www.dynamicpapers.com



Mark Scheme (Results)

January 2023

Pearson Edexcel International Advanced Subsidiary in English Language (WEN02)

UNIT 2: Language in Transition

www.dynamicpapers.com

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2023
P68990
Publications Code WEN02_01_2301_MS
All the material in this publication is copyright
© Pearson Education Ltd 2023

General Marking Guidance

www.dynamicpapers.com

- 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.

www.dynamicpapers.com

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 The Bahamas with a standard variety they are familiar with. **Phonology** • lengthening of vowel sounds in 'definitely' /deə:fɪnɪtli:/ • deletion of 't' in 'just' • deletion of 'd' in 'understand' • substitution of /ŋ/ with /n/ • assimilation in 'want to' /wɒnə/ **Morphology** • deletion of 's' in 'he talk' • deletion of 'ing' in 'ain't respect me' **Lexis** • non-English words, e.g. 'bui' • there is repetition, some of which seems to be because of the unrehearsed nature of the text, e.g. 'he he' • lexis is informal **Syntax** • non-standard contraction, e.g. 'ain't' • non-standard negatives, e.g. 'really no Bahamian' • non-standard tense 'clearly don't respect' • singular 'is' instead of 'are': 'you is Bahamian' • frequent omission of copula: 'if I talking to a', 'Bahamian dialect kinda casual' • non-standard use of 'be': 'they be like alright'. **Discourse** • data shows non-fluency features of spoken language • interview format with question-and-answer controlled turn taking • use of supra-segmental features to indicate meaning, e.g. 'Ba**ham**ian' **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.

www.dynamicpapers.com

Please refer to the specific marking guidance on page 3 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.

www.dynamicpapers.com

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 Bahamian Creole English. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A demonstrates the use of language in an informal interview and how it varies in different social contexts and power dynamics • Text B demonstrates the use of Bahamian English within promotional material for tourism to help travellers understand some common phrases during communication. The dialect is presented positively and as an attraction of the island • Text C demonstrates the use of Bahamian English in folk songs and when engaging in the cultural practice of dance. Non-standard lexis, syntax and grammar represent spoken language features present in this variety of English. No translations are provided for the dialect words. **The influence of other languages** • Text A demonstrates the influence of Bahamian culture throughout in lexis and syntax. 'Bui' is a lexical feature typical of Bahamian English and there are non-standard phonological and grammatical features which are found in pidgins and creoles. The speakers refer to the different attitudes towards their dialect when speaking in different settings and to people of authority. Candidates can discuss the influence of American English on other varieties they are familiar with • Text B talks about the accent coming from `African languages', suggesting a range of different African languages influencing the English variety • Text C demonstrates the influence of spoken Bahamian English. Nonstandard syntax and spelling replicate the speech patterns and accent of Bahamian English. **The role of English as an international language** • Text A reflects the role of international English when discussing the different contexts in which Bahamian English can be used and how it forms part of the national identity • Text B demonstrates its use within tourism and also highlights that the national language is English, reflecting colonial history, but there are some variations • candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that may be considered non-standard such as Bahamian English • candidates can make links to colonisation and the formation of Englishbased creoles to discuss how English has spread globally • candidates may apply language theories regarding the development of non-standard varieties and attitudes towards language change.

www.dynamicpapers.com

Please refer to the specific marking guidance on page 3 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.	

www.dynamicpapers.com

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom