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 16 May 2018 – Morning
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 ▶

P54185A

©2018 Pearson Education Ltd.

1/1/1/1

P 5 4 1 8 5 A 0 1 2 4

Pearson

SECTION A

Read Text A in the Source Booklet before answering Question 1.
Write your answer in the space provided.

1 Text A contains an example of Australian Aboriginal English.

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

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

- phonology
- morphology
- lexis
- syntax
- discourse.

(25)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(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 varieties of English in Australia 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.

Your response should be based on the Source Texts A, B and C.

(25)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

(Total for Question 2 = 25 marks)

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

GradeMax

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

BLANK PAGE

GradeMax

Pearson Edexcel
International Advanced Level

English Language
International Advanced Subsidiary
Unit 2: Language in Transition

Wednesday 16 May 2018 – Morning
Source Booklet

Paper Reference
WEN02/01

Do not return this Source Booklet with the question paper.

Turn over ▶

P54185A

©2018 Pearson Education Ltd.

1/1/1/1

P 5 4 1 8 5 A

Pearson

GradeMax

CONTENTS

	Page
English Phonemic Reference Sheet	3
Text A – extract from an interview with an Aboriginal woman published online in 2013	4
Text B – a transcription of an interview with an Aboriginal story teller recorded in 1978	5
Text C – an article titled, 'The development of Australian English', published in 2013	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	*a*ː	ɔː	uː	ɜː
Diacritics /ː/ = 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	*a*ɪ	*a*ʊ	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	

Text A – extract from an interview with an Aboriginal woman living in a bushland camp known as 'The Long Grass' in Darwin, Australia. The interview is taken from a short documentary film which was uploaded to YouTube in 2013.

T – Tammie

T: good life at Darwin (.) more better /betɑ:/(.) long grass or short grass (.) two ways

[cut to visuals]

sometimes we got to get house if we don't make it (1) long grass business

[cut to visuals]

my name is Tammie (.) I come from Maningrida (2) and I /æ/ stop here with my families (1) and I like here staying in Darwin (1) me and Jedda we was born at um you know navy base (.) we was born there (.) in Darwin we was born twins (1) and then our father took us to Maningrida (1) and we went to school out there (.) I like staying with my families you know like (.) my my mother's families and my my father's families (1) I like staying with Anbarra people you know (.) they good people (1) I don't drink anymore I don't drink {inaudible word} not anymore I stopped (.) but I just stay with families they drink and while I'm sitting down and um laughing one another with friends (3) uh we just (1) camp anywhere make a blanket and make a fire /fʊɪə/ that's it (1) we don't just /jʌs/ look around for shelter we just camp anywhere (2) ah this the place where we get up in the morning ah (1) ah we can stay here now we make a camp (1) a lot of people from different places they come and sit and sit with us or camp with us (1) and I said hey you mob (1) keep it secret for us only (1) next minute night patrol (2) policeman come there (1) hassling us down now (1) kicking us out now (.) out from that place (1) you better pack your clothes or sometimes they get a matches they burn the clothes (.) they burn tent for us (1) well we'll get another one now (1) and make a fire for us

[cut to visuals]

maybe European don't don't like black people getting more you know (1) become more stronger (1) I don't know about all the policemans (1) maybe they (.) maybe they hate them I don't know he hate us all the black people (3) yeah (1) but that's our feeling (3) our great great grandfather (1) they used to stop here for a long time (1) they seen World /wəl/ War One Two (2) we were born (.) and they told us (1) we follow them footstep (1) what they done you know and we following footsteps on them (1) because they learn this place (1) like I was born here (.) me and jedda (.) us mob (1) new generation (2) we following them footstep (1) what they doing first place and we doing them now

Glossary
long grass/short grass – colloquial term for the homeless in Darwin, Australia
Maningrida – an area east of Darwin
Anbarra – a group of Australian indigenous people
mob – a group of people

Text B - is the transcription of a recorded interview with an Aboriginal man called Tom Bennell. Tom had the role of 'keeper of the stories' and is recounting a story about the Nyungar scared serpent, the Waakal. The original recording took place in 1978 and was later transcribed in 2002.

