

INTERNATIONAL ADVANCED LEVEL

ENGLISH LANGUAGE

SAMPLE ASSESSMENT MATERIALS

Pearson Edexcel International Advanced Subsidiary in English Language (XEN01)

Pearson Edexcel International Advanced Level in English Language (YEN01)

First teaching September 2015

First examination from June 2016

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Issue 2



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Summary of Pearson Edexcel International Advanced Subsidiary/Advanced Level in English Language SAMs Issue 2 changes

Summary of changes to the question papers made between previous issue and this current issue	Page number
<i>Source information has been updated throughout.</i>	
Specific marking guidance has been added.	3-4
Unit 3 Section B Question 2 mark grid 1) The descriptors for AO2 (bullet point 4) and AO3 (bullet point 5) have been amended, so that the reference to 'data' has been changed to 'source texts'. 2) The descriptors for AO4 have been amended, so that the reference to connections is now between the 're-shaping of the source texts' and the candidate's 'own writing'.	106-107

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel International Advanced Level in English Language is designed for use in schools and colleges. It is part of a suite of International A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

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 be 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.

- If the candidate's answer only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for an answer that is the weakest that can be expected within that level.
- The middle marks of the level are used for an answer that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Write your name here

Surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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Candidate Number

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English Language

International Advanced Subsidiary

Unit 1: Language: Context and Identity

Sample assessment material for first teaching
September 2015

Time: 1 hour 45 minutes

Paper Reference

WEN01

You must have:

Source booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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(TOTAL FOR QUESTION 2 = 15 MARKS)

TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel
International Advanced Level

English Language

International Advanced Subsidiary

Unit 1: Language – Context and Identity

Sample assessment material for first teaching
September 2015 **Source Booklet**

Paper Reference

WEN01

Do not return this Source Booklet with the question paper.

Turn over ►

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Text A

Text A is an edited extract from an article based on an interview with Jamaican sprinter, Usain Bolt. It appeared as part of an article in *Shortlist*, a men's lifestyle magazine. It was published in the UK a year before the London 2012 Olympic Games.

When did you know you had a special talent?

I was always running around as a kid and was always quick, so I won a lot of school races. But when I won the World Junior Championships, that made me realise I could do something big.

How much of your speed is natural?

I am lucky that I have a lot of natural talent, but my success is all down to hard work. I could run under 10 sec now even if I didn't really train, but to win medals it's all about training on the track, working hard in the gym and improving my technique.

Did anyone ever say you weren't good enough or too tall?

Not really, but sometimes when I was injured people would say it was because I was lazy or partying too much, which annoyed me. My height makes it harder to get out of the blocks, but when I get going, it helps my stride.

Were you also good at other sports?

Yeah, I played cricket and football. I was a Number 3 batsman and a fast bowler. When I played football, I liked being a goalkeeper or a midfielder. I was probably better at cricket. I would be a very good cricketer if I was a professional now. I think I would probably have been the best, in fact.

What were you bad at?

Anything over 400m. Seriously. Marathon? No chance.

Who were your sporting idols?

I always looked up to [Jamaican sprinter] Donald Quarrie. I'm also a big Manchester United fan and I started supporting them because of Ruud van Nistelrooy, who scored all the goals.

Would you rather play cricket for the West Indies or football for Man United?

Come on, don't ask me that question! If Man United wanted me, honestly I will be on it like this [hits his hand]. After the Olympics, when I'm 27, if Sir Alex Ferguson is still manager of Man United and he says to me, "Usain, I'll give you a contract right now to come to play for us," I'll be out.

What do you do when you go out?

Listening to music makes me happy. I like to DJ and have played some sets in clubs.

Does your coach, Glen Mills, allow you blow-out days?

[Laughs] My coach never tells me to go and do something bad. He would never say, "Go and eat chicken nuggets." He doesn't want to have it on his conscience. I might just say I'm going to eat them and he will say, "Ah, whatever." He knows being strict won't work.

What one treat would you like to have in your room in London?

A PS3! Of course, man! It makes me relaxed. When I'm stressed, I just play video games. Say, for example, when NJ is stressing me out [NJ rolls his eyes], I'll just go into my room, lock my door, play about four hours of PlayStation and I'm good.

What are you playing at the moment?

Call Of Duty: Black Ops. I play it online and I'm pretty good.

Do fans hunt you down?

You cannot let them know it's you. I let a guy know it was me once and, oh man... They just want to prove, "Ah, I'm kicking Usain Bolt's ass." I can understand that. It's their moment.

Do you have any famous mates?

I'm big friends with [West Indies cricketer] Chris Gayle. I bowled him out once in a charity match and I kill him for it all the time. He was not happy.

Where do you keep your medals?

My medals are actually in a vault in a bank so that I can't lose them. I misplaced my World Championship medals for months, but I found them. They were in a bag in a closet. It's bad news when you can't find your medals, but I figured that I'd just go win some more.

What makes you happy?

Food, water... Ah, just kidding. When I'm at home, with my big-screen TV, my PlayStation, dinner, and being around friends, that's what makes me happy. Girls make me happy, too. Beautiful girls.

Do sprinters psych one another out on the track?

I'll joke with guys in my team such as Asafa (Powell) and (Yohan) Blake because we know each other. But I won't be like that with all the guys in the line if I don't know them so well, because I don't want anybody saying, "Oh, you're trying to put me off my race." Not everybody likes to joke around.

Last question — what do you want to be remembered for?

My rock-hard abs*.

Really?

[Laughs] No, as a fun-loving, laid-back person – the man who brought joy to track and field.

Source: www.shortlist.com/entertainment/sport/usain-bolt-interview

Glossary

- NJ* – Usain Bolt's agent, responsible for organising his professional engagements
- abs* – an abbreviation for abdominal muscles

Text B

Text B is an edited extract from the speech given by 17-year-old Pakistani student Malala Yousafzai, upon being presented with the Nobel Peace Prize in December 2014. In 2012, Malala was seriously injured in an assassination attempt on her school bus by Taliban gunmen because of her campaigning for girls' rights to education.

Bismillah hir rahman ir rahim.

In the name of God, the most merciful, the most beneficent.

Your Majesties, Your royal highnesses, distinguished members of the Norwegian Nobel Committee,

Dear sisters and brothers, today is a day of great happiness for me. I am humbled that the Nobel Committee has selected me for this precious award.

Thank you to everyone for your continued support and love. Thank you for the letters and cards that I still receive from all around the world. Your kind and encouraging words strengthens and inspires me.

I would like to thank my parents for their unconditional love. Thank you to my father for not clipping my wings and for letting me fly. *[Applause from audience]* Thank you to my mother for inspiring me to be patient and to always speak the truth - which we strongly believe is the true message of Islam. And also thank you to all my wonderful teachers, who inspired me to believe in myself and be brave.

I am proud, well in fact, I am very proud to be the first Pashtun, the first Pakistani, and the youngest person to receive this award. *[Applause]* Along with that, along with that, I am pretty certain that I am also the first recipient of the Nobel Peace Prize who still fights with her younger brothers. *[Laughter from audience]* I want there to be peace everywhere, but my brothers and I are still working on that. *[Laughter]*

I am also honoured to receive this award together with Kailash Satyarthi, who has been a champion for children's rights for a long time. Twice as long, in fact, than I have been alive. I am proud that we can work together, we can work together and show the world that an Indian and a Pakistani, they can work together and achieve their goals of children's rights. *[Applause]*

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice – it is not time to pity them. It is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education. *[Applause]*

I have found that people describe me in many different ways.

Some people call me the girl who was shot by the Taliban.

And some, the girl who fought for her rights.

Some people, call me a 'Nobel Laureate' now.

