



Pearson

International Advanced Level English Language

Unit 2 WEN02

Language in Transition

Examiner commentaries on exemplar responses

This set of exemplar responses with examiner commentaries for Unit 2, Language in Transition, has been produced to support teachers delivering and students studying the International Advanced Level English Language specification.

This pack includes examiner commentaries on exemplar scripts, exemplar scripts and Mark Scheme for ease of reference.

The scripts selected exemplify performance for this component of the examination.

This document should be used alongside other IAL English Language teaching and learning materials available on the website here:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-language-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials>

Link to May/June 2016 WEN02 Mark scheme is here:

<http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-language-2015.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FExam-materials&filterQuery=category:Pearson-UK:Document-Type%2FMark-scheme>

Content

Page

Section A

3

Commentary on Script A Level 1

3

Script A

Commentary on Script B Level 2

4

Script B

Commentary on Script C Level 2

5

Script C

Commentary on Script D Level 3

6

Script D

Commentary on Script E Level 4

7

Script E

Section B

Commentary on Script F Level 1

8

Script F

Commentary on Script G Level 2

9

Script G

Commentary on Script H Level 2

10

Script H

Commentary on Script I Level 4

11

Script I

Commentary on Script J Level 5

12

Script J

Commentary on Exemplars

International Advanced Level English Language

Unit 2 WEN02: Language in Transition

Section A: 25 marks

Script A

Level 1: 3 marks

This response is brief with no analysis of the text. It is descriptive in its approach stating obvious differences, makes no connections to the data and demonstrates a very basic understanding of the requirement of the question. This is a typical level 1 response.

EXEMPLAR SCRIPT A

SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

- 1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(25)

Hawaiian Creole English is English spoken by ~~the~~ Hawaiians and they have a different accent and different pronunciation.

When they speak there is a lot of pauses during the speech because English is their second language and it's hard to talk English fluently.

In the text it shows that during the speech the woman Kathy Collins says "yeah" a lot, this can be represented as "so" like to continue or to ask the people if they agree or understood.

2



P 5 0 5 9 3 A 0 2 2 0

The Hawaiian people have different words for example "fo" which means "to" or "Toto" as in grandmothers and they use these words as an English word.

Olelo Hawaii is the native ~~the~~ Hawaiian language that is spoken by the Hawaiians. This is their first language that's why English words are different when they pronounce them, they're used to their Hawaiian accent therefore they speak English with their own Hawaiian accent.

In the text it shows us the way they pronounce the words from the phonemic chart for example "Just," they pronounce it as "yvs." Another example is the word "they" it's pronounced as "dei."

People who speak Standard English will have much less micro pauses from who has ~~the~~ English as a second language this is because standard English is spoken fluently.

3
Turn over ▶

The text was original a video that was taken during the show, in the text they show every detail like "audience laughter" this can show that the speaker is funny and everyone is laughing to what the speaker is saying.

The difference between Standard English and Hawaiian Creole English is that Standard English is spoken by people who speak English as a first language. Hawaiian Creole English is English spoken by the Hawaiians but have different accent and different pronunciation due to their first language accent which is Hawaiian.



P 5 0 5 9 3 A 0 4 2 0

Script B Level 2: 8 marks

The candidate demonstrates general understanding, briefly explaining how creoles develop and identifying features within the text that deviate from Standard English. They make links between Hawaiian vocabulary and code switching but fail to expand on this and demonstrate wider knowledge. An explanation of how code switching has developed within varieties of English as well as the use of loan words would make their observations stronger. Overall, the response is underdeveloped, descriptive in parts and lacks terminology when evidencing examples from the text. Candidates are reminded to avoid referring to features as 'incorrect grammar' as this shows misunderstanding. Features which deviate from Standard English should be referred to as non-standard.

EXEMPLAR SCRIPT B

SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

- 1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- ✓ phonology - study of sound
- ✓ morphology - study of meaning
- ✓ lexis - word
- ✓ syntax - grammar - word order
- ✓ discourse.

(25)

English is an international language and so is spoken worldwide. Therefore it is constantly changing since it is affected by other languages. When at first people use two languages together it is known as a pidgin. As time goes by eventually it will be a creole which is a new native language.

In text A, the comedian Kathy Collins uses Hawaiian Creole English as she speaks. Moreover, she has a Hawaiian accent and this sometimes makes it harder for English speakers to understand.

Kathy Collins uses words from the Hawaiian language within the "Hawaiian Creole English", an example is "fo" instead of "to"

2



and "tutu" instead of "grandmother".

This is known as codeswitching and that is when you speak a language and ~~scribble~~ ^{use some} words from a different language.

In general, Text A has many micropauses. The syntax which is ~~the~~ grammar is poor. An example is, "I like talk /tɒk/ to you guys." instead of, "I like talking to you guys." and "they think us ~~gus~~ guys (!) slow..." instead of "they think we are slow."

Speakers who do not speak this ~~is~~ creole might find it hard ~~stare~~ to understand and communicate since grammar ~~stare~~ is incorrect.

Text A has many discourses, ~~and in this example the~~ the comedian Kathy Collins in this example uses "you know" and "yeah". Discourses ~~are~~ can be ~~used with~~ any word and ~~it~~ is mainly the repetition of it between sentences.

