GradeMax



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Mark Scheme

January 2020

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

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January 2020
Publications Code WEN02_01_2001_MS
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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.

Marking guidance – specific

- The marking grids have been designed to assess student work holistically. The grids identify the Assessment Objective being targeted by the level descriptors.
- When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.
- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the Assessment Objective described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- Indicative content is exactly that – it consists of factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgment to the candidate's response in determining if the answer fulfils the requirements of the question.

Section A

Question Number 1	Indicative Content
	Candidates should comment on as many levels and frameworks as possible, comparing English spoken in Belize with a standard variety they are familiar with. **Phonology** • Vowel /ɔ:/ substituted with /ɒ/ in: 'talk' • deletion of /t/ in: 'want' • consonant /θ/ substituted with /t/ in: 'with', 'nothing' • consonant /ð/ substituted with /d/ in: 'other' **Morphology** • addition of suffix -s to adverb anyway to form colloquial variant: 'anyways' • deletion of 's' with some plural nouns: 'tree' • deletion of possessive 's': 'her granny name is' **Lexis** • US influence is evident in terms: 'ass' and 'jack shit' • language is colloquial with informal terms: 'boom', 'crap', 'granny' and 'top random foolishness' • reduplication, a feature in creoles to emphasise meaning: 'fool fool' • non-standard lexis featured: 'grow up' and 'fi' for 'to'/'for'. **Syntax** Many grammatical features present in creoles generally: • no inflection for verb tense: 'they say' • deletion of auxiliary 'are' in interrogative: 'why you not' • deletion of auxiliary 'do/does' in negative: 'they not understand', 'granny no like' • substitution of pronoun contraction: 'I'm' for 'me': 'me no granny' • use of non -standard auxiliary verb 'a': ''I'm a get with it', 'she a gonna' • deletion of determiners: 'middle of night', 'walk with stick' • use of double negative: 'I don't have nothing' • no gender pronoun 'she': 'it climb tree'. **Discourse** They may comment on general features of spoken language: • data is spoken with some non-fluency features such as micro pauses, hesitations and fillers: 'like' • discourse markers: 'so', 'okay', 'right', 'anyways' are used to direct changes of topic. **Candidates should move beyond feature spotting and link their comments directly to the question.** **Connections** Candidates should explore phonological, lexical and syntactical connections between the dialect and standard forms of English with reference to relevant theories and concepts. Use of US colloquialisms demonstrates exposure to US standard English. Non-standard constructions reflect typical features of English-based creoles. These are examples only. Accept any valid alternative responses.

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 the Creole spoken in Belize. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A demonstrates the use of language on an online vlog targeting a global audience • Text B highlights that the Creole language in Belize is spoken in most homes and also has a written form recognised by the government. It is written mainly in Standard English for a readership that is not familiar with Belizean creole • Text C demonstrates the use of Belizean Creole in written language, demonstrating a phonemic spelling system and targeting an audience who understand the written format. **The influence of other languages** • US English is present with colloquial expressions: 'jack shit' and 'ass'. Candidates can discuss the influence of US English on other varieties they are familiar with • Text A and Text B provide examples of lexical reduplication, which is a feature of creoles to provide emphasis with limited vocabulary: 'fool fool', 'sticky sticky'. The infinitive marker and preposition are replaced with 'fi' showing influence of Belizean Creole. Candidates can discuss other processes resulting from creolisation • Text B identifies Belizean creole as a 'significant language' on a par with Spanish and indigenous languages • The Role of English as a World Language: Text B distinguishes between a 'national language' and an 'official language' with standard English being used by government in 'official situations'. Candidates may comment on English being used in a similar way in different parts of the world • all texts reflect the Belizean Creole accent with B and C demonstrating the phonemic representations in writing. Text C discusses the influence of African languages and borrowing in the development of Belizean Creole • the pronunciation varies from Received Pronunciation and reflects the influence of African languages. **The role of English as an international language** • Text A demonstrates the use of Belizean Creole during a vlog post for a global audience. The speaker references the need to maintain a certain level of standard English in order to converge and appeal to a wider international audience • Texts B and C demonstrate the use of Belizean Creole in written language and demonstrate that the orthography is standardised. This reflects efforts to preserve their creole and recognise it as an official form giving status to a previously stigmatised variety • Text B describes the historical events that led to the development of Creole languages. Candidates can make links to the formation of English-based creoles in other varieties to discuss how English has spread globally • candidates may apply language theories regarding development of non- standard varieties and language change.

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.

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