However, my brothers still call me that annoying bossy sister. *[Laughter]* As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world. *[Applause]*

Education is one of the blessings of life - and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations. *[Laughter]*

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, suddenly changed into a place of terrorism. I was just ten – that more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up. *[Applause]*

Glossary

- Pashtun* – An ethnic group from Pakistan and Afghanistan to which Malala belongs
- Swat* – The mountain valley in Pakistan where Malala lived and went to school

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Source information

Text A: taken from
<http://www.shortlist.com/entertainment/sport/usain-bolt-interview>

Text B: taken from
Nobel Laureate by Malala Yousafzai, from Les Prix Nobel 2014, Karl Grandin (editor).
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Unit 1: Language: Context and Identity – mark scheme

Section A

Question Number 1	Indicative Content	
	Text A	Text B
Mode	Formalised question and answer format: clearly edited from original spoken text to provide journalistic 'neatness', but more obviously conversational than Text B.	Formal speech, written in advance but with rhetorical features associated with addressing a present audience.
Field	Obvious focus on field of sport then broadens to other stereotypical concerns of young men: food, drink, gaming, music and girls.	Field of relationships (honorific terms, and vocabulary of family and friendship) reflects both the formal context of Nobel lecture, and Malala's desire to personalise her achievements. Fields of 'education' and 'rights' reflect Malala's main concerns as a campaigner.
Function	Function of article within magazine context is to interest and entertain the reader. Within that, Bolt's purpose seems to be to present himself simultaneously as an extraordinary achiever but also an ordinary young male aligned with likely interests of readers.	Formal function of opening to give thanks to awarding body, and those who have made award possible (typical of an acceptance speech) followed by informative and persuasive section outlining campaigning cause.
Audience	Magazine explicitly aimed at audience of young men with money and time to pursue interests and leisure. This is reflected in line of questioning, and in Bolt's self-representation as having ordinary interests despite his extraordinary achievements.	Dual audience of those present at awards ceremony (and recognises hierarchical variation within that audience), but with recognition of wider global audience who will be reached by reporting and publication of the speech.
Discourse / Pragmatics	Strict adjacency pairs in Q&A format, with little evidence of interviewer interacting with Bolt beyond posing the questions. Overall structure moves from Bolt's specific sporting development and achievements, to wider sporting interests, then non-sport topics, before returning to Bolt as athlete at end.	Speech moves from formal acknowledgement of audience, honour at award, and thanks to family and friends, through to advocating importance of fighting for right to education. Middle paragraphs of this section blend the personal elements with the broader political polemic, lending emotional weight to the arguments.

Question Number 1	Indicative Content	
	Text A	Text B
Graphology / Phonology	<p>Rigid demarcation of Q&A through use of bold for questions which are on a separate line from answers. Use of square brackets is a formal journalistic convention for conveying some of the informal paralinguistic features from the original exchange (e.g. [laughs]; [N] rolls his eyes], as well as extra contextual details, e.g. 'I always looked up to [Jamaican sprinter] Donald Quarrie'. Conventional brackets are used to give full names: 'Asafa (Powell) and (Yohan) Blake'.</p>	<p>Paragraphing sometimes reflects likely rhetorical use of pauses and emphasis in speech, particularly the very short, sometimes single-sentence paragraphs (including one beginning with 'And...')</p> <p>Reference to paralinguistic feature of audience reactions given in square brackets.</p>
Grammar	<p>Questions are mixture of open 'wh-' questions, and closed questions, but interview convention means that the latter are never answered with a simple yes/no, but developed to present further information about himself by Bolt.</p> <p>His answers are presented largely as a series of syntactically uncomplicated utterances, with relatively little grammatical subordination, reinforcing the sense of Bolt as a straightforward 'laid-back' person, speaking as he thinks. What subordination there is tends to relate to straightforward chronological or causal links, for example: "When I'm stressed, I just play video games."</p> <p>It is likely that most non-standard features that may have been used would have been 'silently' corrected by the journalist, though the most common grammatical features of speech such as contraction ('I'm', 'can't' etc.) are evident. Full forms are sometimes used where a contraction might seem more likely (e.g. 'I would' rather than 'I'd') which may reflect either Bolt's emphasis, or journalistic 'tidying' of the recorded speech, while 'He was not happy' (in reference to bowling out Chris</p>	<p>Grammar conforms almost entirely to formal standard English, although constructions are relatively straightforward, reflecting that the language is to be heard 'in real time'; a fact that is also reflected in some repetition / parallelism, e.g. 'thirst for education' in a paragraph where all four sentences begin with 'We...'</p> <p>There is very occasional evidence that English is not her first language, in the lack of subject / verb agreement in 'Your kind and encouraging words strengthens and inspires me.' And when she uses 'that' rather 'when' in 'I was just ten that more than 400 schools were destroyed.'</p> <p>Syntax often has a clear rhetorical function, e.g. 'Women were flogged. People were killed. And our beautiful dreams turned into nightmares.' Here there is the rhetorical grouping of three clauses, the first two with parallel simple structures, and the third conjoined by a leading 'and' extending and commenting the previous two with ellipsis of the auxiliary 'were' and the antithesis of 'dreams' and 'nightmares'.</p>

Question Number 1	Indicative Content	
	Text A	Text B
	Gayle) is more likely to be deliberate emphasis.	
Lexis / Semantics	Some colloquialism reflects Bolt's confidence / ease even in a relatively formal interview situation ('really', 'basically') and his presentation of his identity as a 'regular guy', e.g. 'Yeah', 'Come on', 'Of course, man' / 'oh man'. The latter, together with 'I'm kicking Usain Bolt's ass' are among relatively few indicators of Bolt's Jamaican background or use of Black English Vernacular, which in any case has become more widely used among a relatively young largely urban population.	Language of positive emotions dominate first part: <ul style="list-style-type: none"> • abstract nouns: happiness, love, peace • verbs: humbled, honoured, inspired, strengthens • adjectives: proud, happy, precious, brave. These are contrasted towards end of extract with violent words, e.g. 'terrorism', 'killed', 'nightmares'. Some evidence of stereotypically female language and concepts: 'paradise', 'henna', 'flowers', 'paint our hands' – but these are explicitly contrasted with stereotypically male interests of 'mathematical formulas and equations' signifying Malala's rejection of a rigid division between the genders.
Social / Cultural Concepts and Issues	Playfully and stereotypically masculine approach to interview. Overall approach seems to minimise distinctions based on race /culture despite occasional reference to Jamaican background. Converges with supposed concerns of young men as presented in such lifestyle magazines. Ephemeral piece of journalism for a relatively small audience, unlikely to be reread.	Establishes her Islamic faith with the opening words in Arabic and English. Expresses pride in her Pashtun roots, though there is relatively little evidence linguistically of her background other than in reference to people and places. Refers to her gender and youth: significant aspects of why she has risen to prominence. A major speech on an international platform, reported around the world and likely to be preserved for posterity.

AO4 – explore connections across data

Connections and contrasts can be made using any of the contextual, linguistic features and social / cultural concepts and issues outlined above.

Connections can also be made on the broader issue of presentation of identity by considering how both texts involve self-presentation as relatively normal, e.g. Malala's reference to fighting with brothers and Bolt's self-deprecating references, 'Marathon? No chance', despite great achievements. Nevertheless there is a contrast in the apparently sincere humility of Malala, and the 'cockiness' of Bolt's banter when, for

A04 – explore connections across data (contd.)

example, he says 'I think I would probably have been the best [cricketer], in fact' and, on the loss of his medals 'I figured that I'd just go win some more.' However this approach is possibly ironic? – it is difficult to tell without features such as tone and body language.