Within the Hawaiian Creole English, words are pronounced differently. The speakers of this creole would pronounce "understand" as /ʌnɪstæn/, "talk" as /tɒk/, "kind" as /kaɪn/ and 'the' as /ðæ/. Due to the different pronunciation of words, ~~spe~~ English speakers



P 5 0 5 9 3 A 0 3 2 0

3

Turn over ►

From different nationalities might find it hard
to understand ^{and communicate} with one another.

In the end, Hawaiian creole English
might get affected from different languages
since ~~every language is changing by the~~
~~hour, minute and second~~ many speakers
will speak with them and ~~a~~ affect their creole.

~~This will end them~~



Script C Level 2: 10 marks

This response uses terminology to describe features within the text such as, 'fricatives' and 'verbs' which shows some understanding of phonology and word class. However, there are lapses within the use of terminology such as the incorrect reference to possessive nouns and a wider range is required to reach higher marks. The candidate does attempt to discuss the context of the speech by identifying the speakers attempt to engage with the audience and makes reference to discourse. This shows some method of language analysis to show general understanding. This response is a little more developed but does not show clear relevant application which is required for level 3.

EXEMPLAR SCRIPT C

SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

- 1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(25)

The Hawaiian Creole English is a mixture of different language as it is also a native language. In this text A is a transcript from a live performance by Kathy Collins, where she tells stories and performing in Hawaiian Creole English where it differs from Standard English.

Collins has noted that Hawaiian Creole English has no dental fricatives. For example, the word 'they' was pronounced as in /de I/, such as /~~θ~~/ is usually pronounced with a /d/. Dental fricatives are sounds that use the teeth and tongue. No dental fricatives makes the word simpler and easier to pronounce.

Possessive nouns in Verb usage in Hawaiian Creole English differs significantly from Standard

2



P 5 0 5 9 3 A 0 2 2 0

English. For example, 'I like talk ~~to~~ /tɒk/ to you ~~gus gus~~ guys..' where Standard English is 'I ~~wibe~~ would like to talk to you...'. The verb order has a major impact on their forms. Possessive nouns ~~are often~~ in Hawaiian Creole English often differs from Standard English. For example, ~~good~~ 'gotta' English writers and speakers uses possessive nouns to be more ~~concise~~ concise and able to explain the word simpler in the same idea. However, in Hawaiian Creole English it is spelled and pronounced differently and not easy to be understood. For example 'gotta'.

~~Collins during her live performance she~~
~~continually stops talking for~~

In the extract it implies that a lot of micro-pauses has been used. For example, ~~we tanki~~ 'Pidgin that's just Pidgin for Hawaiian Creole English (.) yeah (.) and...'. This ~~states~~ ^{implies} that Collins stops talking for a few seconds ~~and~~ ~~continues~~ and then continues and this could represent mean that she is ~~very precise~~ very precise might be thinking on what to say next and, she is precise ~~on what~~ on her words, and she might as well to clarify her performance more to enable everyone's ~~waderstandment~~ ^{understanding} to understand what she is saying. The micro-pause '(.)' is a



P 5 0 5 9 3 A 0 3 2 0

3

Turn over ►

discourse mark. She also used a raising intonation tone. For example, 'yeah?' This suggests that she could be asking the audience ~~an~~ an indirect question using a high tone and with the '?' ^{discourse mark} ~~symbol~~ ^{it shows when} she has the high tone ^{discourse mark} impression in voice. Using this discourse her aim was to let the audience think and question themselves.

Collins' 'audience laughter y' has been used in this extract to show and make the reader feel and imagine the what the atmosphere in the performance is like by describing every action happening. This morpheme method is usually also used social media such as twitter.

The Hawaiian Creole English is one of the most common modern ~~English~~ ^{English} ~~transitions~~ ^{language} English transitions to Standard English. Transitioning ~~from~~ traditional English to Navadays ~~trans~~ traditional English ~~has been~~ is transitioning to Standard English and where unfortunately \rightarrow their tradition will die out in the future.



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Script D: Level 3: 12 marks

The response is structured, making relevant points and providing examples from the texts. The candidate uses some terminology, 'syntax', 'abbreviations' and identifies features within lexis, phonology and discourse. There are some missed opportunities to use word class when describing omissions from the discourse as 'words' rather than verbs and prepositions. Candidates are advised to use terminology throughout their response as this can make an impact when awarding marks within levels. The candidate demonstrates understanding of the formation of Creoles, identifying lexis influenced by the Hawaiian Language and American culture. Further examples of American lexis could have been mentioned here such as, 'you guys', 'what's up' to discuss the spread of American varieties of English globally. The candidate demonstrates some knowledge of the negative attitudes towards nonstandard varieties and how they are considered 'low prestige' or 'grammatically incorrect'. By presenting these views objectively the candidate avoids sounding judgmental of non-standard varieties. Their comments on attitudes are brief and they could develop their points with explanations of prescriptivism and descriptivism. This links with the content of the discourse as the speaker is arguing against the prescriptive attitudes towards her language which the candidate mentions briefly towards the end. Phonological features are discussed with some analysis and using phonetic terminology here would strengthen these points. Comments on discourse are underdeveloped and they link certain features to Creoles as opposed to spoken language. The candidate could have commented on context here as the speaker is taking to an audience which will impact on the fluency of her speech.

