GradeMax



# Mark Scheme (Results)

Summer 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

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| 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. |
| AO5 | Demonstrate expertise and creativity in the use of English to communicate in different ways. |

**Section A**

| Question Number | Indicative Content |
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| **1** | Candidates should comment on as many levels and frameworks as possible, comparing Scottish English with a standard variety they are familiar with.<br><br>The headings are not prescriptive and markers should accept there may be overlap between them.<br><br>**Phonology**<br>• vowel /ɑɪ/ becomes vowel /æ/ in pronouns 'I' and 'my'<br>• stronger pronunciation of consonants in 'world' following the vowel<br>• vowel /u:/ becomes /i:/ in 'do' and 'doing'<br>• vowel /ɔ:/ replaced with diphthong /eə/ in 'more'<br>• diphthong /ɑʊ / is replaced with vowel /u:/ in 'about' and 'house'<br>• consonant / ŋ/ is deleted and replaced with /n/ at the ends of words – 'everything' and 'doing'.<br><br>**Morphology**<br>• 'going to' is contracted into one word – 'gonnae'.<br><br>**Lexis**<br>this variety contains words influenced by Scots language. Examples could include 'wee', 'aye', 'tae' and 'fae'. The colloquial phrases 'kinda' for 'kind of' and 'bigging you up' are most common in American English, showing a US influence. Reward any reasonable explanation of the etymology of the words.<br><br>**Syntax**<br>• negative 'no' in place of 'not' – 'it's no like it happens'<br>• simple past verb 'saw' used in place of past participle 'seen' – 'I've saw you for years'.<br>**Discourse**<br>• data is spoken with non-fluency features such as micro pauses, hesitations and fillers ' you know', 'I mean' and 'like'. The non-fluency could be impacted by the thinking time required to answer the questions and requirement to speak clearly on a podcast<br>• topics are dictated by the interviewer and turn taking is controlled. Interviewer does not interrupt and follows an interview question and answer format.<br><br>**Connections**<br>Candidates will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English. All texts discuss media and television as an influence on accents and dialect. In text A Limmy briefly mentions his frustration that |

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| | his comedy show is only being broadcast in Scotland and having to reach wider audiences online. Texts B and C highlight the spread of the use of British and American English on television and the difficulty in understanding accents that diverge from more recognisable forms. |

| Please refer to the specific marking guidance when applying this marking grid. | | | |
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| Level | Mark | AO1 = bullet point 1, 2, 3 | AO4 = bullet point 4, 5 |
| | 0 | No rewardable material. | |
| 1 | 1 - 5 | **Descriptive**<br>• Knowledge of methods of language analysis is largely unassimilated<br>• Limited range of terminology<br>• There are frequent errors and technical lapses<br>• Makes no connections between the data<br>• Makes no reference to theories or concepts | |
| 2 | 6 - 10 | **General understanding**<br>• Uses methods of language analysis that show general understanding<br>• Organises and expresses ideas with some clarity<br>• There are lapses in use of terminology<br>• Makes obvious connections across the data<br>• Makes links between the data and applies basic theories and concepts | |
| 3 | 11 - 15 | **Clear relevant application**<br>• Applies relevant methods of language analysis to data with clear examples<br>• Ideas are structured logically and expressed with few lapses in clarity and transitioning<br>• There is clear use of terminology<br>• Identifies relevant connections across data<br>• Mostly supports connections identified by clear application of theories, concepts and methods | |
| 4 | 16 - 20 | **Discriminating controlled application**<br>• Controlled application of methods of language analysis supported with use of discriminating examples<br>• Controls the structure of response with effective transitions<br>• Language and terminology are carefully chosen and used<br>• Analyses connections across data<br>• Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data | |
| 5 | 21 - 25 | **Critical and evaluative**<br>• Critical application of methods of language analysis with sustained use of examples | |

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| | | • Uses sophisticated structure and expression with appropriate register and style<br>• Terminology is chosen critically and used correctly<br>• Evaluates connections across data<br>• Critically applies theories |

**Section B**

| Question Number | Indicative Content |
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| **2** | Candidates should use their knowledge and understanding of the ways in which<br>English language changes and develops across the world to discuss Scottish English.<br>There is no requirement for candidates to be familiar with a specific variety.<br><br>**Context**<br>• spoken in Scotland and has developed within the British Isles referenced in Texts B and C<br>• Texts A and C establish its exposure in the media and the wider recognisable form of Standard Scottish English is used in business<br>• Text C highlights that a variety of dialects exist in different parts of Scotland, which are used locally and can be unintelligible to other Scots and English speakers. Texts A and C evidence some of these dialect phrases with Text A's being more widely recognisable compared to Text C. Candidates may refer to similar trends in varieties of English they are familiar with.<br><br>**The influence of other languages**<br>• influence of American English is evident in Text A with use of colloquial expression, 'kinda'. In Text B the impact of exposure to American and British accents on radio and TV is described as impacting on the accent features in Scotland. Candidates can discuss the influence of American English or British English on other varieties they are familiar with<br>• influences of older languages such as Scots, Gaelic and Scandinavian are discussed in Text C, as are the origins of distinctive Scottish vocabulary. Familiar Scottish English vocabulary featured within Text A: 'aye', 'wee' and 'gonnae'. The unfamiliar dialect words in Text C 'foggy bummer' and 'fit' evidence older forms that exist and are used in smaller areas in isolation<br>• Text A features non- standard grammar with non-standard use of negation 'it's no like'. Candidates can discuss similar non-standard forms in varieties of English they are familiar with.<br><br>**The role of English as an international language**<br>• Text C highlights the importance of using Standard forms of English in business to be successful internationally, showing the divide between local varieties and accepted global forms |

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| | • Text B discusses the stigma attached to broader accents associated with a country or region that deviate from British RP and how it can lead to discrimination<br>• candidates may apply concepts such as divergence versus convergence and discuss attitudes towards the accent of Scottish English and exposure of American and British accents within the media. Text B references the potential of an accent dying out as a consequence of the globalisation of English. Candidates may discuss other languages or dialects that are endangered. |

| Please refer to the specific marking guidance when applying this marking grid. | | | |
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| Level | Mark | AO2 = bullet point 1, 2 | AO3 = bullet point 3, 4 |
| | 0 | No rewardable material. | |
| 1 | 1 - 5 | **Descriptive**<br>• Knowledge of concepts and issues is limited<br>• Uses a narrative approach or paraphrases with little evidence of applying understanding to the data<br>• Lists contextual factors and language features<br>• Makes limited links between these and the construction of meaning in the data | |
| 2 | 6 - 10 | **General understanding**<br>• Summarises basic concepts and issues<br>• Applies some of this understanding when discussing data<br>• Describes construction of meaning in the data<br>• Uses examples of contextual factors or language features to support this description | |
| 3 | 11 - 15 | **Clear relevant application**<br>• Clear understanding of relevant concepts and issues<br>• Clear application of this understanding to the data<br>• Explains construction of meaning in data<br>• Makes relevant links to contextual factors and language features to support this explanation | |
| 4 | 16 - 20 | **Discriminating controlled application**<br>• Discriminating selection of a range of relevant concepts and issues<br>• Discriminating application of this understanding to the data<br>• Makes inferences about the construction of meaning in data<br>• Examines relevant links to contextual factors and language features to support the analysis | |
| 5 | 21 - 25 | **Critical and evaluative**<br>• Evaluative selection of a wide range of relevant concepts and issues<br>• Evaluative application of this selection to the data<br>• Evaluates construction of meaning in data<br>• Critically examines relevant links to contextual factors and language features to support this evaluation | |