Students may also connect use of humour by both speakers to engage with their audience. However, the context of Malala's background, and the context in which she is making the speech mean that the overall function of her text and therefore her presentation of her identity is ultimately more serious. Text B addresses a broader audience than Text A, where Bolt is presenting himself as a stereotypical young man in an article which is, in turn, presenting him as an aspirational model for young males.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	A01 = bullet point 1, 2	A02 = bullet point 3, 4	A03 = bullet point 5, 6	A04 = bullet point 7
	0	No rewardable material.			
Level 1	1–7	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. • Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. • Uses a descriptive 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. • Makes no connections between the data. 			
Level 2	8–14	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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. • Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts. 			
Level 3	15–21	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • 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. • Identifies relevant connections across data. Mostly supported by clear application of theories, concepts and methods. 			
Level 4	22–28	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. • Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • 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. • Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	A01 = bullet point 1, 2	A02 = bullet point 3, 4	A03 = bullet point 5, 6	A04 = bullet point 7
Level 5	29–35	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • 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. • Evaluates connections across data. Critically applies theories, concepts and methods to data. 			

Unit 1: Language: Context and Identity – mark scheme

Section B

Question Number	Indicative Content
2	<p>Students are expected to demonstrate their own expertise and creativity in the use of English.</p> <p>Features of students' writing on this task may include but are not limited to:</p> <ul style="list-style-type: none">• predominantly Standard English lexis and grammar• standard use of punctuation (including apostrophes)• varying syntax for effect• use of rhetorical and persuasive devices• use of appropriate lexical field for audience• discourse markers to shape the discussion• use of short paragraphing to aid reader attention• adaptation of material from the Source Booklet through techniques such as direct quotation, free indirect speech, narrative report of speech, and paraphrase. <p>It is not necessary to mimic the format of a newspaper (columns etc.) but it is likely that many students would include some of the language-based features of journalistic discourse.</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–3	<p>Descriptive</p> <ul style="list-style-type: none"> • Writing is uneven. There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	4– 6	<p>General understanding</p> <ul style="list-style-type: none"> • Writing has general sense of direction. There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	7–9	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Writing is logically structured. There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	10–12	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Writing is effectively structured. Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	13–15	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Writing is controlled and confident throughout. Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.

Write your name here

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Pearson Edexcel
International
Advanced Level

Centre Number

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English Language

International Advanced Subsidiary

Unit 2: Language in Transition

Sample Assessment Material for first teaching
September 2015

Time: 1 hour 45 minutes

Paper Reference

WEN02

You must have:

Source booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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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 Multicultural London English, a dialect widely used by young people in London and other parts of the United Kingdom.

Identify the ways in which this dialect differs from standard forms of English.

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

- phonology
- morphology
- lexis
- syntax
- discourse.

(25)

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TOTAL FOR SECTION A = 25 MARKS

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(Total for Question 2 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS

TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel
International Advanced Level

English Language

International Advanced Subsidiary

Unit 2: Language in Transition

Sample assessment material for first teaching
September 2015 **Source Booklet**

Paper Reference
WEN02

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	Page
English Phonemic Reference Sheet	4
Text A – Multicultural London English	5
Text B – Extract from an Interview	6
Text C – Extract from an Article	7

English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark / : / in this case.

Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Mark Key

/_/	key phonemic transcription	?	rising intonation
(.)	micro pause	[xxx]	racist term deleted

Text A – Multicultural London English

This data was collected in the course of an interview with a 16 year old British girl from inner London of dual cultural heritage (White British/African-Caribbean).

yeah we was on a bus yeah coming back from Soho cos that's /ðæs/ what we used to do all the time we used to go Soho make bare trouble (.) er (.) and we got /gɒʔ/ into beef with some woman on the bus cos she said [xxx] or something like that and I'm half black innit so I was like what are you talking about (.) and erm (.) so we beefed this woman now yeah we come off the bus and there's some crackhead man this is we're in my area we're in my ends now yeah (.) and the man's like oh I just got stopped stopped by feds and (.) I had to pay them a score and reh teh teh /retete/ and all this /dis/ yeah (.) and and we was just like these times we're yutes /juts/ yeah we're fourteen do you know what I mean we got shook innit we're not gonna lie yeah (.) see one of my bredrens /bredrɛns/ he kinda got (.) kind of got us out of it he tried to say I meant to pay him a score back each (.) so we was like okay? so (.) we ducked out from him now yeah and we see him a couple of months later (.) and I do have a lot of gold but I'm not wearing it today but I do have a lot of gold yeah (.) he was like don't worry (.) I'm not gonna erm (.) I'm not gonna jills you for your (.) turn and I was like what's turn?

Glossary

<i>bare</i>	lots of
<i>beef</i>	argument, fight
<i>bredrens</i>	good friends (sometimes brothers)
<i>crackhead</i>	a person who takes drugs or, more generally, a stupid person
<i>ducked out</i>	escaped
<i>feds</i>	police
<i>jills</i>	steal, usually by mugging
<i>my ends</i>	my area, my part of town
<i>score</i>	twenty pounds
<i>swear down</i>	that's the truth
<i>turn</i>	jewellery
<i>we got shook</i>	we were frightened
<i>yutes</i>	youths, young people, often young men

Source from: <http://linguistics.sllf.qmul.ac.uk/english-language-teaching/angela-street-trouble>

Text B – Extract from an Interview

This data was collected in the course of an interview with a 45-year-old man who has lived all his life in the Caribbean island of Jamaica. It has been transcribed using some conventions of written English.

Describe! I don't know, um, obviously ... you're with friends ... you probably ... a bit more patois would come into it just naturally, I mean I I'm talking so we can understand each other. You could say, I could say "You wouldn't believe what gwan today. You know, you know what happened today? I, I had a fender bender." You know, "I got in an accident down the road." But, like what you'll see with, uh, people like you probably ... like, like in St. Elizabeth, um, there are people in the country areas that we have a problem understanding, even we will have, uh, trouble ... because the patois is so so so strong and they'll draw out some of the words so much. Unlike what, I don't know, maybe people who have more of a formal education or ... I don't know the reason. But, uh, you can almost tell somebody talking patois who maybe had a, a high school or college education to somebody who is in the country, country area and real ... I can't even do it. I, you know, I can't even do it, you know. They'll they'll just draw out some of the words a little, you know, something like they're from some place in St. Elizabeth or so forth ...

Source from: <http://www.dialectsarchive.com/jamaica-2>

Text C – Extract from an Article

This is an edited version of an article that was published on 5th November 2006 in the British newspaper *The Independent*.

From the mouths of teens

A 'perfect storm' of conditions has seen teen slang from inner-city London spread across the country. But where does this new language originate from? And, if you can't stop kids from speaking it, is there any way to decipher what the words mean?

At the back of a London bus, two teenagers are engaged in animated conversation. "Safe, man," says one. "Dis my yard. It's, laahhkh, nang, innit? What endz you from? You're looking buff in them low batties."

"Check the creps," says the other. "My bluds say the skets round here are nuff deep."

"Wasteman," responds the first, with alacrity. "You just begging now." The pair exit the vehicle, to blank stares of incomprehension.

Later, this dialogue is related to Gus, a 13-year-old who attends an inner London school; he wastes no time in decoding it.

Gus and his ilk have been caught up in an emerging linguistic phenomenon. Researchers have found that, while most traditional cockney speech patterns have followed traditional cockneys as they've migrated out to Essex and Kent and other points beyond the M25, teenagers in inner London, one of the world's most ethnically diverse areas, are forging a separate multi-ethnic youth-speak based on common culture rather than ethnic or social background. Multiculturalism may have become a political hot potato for everyone from Daily Mail leader writers to Trevor Phillips, but anyone passing a metropolitan playground will realise that, linguistically at least, the melting-pot patois is already a reality from Tooting to Tower Hamlets.

