GradeMax



Mark Scheme
Results

June 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 Guyanese Creole English with standard forms of English. **Phonology** • consonant clusters: /d/ deleted in 'children', and final consonant deleted in, e.g. 'mind' • /θ/ substituted with /t/ in 'thirty', consonant /ð/ is substituted with /d/ in 'the' • vowel /ɑ:/ substituted with /æ/ in 'after'; vowel /ai/ substituted with /i:/ in 'my' • ellipse of 'going' /g/. **Morphology** • deletion of past tense –'ed ': 'want to come', 'want to fly', 'our father die', 'I work for'. **Lexis** • colloquial term based on standard 'grown up': 'little grow ups' 'grew' • American influence only evident in the noun phrase 'this guy' • lexis is largely standard American English reflecting context of interview and influence of living in America. **Syntax** • deletion of copula 'is': 'my name Tetree' • non-standard past tense verbs: 'he dead' 'my son come', 'I find' 'we was' • non-standard syntax: 'it went true' • deletion of article 'a': 'go to different country'. **Discourse** • both speakers attempt to correct themselves when they are speaking; 'my father die he dead', 'it come true it went true', which demonstrate a sense of standard and of audience. **Connections** Candidates will explore connections between the dialect and standard forms of English. Both speakers describe a desire to live in America and maintain some dialectal forms of Guyanese Creole English with only minor influences of American English. There are similarities of the openings, both speakers using a broad narrative framework with temporal markers 'when we were little'.

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 Guyanese Creole English. Responses should be based on a detailed analysis of the source texts. **Contexts** • Text A demonstrates the use of language in recorded spoken communication about personal experiences, such as the conventional structures for opening and closure • Text B: written responses to a video posted online. Non-standard spelling to represent spoken language features; acronyms specific to electronic communication • Text C: formal written language that reflects the date and the nature of the publication. It comments explicitly on influences on Guyanese Creole/Georgetown English. **Other influences on this variety of language** • Text A: retains features of Guyanese Creole despite the speakers' migration to America, with isolated assimilation of American lexis: 'guy' • Text B: the writers replicate the syntactical and phonological features of spoken Creole into their posts: 'Uhmmmm is where dey fine' he??' • Text B: incorporates lexis taken from the Creole: 'Nuff nuff' and some US influence: 'white brother', and 'Boiii' • the writers have different opinions about influences such as Caribbean, South American and Portuguese • Text C: explicitly explains influences on Guyanese Creole/Georgetown English: education level, social class, origin and migration, slavery, various languages, e.g. American, Dutch and French. **How the role of English as an international language is reflected in the Texts** • how Guyanese Creole English has developed, e.g. because of immigration and the slave trade. Candidates can make links to the formation of English- based creoles to discuss how English has spread globally • candidates can discuss the impact of social media, travel or technology in relation to how English is used on online platforms and the development of internationally recognisable abbreviations and acronyms

	• 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 • candidates may apply language theories regarding the development of non- standard varieties and language change.

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.