GradeMax



Mark Scheme (Results)

June 2018

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



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June 2018
WEN02_01_1806_MS
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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, 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
	Students should comment on as many levels and frameworks as possible, comparing Australian Aboriginal English with a standard variety they are familiar with. **Phonology** • vowel /ə/ becomes /ɑ:/ in 'better' • vowel /ɑɪ/ becomes /ɔɪ/ in 'fire' • final consonant is deleted in 'just' and 'world' • vowel /ɑɪ/ becomes /æ/ in 'I' **Morphology** • double comparative: 'more better', 'more stronger' • deletion of plural -s in: 'footstep' • the addition of 's' in policemans **Lexis** • lexis from Aboriginal culture: proper nouns 'Maningrida', 'Anbarra' and colloquial terms based on environment 'long grass', 'short grass'. • the noun 'mob' refers to a group of people and differs semantically from the Standard English version, which refers to a violent group. • colloquialisms are used: 'stop here' for stay here and 'hassling us down', to describe actions by police. **Syntax** • deletion of auxiliary 'have' and article 'a': 'we got to get house' • non-standard past tense verbs: 'we was born', 'they seen', 'what they done' • deletion of auxiliary 'are': 'they good people' • use of singular noun in place of plural: 'all the policeman' • non-standard demonstrative pronoun: 'we follow them footstep' • negative 'no' used in place of auxiliary: 'not' • non-standard syntax: 'footsteps on them'. **Discourse** • data is spoken with non-fluency features such as micro pauses, hesitations and fillers • 'cut to visuals' signals scenes in the film where Tammie is not talking. **Connections** Students will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English. Tammie describes a close family unit who have ancestral connections with the land and their lifestyle. The experiences with the police portray a marginalised community who are stigmatised. Their language reflects their heritage.

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, concepts and methods.	

Section B

Question number 2	Indicative content
	Students should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss varieties of English in Australia. 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** • Text A demonstrates the use of language in a small community of indigenous people in Australia • Text B demonstrates the use of language when transcribing oral histories of cultures with unique dialects • Text C highlights the development of non-standard varieties of English within the colonies of British settlers in the 19th century. **The influence of other languages** • Aboriginal lexis is evident in Text A with use of lexis, 'mob', 'long grass/short grass' and proper nouns 'Anbarra' and 'Maningrida'. Australian English lexis is featured with colloquial expressions, 'stop here', 'hassling us down' • a mixture of non-standard English and Aboriginal language is present in the written transcription of Text B demonstrating the assimilation of languages • non-standard features found in English creoles present: no plural on 'footstep', non-standard past tense and deletion of auxiliary verbs • Text C: the writer discusses the revelation that some standard English Australian words originate from the Aboriginal language: 'hard yakka', 'dingo' and 'boomerang'. The development of the Australian accent and dialect was influenced by Gaelic, Welsh and the London Cockney dialect. **The role of English as an international language** • Aboriginal Australian English has developed as a result of colonisation. Candidates can make links to the formation of English-based creoles to discuss how English has spread globally • candidates can discuss the impact of international English in regards to cultural assimilation or language extinction in relation to Text B • Text C states that English is now the lingua franca and is used in business, diplomacy, medicine and science. Its global impact has led to sub-variants developing all over the world • candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that are non-standard and deemed inferior.

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.