"It is likely that young people have been growing up in London exposed to a mixture of second-language English and varieties of English from other parts of the world, as well as local London English, and that this new variety has emerged from that mix," says Sue Fox, a language expert from London University's Queen Mary College, who's in the middle of a three-year project called Linguistics Innovators: The Language of Adolescents in London, funded by the Economic and Social Research Council. Fox and her colleagues have studied the speech patterns of a sample of teenagers across the capital. "One of our most interesting findings," she says, "was that we'd have groups of students from white Anglo-Saxon backgrounds, along with those of Arab, South American, Ghanaian and Portuguese descent, and they all spoke with the same dialect. But those who use it most strongly are those of second or third generation immigrant background, followed by white boys of London origin and then white girls of London origin."

Source from: <http://www.independent.co.uk/news/uk/this-britain/from-the-mouths-of-teens-422688.html>

Unit 2: Language in Transition – mark scheme

Section A

Question Number	Indicative Content
1	<p>Students should comment on as many levels and frameworks as possible, comparing Multicultural London English (MLE) with a standard variety with which they are familiar.</p> <p>Phonology</p> <ul style="list-style-type: none"> • Glottal stops to replace syllable-final /t/ • Th-stopping. Dental fricatives /θ/ and /ð/ become /t/ and /d/ respectively but not consistently • Use of ‘upspeak’ <p>Morphology</p> <ul style="list-style-type: none"> • Use of past-tense –ed on MLE word <i>beef</i> • Word combining <i>crackhead</i> and blending <i>innit</i> • Non-standard plural <i>youths, brethrens</i> <p>Lexis</p> <ul style="list-style-type: none"> • This variety uses words from a wide range of sources. Examples could include <i>feds, crackhead, jills, brethrens</i>. Reward any reasonable explanation of the etymology of the words. <p>Syntax</p> <ul style="list-style-type: none"> • This is a spoken text so much of the syntax reflects this, e.g. repetition, incomplete utterances, vague utterances, use of fillers. • Use of historic present in narrative. • Use of non-standard tense forms <i>come</i> and <i>see</i>. • Quotative expressions used to introduce direct speech: <i>say</i> is used once, otherwise <i>be like</i> is used. • Omission of articles. <p>Discourse</p> <ul style="list-style-type: none"> • Discourse markers such as <i>like, innit, yeah</i> <p>Connections</p> <ul style="list-style-type: none"> • Reference to the pragmatics of spoken language, the implied meanings underlying the surface meanings, for example, the girl in Text A makes her identification with the group clear in her use of language.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	A01 = bullet point 1, 2, 3	A04 = bullet point 4, 5
	0	No rewardable material.	
Level 1	1–5	Descriptive <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. • Recalls limited range of terminology. • There are frequent errors and technical lapses. • Makes no connections between the data. • N/A 	
Level 2	6–10	General understanding <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity. • There are lapses in use of terminology. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 	
Level 3	11–15	Clear relevant application <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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, concepts and methods to data. 	

Unit 2: Language in Transition – mark scheme

Section B

Question Number	Indicative Content
2	<p>Students should use their knowledge and understanding of the ways in which English language changes and develops in the 21st century to discuss MLE as an example of language in transition. There is no requirement for students to be familiar with a specific variety.</p> <p>Context</p> <ul style="list-style-type: none">• MLE is a language used by young people that may help to reinforce identity and group membership. The researcher in Text C suggests this group may be social or cultural (young people in a specific location or group) or ethnic (young people belonging to ethnic minorities).• There is evidence that this is not the speaker of Text A's only variety, in the way she corrects herself from the standard form to the MLE form <i>we're in my area we're in my ends</i>. The discussion in Text B supports the idea that Caribbean English (one of the varieties underlying MLE) is a stigmatised form.• Students may refer to similar trends in varieties of English with which they are familiar. <p>The influence of other languages</p> <ul style="list-style-type: none">• Caribbean English, Asian English and possibly influences from other languages are all evident in the data. However, MLE is not a variety exclusively used by one ethnic group. <i>Crackhead</i> and <i>feds</i> are both US in origin which suggests that American English has influenced this variety.• Text C suggests the influence of second-language English. Students may discuss the way a second-language variety of English they are familiar with may have been influenced by other languages.• MLE has some of the features of a creolised form. Students who discuss creoles in relation to this variety should be rewarded. <p>The role of English as an international language</p> <ul style="list-style-type: none">• Students may discuss the ways in which English is changing because of its international role, which means there is no longer one standard form but a range that varies from country to country.• Students may apply concepts such as covert v overt prestige and divergence v. convergence to discuss the future development of English. Students may also link comments about stigmatisation of Caribbean English in Jamaica in Text B with the girl's self-correction in Text A.• The researcher in Text C has identified London as an ethnically diverse area which leads to a separate <i>youth speak</i> or a <i>melting-pot patois</i>, i.e. allowing people to communicate with a shared language – a process similar to the creation of a creole.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	A02 = bullet point 1, 2	A03 = bullet point 3, 4
	0	No rewardable material.	
Level 1	1–5	Descriptive <ul style="list-style-type: none"> • Knowledge of concepts and issues is limited. • Uses a descriptive 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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. 	

Write your name here

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Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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English Language

International Advanced Level

Unit 3: Crafting Language (Writing)

Sample assessment material for first teaching
September 2015
Time: 2 hours

Paper Reference

WEN03

You must have:

Source Booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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TOTAL FOR SECTION A = 20 MARKS

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TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel
International Advanced Level

English Language

International Advanced Level
Unit 3: Crafting Language (Writing)

Sample assessment material for first teaching
September 2015

Paper Reference
WEN03

Source Booklet

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PEARSON

Topic: The sinking of the Titanic

The following texts concern the sinking of the Titanic.

The Titanic was a British passenger ship that sank in the North Atlantic Ocean in the early morning of 15 April 1912 after colliding with an iceberg during her first voyage from Southampton, UK, to New York City, US. In her first voyage, she carried 2,224 passengers and crew. The sinking resulted in the loss of more than 1,500 passengers and crew. There were insufficient lifeboat spaces for the number of passengers on board.

The Titanic is famous for the great loss of life on a ship that had been celebrated as a great feat of engineering.

Text A

This text by Jennifer Rosenberg is an extract from the education section of the website www.about.com.

The first two days across the Atlantic, April 12–13, 1912, went smoothly. The crew worked hard and the passengers enjoyed their luxurious surroundings.

Sunday, April 14th 1912 also started out relatively uneventful, but later became deadly. Throughout the day on April 14th, the *Titanic* received a number of wireless messages* from other ships warning about icebergs along their path. However, for various reasons, not all of these warnings made it to the bridge*.

Captain Edward J. Smith, unaware of how serious the warnings had become, retired to his room for the night at 9.20pm. At that time, the lookouts had been told to be a bit more diligent in their observations, but the *Titanic* was still steaming full speed ahead.

Glossary

* wireless messages – messages received by radio communication

* *bridge* – a platform from which the ship can be commanded

Text B

This text is an excerpt from a letter by Titanic stewardess Mary Sloan, a survivor of the sinking, to her sister.

My Dear Maggie,

I expect you will be glad to hear from me once more and to know I am still in the land of the living. Did you manage to keep the news from Mother? I hope you got the cablegram all right.

I never lost my head that dreadful night. When she struck at a quarter to twelve and the engines stopped I knew very well something was wrong. Dr. Simpson came and told me the mails were afloat. Things were pretty bad. He brought Miss Marsden and me into his room and gave us a little whiskey and water. He asked me if I was afraid, I replied I was not. He said, "Well spoken like a true Ulster girl*". He had to hurry away to see if there was anyone hurt. I never saw him again.

I got a lifebelt and I went round my rooms to see if my passengers were all up and if they had lifebelts on. Poor Mr. Andrews came along, I read in his face all I wanted to know. He was a brave man. Mr. Andrews met his fate like a true hero realizing the great danger, and gave up his life to save the women and children of the Titanic. They will find it hard to replace him.

