English as an international language within the media with an interview taking place between speakers of different native languages. English is being used as a tool to establish an audience base in another country. Text B conveys how different cultures can be brought to a global audience through literature and publications in English.

	• Text C references the British rule within India and Text B, extract 3, demonstrates the early influence of English on Hindi. Candidates may comment on the British Empire to discuss how English has spread globally. • Candidates may apply concepts such as divergence versus convergence and discuss attitudes towards Standard English. Text A's speakers make efforts to self-correct. Text C describes a new attitude of Indians diverging from Standard forms and their history with the English to form a new variety of their own which they have pride in.

Please refer to the specific marking guidance when applying this marking grid.		
Level	Mark	AO2 = bullet point 1, 2 AO3 = bullet point 3, 4
	0	No rewardable material.
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.
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.
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.
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.
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.

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