GradeMax



Mark Scheme (Provisional)

June 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.

Question Number 1	Indicative Content
	Candidates should comment on as many levels and frameworks as possible, comparing English spoken in Bali, Indonesia with a standard variety they are familiar with. **Phonology** • substitution of vowel /əʊ/ in: 'roast' • substitution of /v/ with /f/ in: /over/ • substitution of vowel /əʊ/ with /ɑʊ/ in: 'know' • deletion of final consonant /t/ in: 'flight' • substitution of /ð / with /d/ in: 'there' **Morphology** • deletion of suffix -s to show plural: 'no more plan'. **Lexis** • Standard English is evident with no colloquialisms • influence of South East Asian lexis is featured in the names of plants and places specific to the location: 'ginseng', 'Ubud'. **Syntax** • non-standard syntax: 'be already there' • deletion of pronoun 'it': 'for skin is good' • preposition 'for' used as infinitive: 'for show you' • deletion of verb 'is': 'customer going to' • non -standard use of verbs: 'my friend do', 'I didn't want' • omission of pronoun 'you': 'have no more plan'. **Discourse** • guide speaks with fluent speech containing no false starts or repetitions. This could reflect the guide is following a rehearsed script which she repeats every time she does a tour. Timed pauses convey movement around the different areas in the plantation. Some non-fluency is present in the taxi driver's speech reflecting spontaneous conversation • deixis 'here we have' and 'and this is' reflect demonstration as the guide directs audience's attention to the various plants. **Connections** Candidates will explore lexical, grammatical and syntactical connections between the dialect and standard forms of English.

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 English spoken in Indonesia. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A: demonstrates the use of language in tourism communication to communicate with an international audience • Text B: demonstrates the use of written language to communicate with a global audience. Nonstandard spelling represents spoken language features present in this variety of English • Text C: formal written language that reflects the date and nature of the publication. It comments on the issues of prescribing a standard of UK/US pronunciation to people learning English as a second language and the stigma attached to mispronunciations. **The influence of other languages** • Text A: Standard English is present throughout reflecting the international audience. Some Indonesian lexis featured such as nouns reflecting the name of plants specific to Asian regions: 'ginseng', 'Mangosteen' • Text B: incorporates proper nouns taken from Indonesian culture: 'Apsari', 'Mahisasura'. Some US influence on lexis and spelling: 'trash', 'candy', 'jewelry'. Candidates can discuss the influence of American English on other varieties they are familiar with • Text B: the signs exhibit non-standard grammar which could replicate the syntactical features of the spoken variety. Non-standard tense and deletion of verbs and determiners: 'drops food', 'that accompanied' • Text C: explains the development of English as a second language and the cultural influences which will impact how the language is pronounced. It highlights the need to accept these differences rather than conform to an unfamiliar standard: a focus is on the pronunciation of words such as 'white'. **The role of English as an international language** • candidates can discuss the impact of travel or education in relation to how English is used in tourism in Indonesia and its development as a second language • candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that are non-standard • candidates may apply language theories regarding the development of non-standard varieties and attitudes towards 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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