I got away from all the others and intended to go back to my room for some of my jewelry, but I had no time. I went on deck. I saw Captain Smith getting excited; passengers would not have noticed but I did. I knew then we were soon going. The distress signals were going every second. Then there was a big crush from behind me; at last they realized the danger, so I was pushed into a boat. I believe it was the last one to leave. We had scarcely got clear when she began sinking rapidly.

We were in the boats all night until the Carpathia* picked us up, about seven in the morning. Mr. Lightoller paid me the compliment of saying I was a sailor.

Your Loving Sister,

Mary

Glossary

* Ulster girl – a girl from Northern Ireland

* Carpathia – one of the ships that came to the rescue of the Titanic



Mary Sloan,
Titanic Survivor

Text C

This text is an extract from *The Titanic: From a Lifeboat* by Mrs D H Bishop taken from *The Faber Book of Reportage*.

We did not begin to understand the situation till we were perhaps a mile or more away from the *Titanic*. Then we could see the rows of lights along the decks begin to slant gradually upward from the bow*. Very slowly the lines of light began to point downward at a greater and greater angle. The sinking was so slow that you could not perceive the lights of the deck changing their position. The slant seemed to be greater about every quarter of an hour. That was the only difference.

In a couple of hours, though, she began to go down more rapidly. Then the fearful sight began. The people in the ship were just beginning to realise how great their danger was. When the forward part of the ship dropped suddenly at a faster rate, so that the upward slope became marked, there was a sudden rush of passengers on all the decks towards the stern*. It was like a wave. We could see the great black mass of people in the steerage* sweeping to the rear part of the boat and breaking through into the upper decks. At the distance of about a mile we could distinguish everything through the night, which was perfectly clear. We could make out the increasing excitement on board the boat as the people, rushing to and fro, caused the deck lights to disappear and reappear as they passed in front of them.

The panic went on, it seemed, for an hour. Then suddenly the ship seemed to shoot up out of the water and stand there perpendicularly. It seemed to us that it stood upright in the water for four full minutes.

Then it began to slide gently downwards. Its speed increased as it went down head first, so that the stern shot down with a rush.

The lights continued to burn till it sank. We could see the people packed densely in the stern till it was gone.

As the ship sank we could hear the screaming a mile away. Gradually it became fainter and fainter and died away. Some of the lifeboats that had room for more might have gone to their rescue, but it would have meant that those who were in the water would have swarmed aboard and sunk her.

Glossary

* bow – the forward part of a ship

* stern – the rear part of a ship

* steerage – the lowest part of a ship, which provided the cheapest accommodation for passengers

Text D

This text, from the archives of *The Guardian* newspaper, is a report on the sinking of the Titanic published on Tuesday 16 April 1912 23.51 GMT, one day after the sinking.

The Titanic is sunk, with great loss of life

The maiden voyage of the White Star liner Titanic, the largest ship ever launched, has ended in disaster.

The Titanic started her trip from Southampton for New York on Wednesday. Late on Sunday night she struck an iceberg off the Grand Banks of Newfoundland. By wireless telegraphy she sent out signals of distress, and several liners were near enough to catch and respond to the call.

Conflicting news, alarming and reassuring, was current yesterday. Even after midnight it was said all the passengers were safe. All reports, of course, depended on wireless telegrams over great distances.

Late last night the White Star officials in New York announced that a message had been received stating that the Titanic sank at 2.20 yesterday morning after all her passengers and crew had been transferred to another vessel. Later they admitted that many lives had been lost. An unofficial message from Cape Race, Newfoundland, stated that only 675 have been saved out of 2,200 to 2,400 persons on board. This was in some degree confirmed later by White Star officials in Liverpool, who said they were afraid the report was likely to prove true. Assuming that only 675 of the passengers and crew have been saved, and taking the smallest estimate of the number of people on board, the disaster is one of the most awful in the history of navigation, for at least 1,500 lives have been lost.

The stories of the disaster are more than usually conflicting, and it is quite impossible to reconcile the bulk of the earlier and optimistic reports with the sinister news received after midnight. There is unfortunately only too much reason to believe, however, that the latest and worse news is nearest the truth, for none of the later cables contradict each other.

The main hope that remains is that the *Virginian* or *Parisian* may have picked up more of the passengers and crew than those saved by the *Carpathia*. As to this there is no news at the time of writing. A list of the first class passengers (who are reported from New York to have been all saved) appears on page 6.

White Star statement in New York, 9.35pm. Mr Franklin said, "I was confident to-day when I made the statement that the Titanic was unsinkable that the steamship was safe and that there would be no loss of life. The first definite news to the contrary came in the message this evening from Captain Haddock".

9.50pm. The White Star officials now admit that probably only 675 out of 2,200 passengers on board the Titanic have been saved.

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Source information:

Titantic introduction: taken from: <http://history1900s.about.com/od/1910s/p/titanic.htm>

Text A: taken from: <https://www.thoughtco.com/sinking-of-the-titanic-1779225>

Text B: taken from <http://www.anusha.com/sloan-ma.htm>

Text C: taken from: 'The Titanic: From a Lifeboat by Mrs D H Bishop', Mrs D H Bishop, Faber Book of Reportage

Unit 3: Crafting Language (Writing) – mark scheme

Section A

Question Number	Indicative Content
1	<p>Students should write their feature article in a style and register suitable for their chosen audience, purpose and context, demonstrating their expertise and creativity in the use of English and their use of the stimulus texts.</p> <p>Students' feature articles may be characterised by:</p> <ul style="list-style-type: none">• predominantly Standard English lexis and grammar• standard use of punctuation• appropriate lexical fields• use of discourse markers to signpost the reader• effective grammatical transitions between paragraphs• language to create a relationship with the audience• use of headings and subheadings• adaptation of material from source text through techniques, e.g. direct quotation, free indirect speech, narrative report of speech or paraphrase. <p>Students should not use a newspaper layout (i.e. no columns, graphics or captions).</p>

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	A05 descriptor
	0	No rewardable material.
Level 1	1–4	Descriptive <ul style="list-style-type: none"> • Writing is uneven. • There are frequent errors and technical lapses. • Shows limited understanding of requirements of audience and function. • Presentation of data is formulaic and predictable.
Level 2	5–8	General understanding <ul style="list-style-type: none"> • Writing has general sense of direction. • There is inconsistent technical accuracy. • Shows general understanding of audience and function. • Some attempt to craft the presentation of data, with general elements of engagement.
Level 3	9–12	Clear relevant application <ul style="list-style-type: none"> • Writing is logically structured. • There are few lapses in clarity. • Shows clear understanding of audience and function. • Clear awareness of appropriate presentation of data, with some engaging and original elements.
Level 4	13–16	Discriminating controlled application <ul style="list-style-type: none"> • Writing is effectively structured. • Writing is consistently accurate. • Consistently applies understanding of audience and function. • Presents data in an original and consistently engaging manner.
Level 5	17–20	Critical and evaluative <ul style="list-style-type: none"> • Writing is controlled and confident throughout. • Writing is consistently accurate. • Demonstrates discriminating understanding of audience and function. • Crafts data in an assured and original response.

Section B

Question Number	Indicative Content
2	Students are expected to produce an analytical commentary that should: <ul style="list-style-type: none">• analyse and evaluate their language choices• show how the source texts have been re-shaped to meet their new genre, audience and purpose• comment on the influence of contextual factors• show understanding of language concepts and issues relevant to the task.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2, 3, 4	AO3 = bullet point 5	AO4 = bullet point 6
	0	No rewardable material.			
Level 1	1-6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts is limited. • Knowledge of issues is limited. • Uses a descriptive approach or paraphrases with little evidence of applying understanding to the reshaping of the source texts. • Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the reshaping of source texts. • Makes limited connections between re-shaping of source texts and own writing. 			
Level 2	7-12	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts. • Summarises basic issues. • Applies some understanding to the reshaping of the source texts. • Describes contextual factors and language features. Makes some links between these and the construction of meaning in the reshaping of source texts. • Makes obvious connections between re-shaping the source texts and own writing. 			
Level 3	13-18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding of relevant concept. • Clear understanding of relevant issues. • Clear application of understanding to the reshaping of the source texts. • Explains construction of meaning in the reshaping of source texts, by making relevant links to contextual factors and language features. • Makes relevant connections between re-shaping the source texts and own writing. 			