This candidate demonstrated clear application with relevant comments allowing for a mark in level 3. Further development of points, increase in terminology and theoretical application would allow for a higher mark within the level.

EXEMPLAR SCRIPT D

SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

- 1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- phonology ✓
- morphology ✓
- lexis ✓
- syntax ✓
- discourse ✓

(25)

There is a prominent difference between Hawaiian Creole English, and Standard Forms of English. In text A, it is very ~~obvious~~ clear that the syntax used differs greatly from standard English and would be considered incorrect in comparison. The first sentence omits the words "would" and "to" in 'I like talk / +pk to you guy about Pidgin English (..)'. This of course, would be considered grammatically incorrect in standard English. The text goes on to use lexis such as "cos", "dunno" which can be viewed as abbreviations or colloquial slang. Vocabulary such as the word "homie", is also a colloquial word from most notably African-American street language. As Hawaii is an American state, a connection

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P 5 0 5 9 3 A 0 2 2 0

can be made with ~~also~~ African-American people adding some of their vocabulary into Hawaiian Creole English. The result of such ways of speaking may lead to a reputation of low-prestige.

Other lexis in Hawaiian Creole such as "Fo" and "Tutu" show the results of a Creole language. As it is largely influenced by other countries and languages, there ~~are~~ will most definitely be words added and mixed into the language. For example, the etymology of "Tutu" may be of French origin while "Fo" may be of African. The results of this however create a unique version that differs to standard forms of English, but is not ultimately considered incorrect.

In text A, there are many different phonological features that differ to standard forms of English. Pronunciation of the /θ/ in ~~there~~^{there} and /θ/ in "thing" do not come through in Hawaiian Creole English.

Instead, these are replaced with /d/ in "there".

Also in another word such as "just", Hawaiian Creole English omits the /t/. Again this could be because of how Creole consists of a multitude of different words from different language origins. In languages such as French, there is no pronunciation of



P 5 0 5 9 3 A 0 3 2 0

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Turn over ►

/θ/, so as the language evolved, this is why they ~~do~~ do not pronounce it.

The text, as it is a spoken extract, contains discourse markers such as "yeah". This separates the flow of the text but is necessary in spoken language. Also, as the text is very abstract and unstructured, there is a ~~use~~ continuous use of (.) which signifies micropauses. The text contains a lot of run-on sentences but as creole is meant mainly for oral communication, this is understandable.

Kathy Collins, the speaker of text A, makes a connection between Creole, ~~and~~ Ololo Hawaiian, and Hawaiian Creole English. Her reference to Captain Cook shows the influence of another language and the way it ~~affected~~ influenced the creation of another language. Although she meant it as a joke, there is indeed a connection - a way of communicating between two separate languages. Even though Hawaiian Creole English differs significantly to Standard English, there is a function of such a language that indeed, should not be looked down upon.



P 5 0 5 9 3 A 0 4 2 0

Script E Level 4: 20 marks

This is a well-structured response which makes confident links between the text and Standard English. The candidate uses terminology accurately and consistently commenting on a range of features across the language frameworks. The candidate maintains a focus on the question and links features to the developments of Creoles such as gender pronouns, non-standard tense and reduplication of vocabulary. They show knowledge and understanding of this variety of English, identify how global varieties have spread and recognise the influence of American culture. The candidate makes reference to the speaker's cultural identity and applies theories in their discussion such as downward convergence and covert prestige. Further application of theories throughout the response to develop a more critical analysis of the creole would allow for marks in the top level. Overall, this response was well written demonstrating controlled analysis and understanding of the data making this a high level 4 response.

EXEMPLAR SCRIPT E

SECTION A

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

- 1 Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

Explore the connections between this dialect and standard forms of English.

You should refer to any of the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(25)

Text A is an example of Hawaiian Creole English, a dialect used in the American state of Hawaii.

The phonological features of this text differ substantially from standard forms of English. Dental fricatives /θ/ in words like "there", "the" are replaced with the alveolar sounds /d/ and /t/, respectively. However, the use of these alveolar sounds instead of the more standard dental fricative is inconsistent, such that the woman - Kathy Collins - also utilises the standard received pronunciation in words like "something" /sʌmθɪŋ/ and "thing" /θɪŋ/. Narrow monophthongs replace the standard diphthong in the word "I" /a/, such that it is pronounced similar to /ah/. This differs greatly from standard English. Furthermore, Collins has a tendency to employ upbeat in her speech, in which the speaker with rising intonation in phrases like "what you like say? (.) yeah? (.)" and "so what they talk? (.)" to frame her sentences or interrogatives. Consonant clusters are simplified at the end of numerous words, particularly when the consonant is an alveolar. For example, "just" /jʌs/ and "kind" /kaɪn/.



whereby the alveolar sounds /t/ and /d/ are ~~reduced~~ with omitted from pronunciation in order to ease the articulation of these words. There are further examples of differences of the dialect from Standard English. The /r/ sound is deleted in the intervocalic position in "understand" /ʌnˈstænd/. This is another example of omission.

