GradeMax



Mark Scheme (Results)

January 2021

Pearson Edexcel International Advanced Subsidiary 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 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 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.

Specific Marking Guidance

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.
- Indicative content is exactly that – they are 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 fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- 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 descriptors in that 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.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

Assessment objectives

AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement.
AO2 Analyse the language, form and structure used by a writer to create meanings and effects.
AO3 Explore links and connections between texts.
AO4 Show understanding of the relationships between texts and the contexts in which they were written.

Unit 2: Language in Transition

Section A

Question Number	Indicative Content
1	Candidates should comment on as many levels and frameworks as possible, comparing the American English spoken in Text A with a standard variety they are familiar with. **Phonology** • consonant /ŋ/ substituted with /n/ in: 'talking' • consonant /tʃ/ in: 'tuned' • assimilation of phonemes utilising /tʃ/ in: 'with you' • glottal stop /ʔ/ in: 'all' • consonant /j/ and vowel /æ/ embedded in: 'bitches' • consonant /θ/ substituted with /t/ in: 'with'. **Lexis** • standard US English is evident as well as common colloquial phrases: 'you know what I'm talking about', 'you know what I'm saying' • language is colloquial with informal terms and some slang: 'get down', 'ass', 'keeping it real', 'play it fake' and 'whatever' • influence of Puerto Rican heritage is featured with opening greeting in Spanish. **Syntax** • non-standard verb usage replacing 'doesn't': 'who don't say that phrase' • non-standard contraction of 'am not': 'I ain't talking' • deletion of verb 'are': 'we all fake', 'if you anything like me', 'you shy' • use of present tense in place of past 'I've told': 'I tell you already' • non-standard verb in place of 'have': 'we got reason' • standard American adverb used in place of SE 'really': 'are real unassuming'. **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 such as: 'now', 'you know what I'm saying', 'whatever' used to direct topic and engage audience. **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 colloquialisms demonstrates exposure to US English and youth culture. Some lexis shows influence of Hispanic cultural heritage. 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	Indicative Content
2	Candidates should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss the English spoken in the United States of America. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A demonstrates the use of language in an online vlog targeting a global audience • Text B demonstrates the use of Spanish phrases used intermittently amongst English within a narrative text. The narrator is describing the impact of a multi-cultural society on English in New York. • Text C discusses a variety of English known as 'Spanglish' which is in use in the United States of America, demonstrating the merging of Spanish and US cultures which has created communication whereby the two languages are used interchangeably. It is used informally between family, friends and bilingual communities but its influence is emerging within mainstream media. **The influence of other languages** • US English is present with colloquial expressions: 'keepin it real' and 'ass' within Text A as well as non-standard grammar. Candidates can discuss the influence of US English on other varieties they are familiar with • Text B provides examples of Spanish phrases being used interchangeably with English, demonstrating the use of Spanglish in speech and in writing. Candidates can discuss other languages which have similar processes or 'code switching' • Text C describes the origins of Spanglish including immigration and generational factors. Examples of hybrid forms and sentences are provided, demonstrating its use in speech and online. **The role of English as an international language** • Text A demonstrates the use of US English in a vlog post for a global audience. The speaker utilises English throughout but also uses slang specific to the US which illustrates how widely known it is internationally due to the exposure in media and entertainment. She maintains the use of some Spanish as a welcome for her bilingual audience • Text B demonstrates the use of Spanglish in written language and does not provide translations, acknowledging a potential bilingual audience. The book is about Spanglish, reflecting efforts to showcase the language and diverge from standard varieties • Text C describes the cultural influences which have led to the development of Spanglish and how the language is emerging within online media to represent and target bilingual speakers. Candidates can make links to the formation of other English-based varieties such as Hinglish or Singlish to discuss how English has spread globally • candidates may apply language theories regarding 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 the 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 the 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 the data. • Critically examines relevant links to contextual factors and language features to support this evaluation.

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