GradeMax



# Mark Scheme (Results)

## January 2022

### Pearson Edexcel International Advanced Level

### In English Language (WEN0)

### 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.

Unit 2: Language in Transition
Section A

| Question Number 1 | Indicative Content |
|---|---|
| | Candidates should comment on as many levels and frameworks as possible, comparing English spoken in Jamaica with a standard variety they are familiar with.<br><br>**Phonology**<br>• substitution of /ð/ with /d/ in: 'the'<br>• substitution of /ɑɪ/ with /i:/ in: 'my'<br>• assimilation of 'could' and 'have': 'cu:da'<br>• deletion of /t/ in: 'just'<br>• deletion of initial /h/ in: 'hope' and 'have'.<br><br>**Morphology**<br>• deletion of suffix -ed from past tense verbs: 'concern', 'jumble', 'face' and present tense -ing from 'talk'.<br><br>**Lexis**<br>• influence of Jamaican culture: 'wagwan', 'struggle braids' and proper nouns of music artists 'Tanya Stephens' and 'Spice'<br>• some influence of American culture with term of address: 'guys'<br>• lexis is informal with colloquialisms: 'jumble up' and 'coulda'.<br><br>**Syntax**<br>• deletion of copula verb 'is' and 'are': 'if it all', 'some of you still not'<br>• non-standard pronoun: 'dem'<br>• non-standard negative verb contraction 'doesn't': 'if it don't come out good'<br>• inconsistent use of subject pronoun: 'mi' interchanged with 'I'<br><br>**Discourse**<br>• data is spoken with some non-fluency<br>• discourse markers 'so', 'alright' direct topics.<br><br>**Connections**<br>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**<br>• Knowledge of methods of language analysis is largely unassimilated<br>• Limited range of terminology.<br>• There are frequent errors and technical lapses.<br>• Makes no connections between the data.<br>• Makes no reference to theories or concepts. | |
| Level 2 | 6–10 | **General understanding**<br>• Uses methods of language analysis that show general understanding.<br>• Organises and expresses ideas with some clarity.<br>• There are lapses in use of terminology.<br>• Makes obvious connections across the data.<br>• Makes links between the data and applies basic theories and concepts. | |
| Level 3 | 11–15 | **Clear relevant application**<br>• Applies relevant methods of language analysis to data with clear examples.<br>• Ideas are structured logically and expressed with few lapses in clarity and transitioning.<br>• There is clear use of terminology.<br>• Identifies relevant connections across data.<br>• Mostly supports connections identified by clear application of theories, concepts and methods. | |
| Level 4 | 16–20 | **Discriminating controlled application**<br>• Controlled application of methods of language analysis supported with use of discriminating examples.<br>• Controls the structure of response with effective transitions.<br>• Language and terminology are carefully chosen and used.<br>• Analyses connections across data.<br>• Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. | |
| Level 5 | 21–25 | **Critical and evaluative**<br>• Critical application of methods of language analysis with sustained use of examples.<br>• Uses sophisticated structure and expression with appropriate register and style.<br>• Terminology is chosen critically and used correctly.<br>• Evaluates connections across data.<br>• 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 Jamaican English.<br>There is no requirement for candidates to be familiar with a specific variety.<br><br>**Context**<br>• Text A: demonstrates the use of language in social media and vlogging to communicate with an international audience<br>• Text B: demonstrates the use of Jamaican English in advertising to communicate with a global audience and represent national identity. It references the power dynamic between Standard English and Jamaican English linking to national identity and creativity<br>• Text C: demonstrates use of Jamaican English in literature. Non-standard spelling represents spoken language features present in this variety of English. It comments on the development of non-standard varieties and the merging of cultures through colonisation and emigration.<br><br>**The influence of other languages**<br>• Text A: influence of Jamaican and American culture present throughout in lexis and syntax. Greeting 'wagwan' and 'guys' proper nouns of music artists. References to African hairstyles, 'struggle braids' and non-standard grammar featured in creoles 'dem' and 'mi'. Candidates can discuss the influence of American English on other varieties they are familiar with<br>• Text B: incorporates some non-standard lexis 'Di Riddim Hol' Yu' translating the dialect phrases into English. The non-standard spelling shows phonetic variation between Standard English and Jamaican English<br>• Text C: demonstrates the influence of spoken Jamaican English. Non-standard spelling and omissions of function words in the poems replicate the speech patterns and accent of Jamaican English.<br><br>**The role of English as an international language**<br>• how Jamaican English has influenced British dialect and culture<br>• candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that are non-standard such as Jamaican English<br>• candidates can make links to colonisation and the formation of English-based creoles to discuss how English has spread globally<br>• candidates can discuss the impact of social media, music, literature or immigration in relation to how English is used on online platforms, advertising and the development of internationally recognisable dialect features<br>• 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**<br>• Knowledge of concepts and issues is limited.<br>• Uses a narrative approach or paraphrases with little evidence of applying understanding to the data.<br>• Lists contextual factors and language features.<br>• Makes limited links between these and the construction of meaning in the data. |
| Level 2 | 6–10 | **General understanding**<br>• Summarises basic concepts and issues.<br>• Applies some of this understanding when discussing data.<br>• Describes construction of meaning in the data.<br>• Uses examples of contextual factors or language features to support this description. |
| Level 3 | 11–15 | **Clear relevant application**<br>• Clear understanding of relevant concepts and issues.<br>• Clear application of this understanding to the data.<br>• Explains construction of meaning in data.<br>• Makes relevant links to contextual factors and language features to support this explanation. |
| Level 4 | 16–20 | **Discriminating controlled application**<br>• Discriminating selection of a range of relevant concepts and issues.<br>• Discriminating application of this understanding to the data.<br>• Makes inferences about the construction of meaning in data.<br>• Examines relevant links to contextual factors and language features to support the analysis. |
| Level 5 | 21–25 | **Critical and evaluative**<br>• Evaluative selection of a wide range of relevant concepts and Issues.<br>• Evaluative application of this selection to the data.<br>• Evaluates construction of meaning in data.<br>• Critically examines relevant links to contextual factors and language features to support this evaluation. |

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