The morphology of Hawaiian Creole English has stark differences from that of Standard English. Neologisms like "gotta" are incorporated casually and continuously in Collins' speech. The word "gotta" is form from blending of the two words "got" and "to". The ended form of the word "because" is also used - "cos" in order to speed up and ease pronunciation. Pronoun usage differs starkly from Standard English. This is typical of Creole forms of English, which do not reflect past tense verbs for gender or number. The word "us" is used instead of the standard first person plural ~~pronoun~~ "we" in "they think us guys". There is use of the indefinite pronoun "guys" typically of Creole forms of English to represent both males and females, in general. ~~Prophetic expressions like "we~~ ~~worked from the~~ ~~or~~ ~~used to~~ ~~phrase like~~ Slang expressions, representative of the creole are casually incorporated into speech in phrases like "your tutu kind grammar... and his homies". These words are distinctly neologised forms constructed through coinage and are characteristic solely to Hawaiian Creole English.

Lexis incorporated into Hawaiian Creole English varies greatly from that of Standard English. Hawaiian Creole English is a language initially created by the contact of two people when neither know the other's language. Thus the language formed initially as a pidgin has limited vocabulary and simplified grammar as evident in text A. However, being a Creole, Hawaiian Creole English tends to be influenced by many languages. Slang expressions like "homies" and the blended words - "dunno" and "gotta" are distinctly identified as Americanisms, incorporated permanently into the Creole as a result of the recent popularization of American pop culture and the political and economic power of the USA. Other slang expressions like "tutu" are influenced by the



P 5 0 5 9 3 A 0 3 2 0

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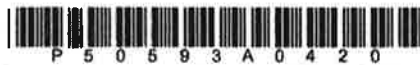
Turn over ▶

Caribbean Creole - Patois, other expressions, like 'bugger' are influenced by the British vernacular - Cockney.

The syntax of text A is perhaps the most distinctive feature that differentiates it from standard forms of English. Most noticeably Collins has a tendency to omit prepositions from her speech, particularly the preposition "to". This is evident in numerous phrases like "I like talk... what you like say..." when the preposition is inexplicably used, the non-standard form "fo" is used instead of "to". For example "we dunno fo talk regular English... the words fo say." The text is spoken, hence much of the syntax reflects this. Incomplete utterances punctuated by fillers are a hallmark of this Creole. For example, "no problem. (.) then (.)" Repetition of the word "long" in "long long long long time ago" is used to intensify meaning, to create emphasis and to mark continuity. This is characteristic of Creole forms of English where reduplication of words is used to extend a limited vocabulary.

There is use of historic present tense in the narrating that is characteristic of Creole forms. For example, "they come from England eh (.)... non everything work out for Captain Cook..." This is because Creoles do not inflect their verbs for gender or tense, and like standard English. Hence the -ed inflection for "worked" is absent. The copula verb "to be" is omitted in the sentence "they think of guys (.) slow or something", whereby "U guys" replace "we are". The auxiliary verb "to do" is absent from the phrase "so what they talk?" Verbs like "qualify" are inflected using non-standard forms, whereby "I figure pidgin (.) qualify (.)" is used instead of the standard inflection for first person singular verb conjugations. "qualifiers"

The discourse is distinctive of Hawaiian Creole English. Hedgers like "yeah?" are used sporadically in Collins' speech to reinforce her identity as a Hawaiian.



P 5 0 5 9 3 A 0 4 2 0

The use of both ~~standard~~ received pronunciation - "thing /θɪŋ/" and non-standard pronunciation - "the /ðe/" - indicate that this Creole is not Collins' only variety. The fact that she continuously chooses to utilize non-standard forms in her speech is indicative of downward convergence due to the ^{lower} social prestige associated with Hawaiian Creole English in Maui. This is representative of the ways in which Collins establishes her dialect and identity as a Hawaiian, in order to reflect her group membership.

Furthermore, subtle instances occur in Collins' speech that differ greatly from standard English. Collins' fails to adhere to the Grice's maxim of quantity and relevance when she diverges from her main argument to commence the story "cause ok (.) I'll tell you a little story long long long long time ago (.)"

* Glottal stops, a feature borrowed from Cockney is incorporated into speech through words like "gotta" where the /t/ sound is elided.



**International Advanced Level English Language
Unit 2 WEN02: Language in Transition**

Section B: 25 marks

Script F: Level 1: 3 marks

This response is too short and does not meet the requirements of the question. The candidate describes the text with a focus on a context demonstrating a lack of understanding of what was required. They show basic knowledge of the data and quote information that is evident in the glossary and stated in the articles making no attempts to analyse. This is a typical level 1 response.

