GradeMax



Mark Scheme (Results)

June 2025

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.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

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 a variety of English spoken in Cameroon with a standard variety they are familiar with. **Phonology** • deletion of final consonant in West /wes/, just /ʤʊs/ and recommend /rekɒmɒn/ • substitutions of /ɑɪ/ with /æ/ in I'm /æm/ • substitution of /ð/ with /d/ in the /di:/ • substitution of /ʊə/ with /æ/ in /spɪrɪtʃæl/ • deletion of /l/ in tools /tu:z/ • deletion of medial /t/ in it's /ɪz/ • substitution of /e/ with /ɒ/ in recommend /rekɒmɒn/ **Morphology** • deletion of past tense suffix 'ed' in 'attach' • deletion of plural 's' suffix in 'our custom' and 'other religion' **Lexis** • language is Standard English with some influence of culture in Cameroon, e.g. 'Bamileke' • non-standard lexical item e.g. 'christianism' **Syntax** • non-standard singular tense in place of plural, e.g. 'all our ceremony is er rituals' • non-standard preposition 'of' used in place of 'to' and 'in', e.g. 'attach of our tradition' and 'believe of our custom' • deletion of first-person pronoun 'I', e.g. 'as usually say' • deletion of article 'the', e.g. 'as official language' **Discourse** Candidates may comment on general features of spoken language: • data is spoken with some non–fluency features such as micro pauses, false starts and fillers.

	Connections Candidates will explore lexical, grammatical and syntactical connections between the variety and standard forms of English. These are suggestions only, accept any valid alternative response.

Please refer to the specific marking guidance when applying this marking grid.		
Level	**Mark**	**AO1 = bullet points 1, 2, 3 AO4 = bullet points 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 English varieties in Cameroon. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A demonstrates the use of language in a presentation at an American university targeting an academic audience. Non-standard phonology, syntax and grammar represent spoken language features present in this variety of English • Text B describes a pidginised English known informally as Kamtok, which is spoken by a wide variety of people in Cameroon as well as featuring on TV, radio and drama. Its importance as a unifying language in a bilingual country is highlighted • Text C highlights the use of English when translating official documents from French as it is the secondary official language in Cameroon. The text identifies and exemplifies ways in which the development of Cameroon English has been influenced by a range of different languages. **The influence of other languages** • Text A demonstrates the use of Standard English throughout, but there are also non-standard phonological and grammatical features which are found in other non-standard varieties. Candidates can discuss the influence of American English or other varieties they are familiar with • Text B describes the origins and development of Kamtok in Cameroon and references its acceptance in recent years as making it susceptible to the influence of the English and French official languages. The French loan word 'gendarmes' also features within the text which links to the use of French loan words in law discussed in Text C. Candidates can discuss the developments of pidgins and the influence of other languages in other varieties of English • Text C provides examples of loan words from Cameroonian indigenous languages, pidgins and French which have influenced varieties of English in Cameroon. Candidates can discuss borrowings and clippings as processes featured in many varieties of English. **The role of English as an international language**

	• Text A demonstrates the use of English in a presentation for an academic audience in an international setting. The speaker uses Standard English throughout. Candidates may apply concepts such as divergence versus convergence when addressing certain audiences and the role of international language in education • Text B highlights the development of Cameroon pidgin in the 19th century as well as negative attitudes towards the variety. Candidates can make links to colonisation and the formation of English-based creoles to discuss how English has spread internationally. They may also discuss global attitudes
	towards cultural groups who speak varieties of English that may be considered non-standard • Text C outlines the role of English as one of the official languages in Cameroon and how it exists alongside other lingua francas in a multilingual country.

Please refer to the specific marking guidance when applying this marking grid.		
Level	**Mark**	**AO2 = bullet points 1, 2 AO3 = bullet points 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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