Level	Mark	A01 = bullet point 1	A02 = bullet point 2, 3, 4	A03 = bullet point 5	A04 = bullet point 6
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. Discriminating selection of a range of relevant concepts. Discriminating selection of a range of relevant issues. Discriminating application of understanding to the reshaping of the source texts. Makes inferences about the construction of meaning in the reshaping of source texts, by examining relevant links to contextual factors and language features. Makes discriminating links between re-shaping the source texts and own writing. 			
Level 5	25–30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Evaluative selection of a wide range of relevant concepts. Evaluative selection of a wide range of relevant issues. Applies critical understanding to the reshaping of the source texts. Critically examines relevant links to contextual factors and language features by evaluating construction of meaning in the reshaping of source texts. Makes critical connections between re-shaping the source texts and own writing. 			

Write your name here

Surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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English Language

Unit 4: Investigating Language

Sample Assessment Material for first teaching
September 2015

Time: 2 hours

Paper Reference

WEN04

You must have:

Source Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B.
- You **must** answer on the same topic in both Sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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PEARSON

SECTION A

Answer ONE question from Section A.

You must answer on the same topic in both Section A and Section B.

Write your answer in the space provided.

**Topic: Global English
Subtopic: American English**

EITHER

- 1** Read the data provided on page 2 of the Source Booklet.

To what extent is Text A representative of American English?

(Total for Question 1 = 20 marks)

OR

**Topic: Child Language Development
Subtopic: The Development of Conversational Skills**

- 2** Read the data provided on pages 3-4 of the Source Booklet.

To what extent is Text B representative of children's language at this stage?

(Total for Question 2 = 20 marks)

OR

**Topic: Language and Power
Subtopic: Newspaper Language**

- 3** Read the data provided on pages 5-8 of the Source Booklet.

To what extent does Text C create a negative view of people claiming welfare benefits?

(Total for Question 3 = 20 marks)

OR

**Topic: Language and Technology
Subtopic: Early Telecommunication**

- 4** Read the data provided on pages 9-13 of the Source Booklet.

To what extent do Texts D1 to D5 demonstrate features of electronic English?

(Total for Question 4 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☒ **Question 2** ☒

Question 3 ☒ **Question 4** ☒

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SECTION B

Answer ONE question from Section B.

You must answer on the same topic in both Section A and Section B.

Write your answer in the space provided.

Topic: Global English
Subtopic: American English

EITHER

- 5 Writing in 1789, Noah Webster claimed that factors such as 'a new country, new associations of people and new combinations of ideas in arts and science' would cause a necessary and unavoidable separation of the American language from British English and would eventually lead to the development of a new language.

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 5 = 30 marks)

OR

Topic: Child Language Development
Subtopic: The Development of Conversational Skills

- 6 'The first four years of life are the most intensive period for acquiring speech and conversational skills. These skills develop best in a world that is rich with sounds, sights, and consistent exposure to the speech and language of others.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant theories.

(Total for Question 6 = 30 marks)

Topic: Language and Power
Subtopic: Newspaper Language

OR

- 7** UK journalism often persuades by creating perceptions of individuals or groups that may have little basis in fact.

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 7 = 30 marks)

OR

Topic: Language and Technology
Subtopic: Early Telecommunication

- 8** 'The development of telecommunication in the late 19th and early 20th century made English a global lingua franca for trade, international news and technology.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 8 = 30 marks)

TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 5** **Question 6**

Question 7 **Question 8**

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Pearson Edexcel
International Advanced Level

English Language

Unit 4: Investigating Language

Sample assessment material for first teaching September 2015

Paper Reference

Source Booklet

WEN04

Do not return this Source Booklet with the question paper.

Turn over ►

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PEARSON

Topic: Global English

Subtopic: American English

Text A

The speaker is a white man in his 40s. He has lived most of his life in a small town in North Carolina, a southern state of the U.S.A.

(.) micro pause	/_/_/ key phonemic transcription
[] paralinguistic feature	

I used to spend a lot of /lɒtə/ time at my Granny's house (.) I called her Granny (.) and uh uh my grandfather was Baptist preacher (.) and uh the (.) I remember they built the new parsonage and we'd go out there and we'd always stayed at /ə/ Granny's house during the summer (.) and Granny (.) I was about five and my cousin Allen is about six (.) a little /ɪl/ older than me and uh Granny had a rooster and they called him Ro-Ho (.) and the rooster hated /hæɪtəd/ us and me and Allen lived in fear of the rooster (.) uh we'd get out in the yard or if we got off the porch here'd come the rooster a-flapping its wings and run us back in the house or run us up a /ə/ apple tree (.) we'd have to sing and holler and cry for Granny to come get the rooster so we could get out of /ə/ the apple tree (.) and /æn/ one day me and Allen went to the river they lived down by the river (.) we decided that we seen a little toy boat over on the other side of the river and we decided we's going to /gənə/ take our clothes off and walk cross there and get that toy (.) so we stripped down naked and we started across the river and here come Granny with the switch (.) and she wore us out all the way back to the house (.) but and (.) I's glad she got to me first because she got me a few stripes with it and poor Allen she whipped him most of the way to the house [laughs] and Granny was (.) uh the (.) she was the strong arm of the law back then (.) that some of the (.) one of the things (.) that's when we still lived in Tennessee (.) but uh (.) I went back and forth between my grandparents' houses (.) my other grandmother (.) Pearl (.) uh (.) Pearl used to have spells (.) that's what they called them (.) Pearl would have a spell and she'd sit /set/ up all night and she painted (.) she was like a artist (.) she went to college (.) she was a student there I mean a teacher here in Yancey County (.) and uh she'd sit /set/ up drag out old /əʊl/ magazines and paint and drive Pappy crazy and her talk (.) lord she'd talk your ear off with her (.) Pubba (.) we called her (.) Pubba Pubba's spells (.) and I remember Milt one time he'd got up (.) he'd get all fancied up to go to church up here at the Methodist /meθəʊdɪst/ Higgins Methodist and she had an old dishpan that where she'd when she washed dishes she'd rinse them in that dishpan of water (.) and they had (.) when they'd argue he'd say icky (.) she'd say something smart to him and he'd say icky (.) he started out the door going /gəʊɪn/ to church and she hit him in the back with that dishpan of water (.) and I never seen anybody so mad in their life

Source from: <http://www.dialectsarchive.com/north-carolina-14>

Topic: Child Language Development

Subtopic: The Development of Conversational Skills

Text B

This is a transcript of a conversation between James (aged four years) and his parents. It was recorded in the family home. James is playing with a variety of toys.