EXEMPLAR SCRIPT F

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

(25)

plan / Draft

- Text A is not as understandable as Text B and C this may be because of the context (a data from a video recording) whilst the other texts are extracts from an online newspaper article and an edited post from an online lifestyle magazine so they were both edited and had time to choose their words wisely ^{and make them} to sound more 'standardised' ✓

We can tell that the other languages collide with English

Text B

Text C

"Don't pray prey" means "Don't kid me" ✓ - "doh" don't ✓

"cannot -lah" means "that's impossible" ✓ but anyuh' about ✓

"shook" means heavenly or pleasurable ✓ an of you" ✓

can't wait to it ✓ "de" the ✓

Specific to the location and music likely ✓ "doh" don't ✓

English is an international language ^{not used anywhere else} and more people are

getting better at it ^{english} especially the next generation since it is an

international language. However ~~it~~ the way people speak it

differs from one place to another depending on the location

10



P 5 0 5 9 3 A 0 1 0 2 0

The first thing we should consider is the where all the texts ^{come} from. Text A is not as understandable as Texts B and C because it was taken from a video recording, whereas the other two texts are extracts from an online newspaper article and an edited post from an online lifestyle magazine, therefore they were both edited and had time to choose their words wisely and make them sound more 'standardised' since they were not spoken.

Another thing that we need to take into consideration is the context of each text. For example, text A was spoken by a comedian and she is performing in character, so the language she used would differ from standard English. Both Texts B and C are more formal again because of the context. They sound more 'standardised' because they are from articles with an actual topic and not just an act like Text A.

Although all texts are in English, we can still tell that they are not standard English but are creole from some of the words. For example, in Text A 'fu' means to, 'Tutu' means grandmother, 'Olelo Hawaii' means native Hawaiian language and 'Captain Cook' means a British explorer killed by native Hawaiians. In Text B, "don't pray pray" means don't kick me, "cannot-lah" means that's impossible and "shick" means



P 5 0 5 9 3 A 0 1 1 2 0

11

Turn over ►

heavenly or pleasurable. In Text C, "doh" means don't, "bout
alywn" means about you ^{and} "de" means the ~~word~~. This tells us
that these words are used in those specific locations and
have their own twist to them which is why they are not
considered Standard English.

In conclusion, more people are getting better at
English despite it not necessarily being their "mother
tongue" especially since it is an international language
spoken by many people all around the world. However, how people
speak it still differs from one place to another depending
on the location and how much they are exposed to the English
language.



Script G: Level 2: 7 marks

This candidate shows general understanding of Creoles and some knowledge of context, stigmatization and convergence. There is limited reference to the data to support their discussion resulting in a general essay rather than a focused discussion. Candidates must refer to all of the texts in source booklets when answering this question and provide examples from the text to support their points. This candidate comments on the sociolect, Multi-cultural London English which is not relevant to the question. Candidates can talk about varieties of English they are familiar with, which have similar features to support discussion, but the focus must be on the question and the data provided. They do attempt comments on each area of the question but there is a lack of development and understanding which awards this script a low level 2 mark.

EXEMPLAR SCRIPT G

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

- 2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

(25)

English-based creoles has have changed and developed English around the world. With more people speaking English-based creoles, the English had ^{standard} changed to follow the 'trend'.

English-based creoles are used as an identification of a peer group. member of a group. For example, multicultural English-based creoles are dialects. ~~this~~ These dialects are derived from the mix of various English (such as for example, multicultural London English is the mix of Caribbean English, African English, South-Asia English). If a person moves to an area where English-based creole is used ~~because~~ created by the mix of.



English-based creoles have brought many changes to English. It has developed English in ~~areas~~ ~~many~~ many ways.

English-based creoles are used as an identification of a group. The members or individuals in a particular group may speak creole for divergence (to stand out and be ~~a~~ unique among other group members).

English-based creoles are commonly used among young children. Multicultural London English is one example of an English-based creole. It is more likely to be heard from a ~~younger~~ person in a younger age than from ~~someone~~ an older person. A study into Multicultural London English by ~~Sue~~ Sue Fox has supported this as Sue Fox said that Multicultural London English is picked up in secondary ~~students~~ school, and ~~is frequently used~~ Sue Fox also has mentioned that Multicultural London English is ~~used at~~ ~~is~~ normally used after a ~~person~~ 12 years old.

Singlish is another example of an English-based creole. In Text B, it is stated that young people ~~that~~ use English that is used ~~on~~ ~~by~~ popular TV characters (which speak Singlish).

It is ~~most~~ most likely young people using English -



P 5 0 5 9 3 A 0 1 1 2 0

based Creoles because of divergence (as said before) but also because of convergence. ~~It~~ they try to speak the language of their peer group so they are not the odd one that are left out.

English has changed because of the development of technology. Now, people can go from different cultures and countries can communicate with each other. ~~More communications between~~ ^{with} different culture people with different cultures can create. By communicating with another individual ~~with~~ person from a different ~~with~~ culture (that speaks different type of English), an individual can ~~at~~ start to speak in a different type of English.

Second-language English can also ~~affect~~ influence English-based creoles. ~~As access to transportation~~ ~~as~~ transportation developed, ~~more~~ ~~m~~ immigrants are increasing. They ~~to~~ are likely to learn English and mix it with their original ('mother tongue') language. This will change ~~how~~ ^{how} the standard English is used.

~~Various~~ Some people may consider @ creoles to be stigmatised. For example, the new Mayor in London is from an area that speaks multicultural London English but now speaks standard English because multicultural London English is considered stigmatised by the government.