The Waakal – that's a carpet snake and there is a dry carpet and a wet carpet snake. The old Waakal that lives in the water, they never let them touch them. Never let the children play with those. They reckon that is Nyungar koolongka warra werniti warbanin, the Waakal, you're not to play with that carpet snake, that is bad. Boorda noonook mighty minditch andwernitj. That means you might get sick and die. They never let them (the kids) touch them [carpet snake] when they go out. Nidja barlup Waakal marbukal nyininy – that means he is a harmless carpet snake. He lives in the bush throughout Nyungar boodjar. But that old water snakes; they never let touch 'em. They are two different sorts of carpet snake. If anybody ever see them, the old bush carpet, he got white marks on him. But the real water snake oh, he is pretty, that carpet snake… the Nyungar call him Waakal kierp wernitj. That means that carpet snake, he belongs to the water. You mustn't touch that snake; that's no good. If you kill that carpet snake noonook barminyiny that Waakal ngulla kierp uart, that means our water dries up – none. That is their history stories and very true, too. They [the Nyungars] never let their children touch or mess around with those carpet snakes. If they come down here to Mindjarliny, the old Nyungar call that Mindjarliny, noonook Mindjarliny koorl nyininy, Nyungar wam. Waakal carrungupiny – that means that carpet snake is going to get savage. Mulgariny Waakal koorliny noonar mar yirawal billariny, see – they reckon that carpet snake could make a storm come. Make it rain for them. Mandikan, that's a spring pool down west of Beverley. They call that Mandikan, that is wernitj kierp for djinangany noonook kierp barlung. It is fresh water, just like rainwater. When we were carting water from there, one time, one old Nyungar come and said, Oh, koorlongka noonook kierp nartcha buranginy djennagar Mandikan. That is warra wernitj, he said. "Nidja kierp ngarda mar koorliny benang – this water underneath sky going tomorrow [going to rain]". Well, that night it did. Thunder and lightning, a lot of it and it was a miracle.

Glossary
Nyungar – indigenous people who live in the south-west corner of Western Australia
Nyungar boodjar – indigenous name for an area of Western Australia

Text C – 'The development of Australian English'. An article aimed at those with a general interest in Australian English from a website thepolygotdream.com (2013).

If you were to have asked world leaders from only a few hundred years ago which language they thought would become the most spoken language in the world at the dawn of the new millennium, during such an unprecedented time for the human race as the one we live in, it is unlikely that anyone would have predicted that the bastard language originating from England – a small, wet and rocky island on the Atlantic Ocean, would be that language.

And yet, English has taken the position of the lingua franca of the modern world. It enjoys this status in most fields, but particularly in business, but also now in diplomacy, medicine and science, undermining languages such as French and German which once held this status.

Unsurprisingly, an almost innumerable quantity of dialects of English have emerged and developed over time in England and the colonies (and former colonies). It could be argued that the three 'main' types of English are the American, British and Australian variants. However, within these categories fall a huge number of sub-variants that vary in pronunciation, vocabulary, accent, spelling and grammar, to the point where communication between certain groups is often quite difficult. Even within Australia, two people from extremely different areas may have some problems communicating.

Australian English was created with the first generation of children born in the new colony, who, due to their exposure to a wide range of accents, and also to completely separate languages such as Gaelic and Welsh, began to speak a distinct dialect of English that was to become the language of the nation. These differences were first noted by late arrivals in the early 1800s, and was said to bear a strong resemblance to Cockney English, spoken by the working-class in London.

Soon, elements and words from Aboriginal languages were to become part of the Australian vernacular. In researching for this article, I actually discovered that a lot of words I previously thought to be 'standard' English are actually derived from Indigenous Australian languages! Here are some examples:

- The names of many places and animals – including Canberra (the Australian capital, meaning 'meeting place' in a local language), dingo, kangaroo, budgerigar, boomerang, wallaby.
- Hard yakka – meaning 'hard work', derived from the Jagera language of the Brisbane area.
- Bung – meaning 'dead', but also used to mean broken or useless, for example "He has a bung eye".

Glossary
dingo – a wild dog
budgerigar – an Australian bird
wallaby – an Australian animal similar to a kangaroo
Jagera – a tribe of Australian Aboriginal people

BLANK PAGE

BLANK PAGE

Sources taken/adapted from:

Text A: https://www.youtube.com/watch?v=O7SKlGwIHbE

Text B: Nidja Beeliar Boodjar Noonookurt Nyininy: A Nyungar Interpretive History Of The Use Of Boodjar (Country) In The Vicinity Of Murdoch University, Len Collard, MA, Sandra Harben, BA, Dr Rosemary van den Berg, PhD; Murdoch University, 2004

Text C: http://www.thepolyglotdream.com/development-australian-english/

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.