F = Father	M = Mother	J = James
(.) micro pause	(2) longer pause (number of seconds indicated)	/_/_/ key phonemic transcription
? rising tone		

J: I making a cup of tea
M: oh right (.) how are you heating it up
J: in my microwave /mɪkweɪvə/
M: does it take very long?
J: yeah it take takes very /wel/ very /ve/ long
M: how long is very long?
J: five minutes
M: it's going to be very hot
J: yeah it is (.) a cup of tea cup of tea very hot (10) here's your cup of tea
M: thank you (2) so (.) what are we going to do now?
J: that's an old thing /fɪŋ/ so we are going to make it newer and it's a big motor home
M: are you not playing with the Duplo house?
J: I did (.) I did (.) I not maked /meɪkt/ it
M: have you got enough wheels for a motor home?
J: I got one (.) two (.) three /fri:/ (.) four five six seven
M: wow (.) that was good counting
J: yeah it was (.) eight wheels
M: right (.) let's start with this bit
J: yeah (.) look mummy (.) mummy look (.) look what you done
M: what did I do? (.) what have I done ?
J: it's that way (.) it that way (.) that way (.) we need to make a roof and a bottom
F: hiya James (.) do you want me to do something with the lorry?
J: it's a motor home (.) match that /dæt/ up /up/ with /wɪv/ that
F: why do you want daddy to do that then?
J: so it can be a light
F: and what do you want the light for
J: so people /pə/ see in it
F: for what?
J: so people /pi:pəl/ see in it (.) for people to see in it (.) a torch
F: what are you going to do with the torch?
J: to switch it on so people in motor home can see
F: oh (.) it's for the motor home (.) is it a headlight for the motor home?
J: yeah (.) it's a torch for the motor home

Glossary

Duplo - children's construction toy by Lego®, designed for ages 1½ to 5, with larger bricks making them easier to handle and less likely to be swallowed by younger children

Topic: Language and Power

Subtopic: Newspaper Language

This article is from the British newspaper, the *Daily Mail*. It concerns government changes to welfare benefits for people with long-term illnesses that make it hard for them to work.

Text C

The Great Welfare Myth: The chattering classes are peddling a poisonous myth - that the poor cannot survive without the soul-deadening embrace of welfarism

By Brendan O'Neill

It was the week the battle over benefits exploded into life as liberals howled about Tory cuts. But here a leading Left-wing thinker says the chattering classes are peddling a poisonous myth – that the poor cannot survive without the soul-deadening embrace of welfarism.

The thing about receiving incapacity benefit is that you really start believing you're incapable. The Government tells you you're incapable, and it sinks in: I'm useless, I can't work, I must be looked after.'

So says an old friend of mine who lives in the most deprived ward in Barnet, North London, where we both grew up. After suffering anxiety attacks, he's been 'on the sick' — that is, receiving some form of sickness benefit — for nearly five years. It is, he assures me, an unpleasant existence.

'You get sucked into a life of uselessness. The Government gives you enough money to live on, but you don't live. You do the same thing day in, day out. See the same people, watch the same TV, drift off to sleep in mid-afternoon.'



© Getty Images

The welfare system subjugates the poor, ensnaring them in a trap of dependency, and crushing their horizons



© HotSpot Media

Twisted values: Mick and Mairead Philpott, who were convicted of killing six of their children in a fire, have raised the welfare debate

He says he's pleased Iain Duncan Smith is shaking up benefits paid to 'the incapable,' alongside other forms of welfare. More than two million Brits receive sickness-related benefits, and my friend reckons many of them must be like him: not really sick, but simply treated as sick by a welfare system with more money than sense.

He agrees with Grant Shapps, chairman of the Conservative Party, who says of the army of sickness claimants: 'It is not that these people were trying to play the system, so much as these people were forced into a system that played them.'

This is the side to the welfare debate we rarely hear about, at least not from Left-wing politicians and commentators: how the welfare system subjugates the poor, ensnaring them in a trap of dependency, and crushing their horizons.

Over the past week, as IDS's welfare reforms have kicked in, we've heard quite the opposite from middle-class liberals who have been tearing their hair out over the fact that the poor aren't rising up against them.



Grant Shapps, chairman of the Conservative Party, who says of the army of sickness claimants: 'It is not that these people were trying to play the system, so much as these people were forced into a system that played them'

They're bamboozled as to why the down-at-heel haven't peeled their eyes away from the Jeremy Kyle Show, got off their subsidised sofas and marched to Whitehall to demand: 'Leave our welfare payments alone.'

Where well-off, Left-leaning do-gooders in Britain's leafier suburbs are weeping into their macchiato coffees over the Tories' trims to welfare spending, the poor seem unmoved. What is wrong with these ungrateful urchins, plummy-voiced radicals wonder?

What the posh warriors for welfarism don't understand is that the poor do not share their enthusiasm for the welfare state, for one very simple reason: like my friend, they know what the welfare state is like, and what a corrupting influence it can have on individual ambition and community life.

They have seen with their own eyes what the intrusion of welfarism into every nook and cranny of poor people's lives can do.

Published: 5 April 2013

Glossary

Chattering classes - Derogatory term for well-educated middle-class people who enjoy discussing political, cultural, and social matters

Tory - Conservative Party

Iain Duncan Smith (IDS) - Conservative Party government minister

Jeremy Kyle Show - British talk show

<http://www.dailymail.co.uk/debate/article-2304776/The-Great-Welfare-Myth-The-chattering-classes-peddling-poisonous-myth--poor-survive-soul--deadening-embrace-welfarism.html>

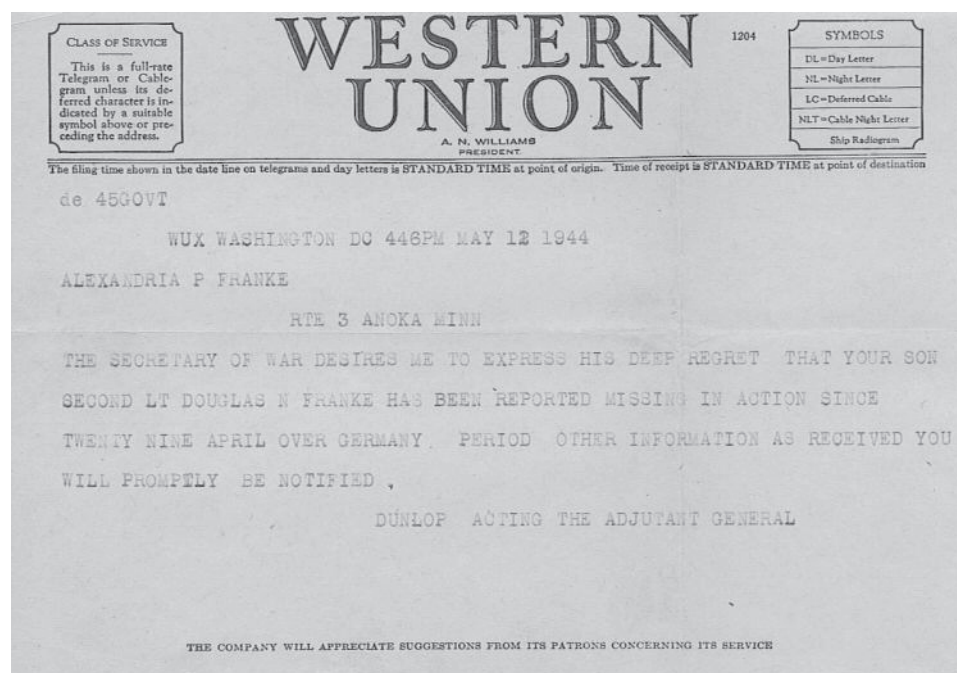
Topic: Language and Technology
Subtopic: Early Telecommunication

Text D

These telegrams were all sent in the first half of the 20th century.

Transcripts are shown below each telegram.