In conclusion, English-based creoles ~~is~~ are influenced by ~~the varieties of Eng~~ the mix of varieties of English, ~~and the~~ ^{and the} English ^{used} as a second language ~~and the best~~. English-based creoles are used for convergence and divergence ~~to~~ ^{also}. English allows communication between ^{groups with} different ethnicity and social backgrounds.



Script H: Level 2: 13 marks

This candidate begins with a brief description of creole languages. A bit more explanation of the context of how they have developed would demonstrate a greater understanding. They identify the feature of loan words from other languages within creoles and evidence this with good examples from the sources. They discuss prestige within language use and recognise creoles as stigmatized forms of language showing clear application of understanding to the data. Reference to convergence in Text A and C or prescriptivism in Text B would develop their points further here to achieve higher marks. There is a lack of terminology within the response and the candidate misses opportunities to use this when describing the phonology in Text C and could also have noted the similarities in pronunciation in Text A. Each bullet point is addressed and the candidate provides a structured answer. Their point regarding international English could be stronger with examples from the text. For example, when highlighting the influence of other language through mass media the examples of American English in Text A would help support that as well as its use in Business in Text B.

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

changes to English
development of English
overt & covert prestige
creoles around the world

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

(25)

English based creoles that were once pidgins formed from a mixture of English and other languages but gradually became the first language of some generations over time have portrayed clearly how English is changing and developing internationally.

One of the most ~~outstanding~~ ^{common developments} changes that has taken place in ~~undergone~~ the English language is the addition of new vocabulary. This addition has been ~~reflected~~ ^{seen through} ~~into~~ by many creoles such as the Trinidadian creole in Text C where as there is a ~~word~~ ^{word}, "boofed" which is most probably the influence of Trinidad's native language that has found its way into the English language and can now be seen through the various creoles. Text B ~~also shows~~ ^{is} which is an extract from an article that features Singaporean creole English also reflects the new vocabulary additions that English has accepted such as "shook" and "lah". The Hawaiian creole ~~also~~ ^{has} ~~its~~ its own words such as "Fo", "Tutu", etc. These various ~~to~~ English based creoles each have reflected the development of English through the



addition of new vocabulary.

Another major development of the English language is the open acceptance of other forms of English. This has been reflected through the fact that in Text A, the speaker has used Hawaiian creole English in a comedy show where there is a large audience and has done it openly showing overt prestige. Also the use of the Trinidadian Creole in Text C which is a text in a lifestyle magazine also reveals overt prestige because many people are going to read the magazine and make judgements but the fact that despite knowing this, the writer decides to use it shows that she/he is proud of it and has overt prestige. This is one of the major developments of English that it has become more accepting of the various dialects and there is no longer stigmatization of any other forms which aren't SBE. This is further proved through the phrase, "I love to talk Trinidadian Creole English...". However, as much as English has changed to become more receptive of other forms, there is still stigmatisation of some forms such as Singlish as seen in Text B whereas the government ^{wants to} ban Singlish due to covert prestige even though a television character has openly spoken "almost entirely" in Singlish.

Phonological changes have also been reflected through the creole such as the use of /d/ in place of ~~de~~ ^{/d/} <DEI> they and the use of /t/ instead of /θ/. In the written Text C, the writer says, 'I doh know bout alyuh' and this would



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Turn over ►

actually be "I don't know about all of you" in Standard English. Here the change can be noticed because the "n't" sound is omitted in "doh" to make it "doh". Also the words "all of you" have been blended and nonstandard spelling is used, including the complete omission of the word "of" to form "alyuh".

The use of high rising terminals in text A, "yeah?" depict the influence of Australian English and we realise that in the 21st century many languages all over the world tend to influence English. This has also been talked about in Text B where it has been said that Malay, Mandarin, Tamil, Hindi and Chinese dialects form a 'Mish mash' and bring about 'Singlish' which is a new form of English. Thus we can see that various languages have influenced English and the main reason behind this could be that English is now playing the role of an international language and is used ⁱⁿ mostly all countries as a language in schools, universities, hospitals and even computers. We can undoubtedly say that technology has influenced English greatly because communication is made easier and ideas are easily spread through online sites such as in text C, where an online magazine with Trinidadian create is free for all the world to see and influences English all over. This displays English as a very changeable language because it is basically the language of computers and other scientific progress and therefore it plays a role as an international language.

In Text B we see how The TV star Phua influenced



the English of children by saying, "Don't pray pray" which actually means "Don't kid me" and we realise that English has developed into a language that is easily influenced and this Singaporean creole that many children began to copy reflects this change.

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Script I: Level 4 17 marks

This script identifies the issue of modern day attitudes towards English as prevalent across the data. It also recognises that Text A and C depicts the experience of stigmatisation by the speakers of creoles while Text B conveys the social status and prestige associated with Standard English and a desire to be associated with it internationally. They support their discussion with reference to convergence to accurately describe the process of using language in different contexts. Comments regarding the influence of other languages on English demonstrate knowledge of the development of creoles over the centuries and the rise of international English. Their points are linked to contextual factors and identifies that each creole has been influenced by languages which they are close to geographically. This is good well developed answer which scores in low level 4.

