GradeMax



Mark Scheme (Results)

January 2018

Pearson Edexcel IAL
In English Language (WEN02)
Unit 2: 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 candidates at: www.pearson.com/uk

January 2018
WEN02_01_1801_MS
All the material in this publication is copyright
© Pearson Education Ltd 2018

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, ie 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.

Section A

Question Number 1	Indicative Content
	Candidates should comment on as many levels and frameworks as possible, comparing African-American Vernacular English (AAVE) with a standard variety they are familiar with. **Phonology** • consonant /ð/ becomes consonant /d / in 'them' and is deleted in further examples • consonant /ŋ/ becomes /n/ in 'eating' • consonant /θ/ becomes /t/ in 'thing' and 'Thanksgiving' • consonant /h/ is deleted in 'him' • vowel /eə/ becomes /a:/ in 'yard'. **Morphology** • plural -s deleted from noun: 'bone' • deletion of auxiliary 'is' in contraction: 'it real'. **Lexis** • this variety contains words from American culture. Examples could include the collocations 'white folks', 'down town' and proper nouns 'Thanksgiving' and 'Mac and Cheese'. The term of address 'man' is used for emphasis • the term 'Madam' and the deference implied. **Syntax** • demonstrative pronoun 'those' replaced with: 'them' • negative 'no' used in place of auxiliary: 'not' • double negative featured: 'care not for no cholesterol' • non-standard contraction: 'ain't' • past tense 'were' replaced with: 'was' • non-standard past tense: 'tell' for 'told', 'did bake' for 'baked' • deletion of articles: 'for hour or two' • adverb really replaced with adjective: 'real good'. **Discourse** • data is spoken with non-fluency features such as micro pauses, hesitations and fillers 'um', 'like' 'you know' • makes reference to interviewer showing shared interest in Gullah culture: 'I know you visited'. **Connections** Candidates will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English. Caroline makes reference to preserving her culture and the importance of passing it on through the generations. She differentiates between ethnicities 'white folks' and highlights how people are now interested in the recipes of her culture.

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.	
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 African-American Vernacular English (AAVE). There is no requirement for candidates to be familiar with a specific variety but they must make specific reference to the data provided in the Source Booklet. **Context** • a variety of English spoken in America which has origins in Africa • Text A demonstrates the use of language in a small community of African Americans with different foods and culture unique to the region • Text B mentions the Gullah dialect was used in storytelling and has unique accent and dialect features • 21st century slang is used in speech to portray ethnic identity and social groups. Text C highlights that African American culture and language has mainstream appeal and is often imitated in popular culture. **The influence of other languages** • American English is evident in Text A with use of lexis, 'Thanksgiving', 'Mac and Cheese', 'real good' and colloquial expression, 'man' • grammatical and accent features found in English creoles present: no plural on 'bone', non-standard tense and pronunciation of 'them'. Candidates can discuss the influence of American English or African languages on other varieties they are familiar with • non-standard accent and dialect features present in depiction of African-American speech in folk tales, 'Buh', 'yut', 'I is..'. Similar accent features in Text A and B with substitution of /θ/ with /t/ in 'thing' • Text C discusses the development of slang within African and American culture. **The role of English as an international language** • all texts make reference to the preservation of language to protect cultural heritage. Candidates can discuss the impact of international English in regards to cultural assimilation or language extinction • Text B states the Gullah folk tale was rewritten to include Standard English so a modern, international audience (unfamiliar with the dialect) would be able to understand. It also conveys the history of slavery in the southern regions of America. Candidates can make links to the formation of English-based creoles to discuss how English has spread globally • candidates may apply concepts such as divergence versus convergence and discuss attitudes towards Standard English and non-standard varieties. Text C discusses cultural appropriation and recent acceptance of AAVE in mainstream culture. References to code switching demonstrate the need to converge to Standard English and also how the use of slang reflects identity within different cultural groups • popular culture and technology has led to greater global exposure allowing different varieties of English to be shared and used by an international audience.

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.
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.