GradeMax



Mark Scheme (Results)

January 2019

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, 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 English spoken in China with standard forms of English. **Phonology** • consonant clusters: /t/ deleted in 'currently'; deletion of /l/ in 'always'; deletion of /d/ in 'called' • omission of final consonant: 'smart' and 'out' • substitution: 'th' by /s/ in 'think' and 'thousand' by Tiny • vowel difference: /i:/ substituted with /eɪ/ in 'see'. **Morphology** • deletion of plural suffix -s ': 'foreigner' • use of the suffix -ing in place of -ed: 'I'm very interesting'. **Lexis** • Chinese proper nouns: 'Beijing', 'Shanghai' • neologism/blend: 'Chinglish', 'webzine' • American influence: 'pretty cool', 'chilling out', 'guy', 'kinda'. **Syntax** • deletion of pronoun 'it': 'I think is not' • substitution of pronoun 'us' for 'we': 'we going for them' • deletion of auxiliary: 'do' in interrogative: 'you think'; 'are' in interrogative: 'foreigner in Shanghai' • deletion of determiner 'a/the': 'like technical guy' • indefinite article 'a' used in place of 'an': 'a English' • prepositions used non-standardly: 'at the top ten'. **Discourse** • the prevalent and colloquial use of current fillers: 'like', 'yeah', 'kinda' • discourse markers: 'so', 'ok', are used to direct changes of topic **Connections** Candidates will explore connections between the dialect and standard forms of English. Use of American colloquialisms demonstrates exposure to American English when learning English. Non-standard constructions and omissions suggest English is a second language.

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 develops across the world to discuss these varieties of English in China. Responses should be based on a detailed analysis of the source texts. **Contexts** • Text A: is spoken language in a podcast interview about English websites in China targeting a wide English-speaking audience. • Text B: is written language in an article/essay posted on a website about Chinglish and the difficulties in literal translation into English. • Text C: is written language in an article on a website that presents examples of influence of Chinese on the English language. **Other influences on this variety of language** • Text A demonstrates the influence of American colloquial English: 'pretty cool', 'chilling out', 'guy', 'kinda' • this may be linked to the influence of technology, which makes American English so accessible and also introduces jargon, e.g. 'traffic', 'webzines', 'smart' and 'sites' • the speakers in Text A adopt Western names • the speakers in Text A also show the influence of their first language in non-standard constructions • Texts B and C are written in formal standard English, which is linked to the 'academic' nature of their content • Text B shows the influence of literal translation using Chinese syntax: 'carefully bang head' • Text B suggests that Chinese pidgin English has influenced the variety of Chinglish, e.g. 'no can do' • Text C explores the influence of Chinese on current forms of English: 'gung ho', 'brainwashing' • the origin of the phrase 'long time no see' is referenced in Text C and is used by the speakers in Text A. **How the role of English as an international language is reflected in the texts** • Text A demonstrates the use of English as a second language in an interview between speakers of Chinese. English is used to appeal to a wider audience • Text B: Chinglish translations are a result of tourism and the need to communicate to an international audience in a common language • candidates can discuss the impact of social media or technology in relation to how English is used on online platforms • candidates may apply language theories such as Prestige when discussing the role of English.

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.