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

- 2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

(25) 1702

Creoles are the major topic in all three texts. Text A a comedian in a video recording talks of Hawaiian Creole English and some of it is evident in her speech. Text C is an online feature article in a magazine that talks in defence of Creole which is also an aspect that Kathy Collins takes in view of her Hawaiian ~~Pi~~ Creole English. Text B on the other hand is a criticism of the Creole Singlish and the steps taken in Singapore to banish it. The audiences of these three texts are different text A is in front of an audience who seem to understand Hawaiian Creole English and can therefore understand the jokes and support the creole. Whilst Text B immediate audience is the Singaporeans and indicates an attempt of the Singapore government to diverge its people from Singlish. Whilst the text on outlish.com is probably targetted to those who stigmatize against Trinidadian



Creole English and therefore tries to show that it does not stunt one's standard English and shows convergence with his audience in the first paragraph where he/she uses Caribbean-Trinidadian Creole English to identify with his people. All three texts The speaker in text A shows ~~that~~ the informal setting of the creole and also its use for communication as it started out ~~as~~ from English and Okele it was by Captain Cook's 'homies' and the Hawaiians to communicate when they first settled. It reflects the growth of the Creole from pidgin and as Kathy uses it to her audience it shows an element of convergence and that in that area it has overt prestige.

All three text indicate the influence other languages have had on the 21st century English. As it is a creole which as indicated in text A started out from English and Okele Hawaiia mixing to create a pidgin. English was therefore the superstrate language and thus gave it its vocabulary whilst Okeles became the substrate and thus gave it its grammatical structure. On the other hand



it is essential to note Hawaii is in ~~an~~ America therefore there is also evidence of American English influence on the Creole as shown by the phrase 'him and his homies' or 'this brother captain Cook'. Singlish as shown in Text B shows that the influence of Mandarin, Malay and Tamil on the English as shown by the phrase 'Dont pray pray'. The Text C also shows Caribbean influence on the Trinidadian Creole English because of its dental fricatives as shown in 'de all de time'. However all three texts identify that the creole has been referred to as 'broken English' and therefore has lowest prestige. This stigmatization of the creoles has led to others as shown in text C either ~~try~~ to hyperrealize as a form of protest against the power and the authority of standard English or to converge with the speech spoken in that area as shown by Dwight Yorke who adopted a cockney accent. In other areas this stigmatization has brought about a crusade to banish the creole as it is thought to be coming in the way of a country's development as considered in Singapore. This view of others considering those speaking creole as 'slow or something' is



also reflected in Text A when referring to Hawaiian Creole English which is also stigmatized.

English has played a role as an international language. This is firstly because of colonization which brought Captain Cook to America, Hawaii as indicated in text A. This colonization by England brought about the development of Hawaiian Creole English but it started off as a pidgin then. The English also plays an important ground on international frontier as it is one of the official languages of the United Nation. Also in the tourism sector which Singapore thrives in the need for English so as to increase communication with the tourist is vital and is no wonder they are there is an attempt to banish singlish, which reduces their prestige and creates a language barrier. English also plays a vital role in ~~be~~ being the language used for businesses, trade also it is used in maritime protocols. Therefore being considered the language of instruction, this therefore means it is associated with education and intelligence and ~~hence~~ thus the writer in



Text C referring to its importance for formal occasions. However this writer does identify that his ~~the~~ creole gives him and his fellow Caribbeans a sense of identity ~~and~~ and is not willing to loose it.

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Script J: Level 5: 21 marks

This response is detailed, well written and provides an in depth analysis of the development of English with reference to creoles. The candidate explores the full content of the data making connections across the texts regarding cultural identity, stigmatisations of creoles and explores theories of convergence amongst its users. The candidate addresses each bullet point within the question demonstrating wide knowledge on how creoles developed historically and their role in the 21st century. They recognise the wider issue of attitudes towards English, which features in all the texts, demonstrating an understanding of prescriptivism and overt and covert prestige. Terminology is used and points are supported with evidence from text throughout the response. The candidate makes connections across the data and applies theories to draw conclusions. This is a strong response which scores in level 5.

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

- 2 Discuss how English-based creoles reflect the changes to, and development of, English across the world.

You should consider:

- the context in which the language may be used
- the influence of other languages on 21st-century English
- the role of English as an international language.

(25) 21002

English-based creoles are representative of the ways English changes and develops across the world.

English-based creoles represent a cultural change in the English language by other languages such as Singlish, Hawaiian Creole English, and Trinidadian Creole English. The context in which the language may be used is therefore, vast. The language is primarily utilized by individuals wishing to convey group membership and identity. For example, the writer of text C describes how he/she "held onto it (Trinidadian creole English)" because it was a symbol of identity.

Furthermore, the speaker in text A blatantly chooses to utilize Hawaiian Creole English ~~because~~ despite the stigmatisation of creoles, in order to gain the covert prestige associated with it in ~~Maui~~ Maui. This is evident in the dual pronunciation - received pronunciation in "something /sʌmbɪn/" and non-standard pronunciation in words like "there /deə/" - which implies that Hawaiian ^{Creole} English is not her only variety.

Text B implies how the language tends to be used in ethnically diverse settings, whereby "families in this melting-pot town (Singapore)" often speak a native tongue, or else Singlish. This is representative of the process of creation of a creole whereby characteristics of both languages of both speakers tend to be incorporated into the creole to form a distinctive language. As a result, the language comes to



existence particularly in situations of immigration into a country, whereby the natives and the migrants, each unaware of the other's language, establish a new language.

Poverty restricts individuals to dense family networks in low-income neighbourhoods which provides individuals with little opportunity to access the mobile mainstream community. The lack of residential segregation and the dense ethnic heterogeneity tend to encourage the spread of language as young people of one ethnic group come into contact with individuals from another ethnic group. As a result, language change tends to start with young people.

Text C identifies Trinidadian Creole English as a 'resistance identity' as the writer claims to how "speaking Creole was my form of personal protest." This is further supplemented by the speaker in text A, who blatantly refuses to change from Nonstandard Creole English.

English-based Creoles tend to be influenced by many other languages, which consequently influence 21st-century English.

The influence of the Caribbean vernacular - Patois - is evident in both texts A and C, whereby the speaker in text A incorporates numerous ^mJamaican slang expressions like "juru" into her speech. The writer of text C willingly chooses to use non-standard grammar in order to reflect the Caribbean vernacular through his/her orthography in the statement - "I doh know bout alyuh" in which the ^{simplification}consonant clusters in "doh" and the blended word "alyuh" reflect pronunciation in Caribbean varieties.

The British vernacular - Cockney - has a big influence on 21st century English, as evidenced by the slang expression - "bugger" - incorporated into text A. The omission of prepositions in phrases like "I like talk /tɔk/ to you guys (i)" is a feature common to Asian varieties of English.

Text B indicates how "English, Malay, Hindi and various Chinese dialects" combine to form input into Singlish, which is a ~~whole~~ English-based creole.



This is indicative of how English continues to evolve and develop to meet the needs of its users by borrowing words from other languages. The borrowing of words tends to be as a result of a contact between English and other languages through cultural links like films and TV programs, military invasions, trading links and migration.

For example, the Norman conquest of the Middle Ages, and the Viking invasion of the ninth and tenth centuries brought many words into the English language. The incorporation of Americanisms like "gonna... dunno... hamier" in text A is indicative of the recent popularisation of American pop culture through rap music with rap artists like Eminem, 50 cent etc spreading Americanisms. It is also a reflection of the political and economic power of USA.

The incorporation of Britishisms like "bugger" in text A evolves primarily from the strength of the British empire, which helped establish English as an international language. For example, ex-colonial varieties of English, like Kenyan English, differ substantially from standard English. This is as a result of the influence of Swahili on English, such that multiple pronoun use in phrases like "Me I am sick" and lexis like "safari... rufia... matatu" is now a feature of Kenyan English.

English has a great role as an international language. It is evident that there is stigmatisation of English-based creoles by prescriptivists who wished to adhere to the standard convention of English which is associated with overt prestige and social status. As a result, Text B is an example of prescriptivism, whereby the Prime Minister Goh Chok Tong claims that "Poor English reflects badly on us and makes us seem less intelligent." The word "poor" is indicative of his fear of language change and indicates how older generations tend to be averse to it. The "good" English he wishes to implement in Singapore is standard English. There is ^a thus, prescriptivist approach preferred whereby the Prime Minister wishes to do away with the baffling vernacular English.



there is the evidence of stigmatisation of Creole forms of English in text B.

However, both text A and C contradict text B. Both the speaker of text A through her continuous usage of non-standard slang expressions "bugger...homies...butu" and the writer of text C through the non-standard orthography "I doh know bout alyuh..." show a wish to divert from standard forms of English and Received Pronunciation in order to retain their identity. This is indicative of the covert prestige associated with Creole forms of English that help to water down the overt prestige of Received Pronunciation.

Text C claims that there is stigmatisation of Creole English as the writer states how they "feel self-conscious when we need to switch from vernacular to standard English in a formal setting" and he expresses the need to abolish this stigma.

The sort of upward and downward convergence in texts A and C versus text B shows how language change will improve the overt prestige associated with

For example, Received Pronunciation has been watered down by the covert prestige of Multicultural London English, a Creole in the UK, such that modern-day politicians do not have to be familiar with Received Pronunciation. Boris Johnson - the MP and former London Mayor - is at ease with speaking cockney. Only conservative, prescriptivist politicians like William Hague choose to employ Received Pronunciation.

The recent popularity of social media has helped language change immensely to develop English as a 21st century language. Social applications like "WhatsApp" have introduced ^{phrases} ~~words~~ like "I'll whatsapp you (verb)" and "check your whatsapp" (noun) into daily language. Through globalisation, Hollywood and Bollywood have had great influence on English language, such that the Americanism "selfie" coined by Kim Kardashian is now a part of modern dictionaries.

The fact that standard English does not respect regional or geographical barriers and does not have an accent has helped expand English usage, such that regional



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dialects, pidginised and creolised forms have gained acceptance in Malu, the Caribbean islands, Nigeria, Pakistan and other countries.

With the onslaught of refugees in Europe, English is expected to be influenced by Arab and Farsi to form an expanded language. This is indicative of how English will continue to develop as a contemporary language to meet society's demands.

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