Text D1



de 45GOVT

WUX WASHINGTON DC 446PM MAY 12 1944

ALEXANDRIA P FRANKE

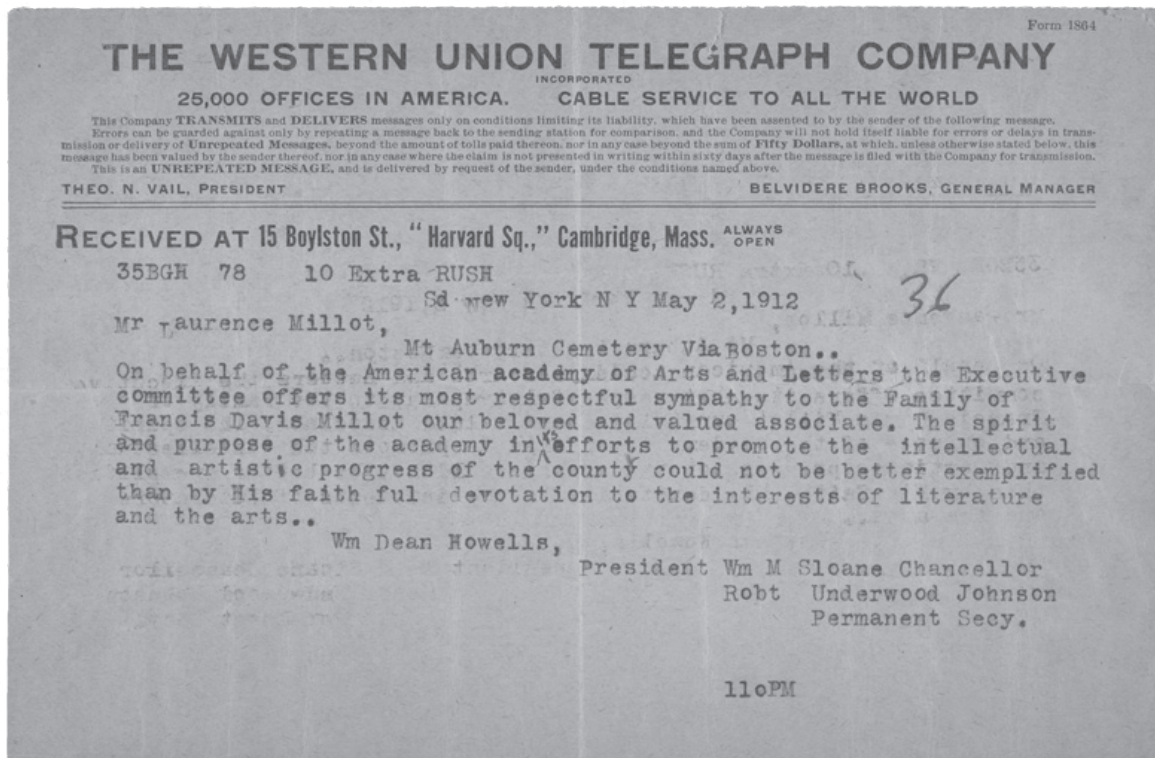
RTE 3 ANOKA MINN

THE SECRETARY OF WAR DESIRES ME TO EXPRESS HIS DEEP REGRET THAT YOUR SON
SECOND LT DOUGLAS N FRANKE HAS BEEN REPORTED MISSING IN ACTION SINCE
TWENTY NINE APRIL OVER GERMANY PERIOD OTHER INFORMATION AS RECEIVED YOU
WILL PROMPTLY BE NOTIFIED

DUNLOP ACTING THE ADJUTANT GENERAL

Source from: <http://www.vukutu.com/blog/wp-content/uploads/2010/08/Western-Union-gram-1944.jpg>

Text D2



35 BGH 78 10 Extra RUSH

Sd New York N Y May 2, 1912

Mr Laurence Millot,

Mt Auburn Cemetery Via Boston..

On behalf of the American academy of Arts and Letters the Executive committee offers its most respectful sympathy to the Family of Francis Davis Millot our beloved and valued associate. The spirit and purpose of the academy in efforts to promote the intellectual and artistic progress of the county could not be better exemplified than by His faith ful devotion to the interests of literature and the arts..

Wm Dean Howells,

President Wm M Sloane Chancellor

Robt Underwood Johnson

Permanent Secy.

11oPM

Source from: <http://postalmuseum.si.edu/fireanddice/condolenceletters.html>

Text D3

[Form No. 144
No. _____

COMMONWEALTH OF AUSTRALIA.
POSTMASTER-GENERAL'S DEPARTMENT, NEW SOUTH WALES.

URGENT TELEGRAM.

*This Message has been received subject to the Post and Telegraph Act and Regulations
All Complaints to be addressed in writing to the Deputy Postmaster-General.*

STATION FROM, NO. OF WORDS, AND CHECK.	REMARKS.
Victoria Barracks 69 5/5 12 40 RP section 9 5 Rev Elwin Manly	
Br 29 Officially reported that Number (Br 29) 3003 Pte R B Allen 13th Battalion previously reported missing now killed in action 14th August 1916 Please inform Mother Mrs H Allen 63 Pittwater Rd Manly and convey deep regret and sympathy of their Majesties the King and Queen and Commonwealth Government in loss that she and Army have sustained by death soldier reply paid	
Col Luscombe	1 5H

Received March 15 1917

Victoria Barracks 69 5/5 12 40 RP section 9 5

Rev Elwin

Manly

Br 29 Officially reported that Number Br 29 3003 Pte R B Allen
13th Battalion previously reported missing now killed in action
14th August 1916 Please inform Mother Mrs H Allen 63 Pittwater Rd

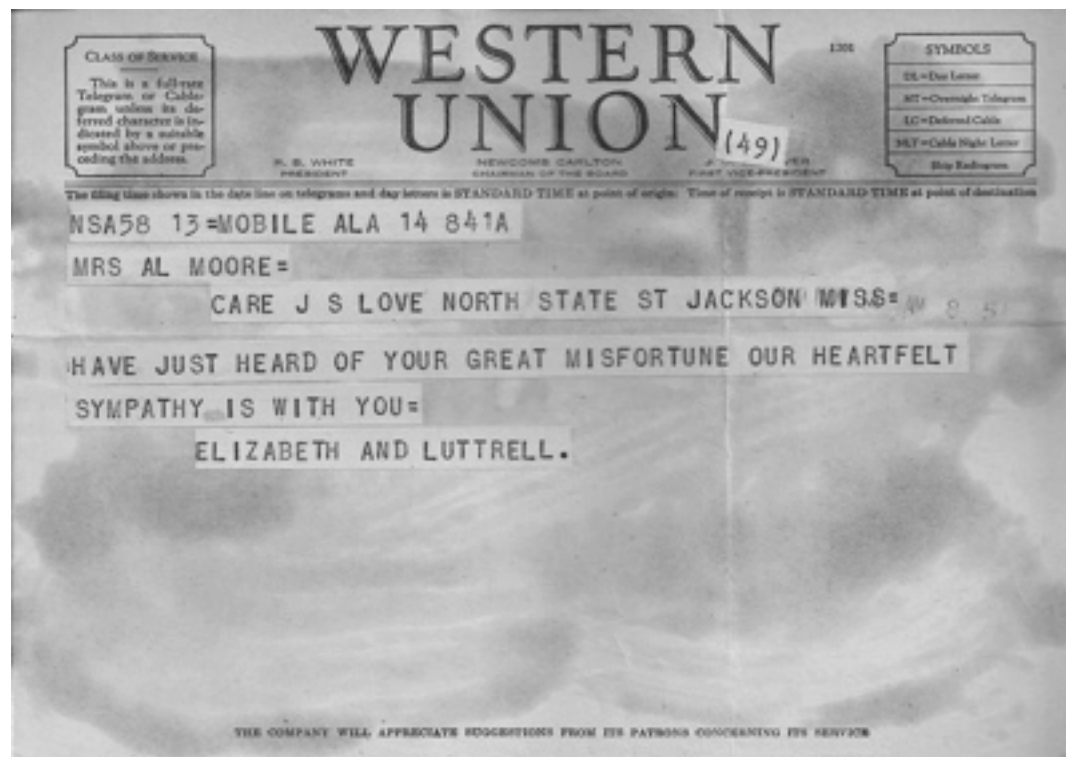
Manly and convey deep regret and sympathy of their Majesties
The King and Queen and Commonwealth Government in loss that she
and Army have sustained by death soldier reply paid

Col Luscombe

1 5H

Source from: https://www.awm.gov.au/encyclopedia/memorial_scroll/letter4.asp

Text D4



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NSA58 13 =MOBILE ALA 14 841A

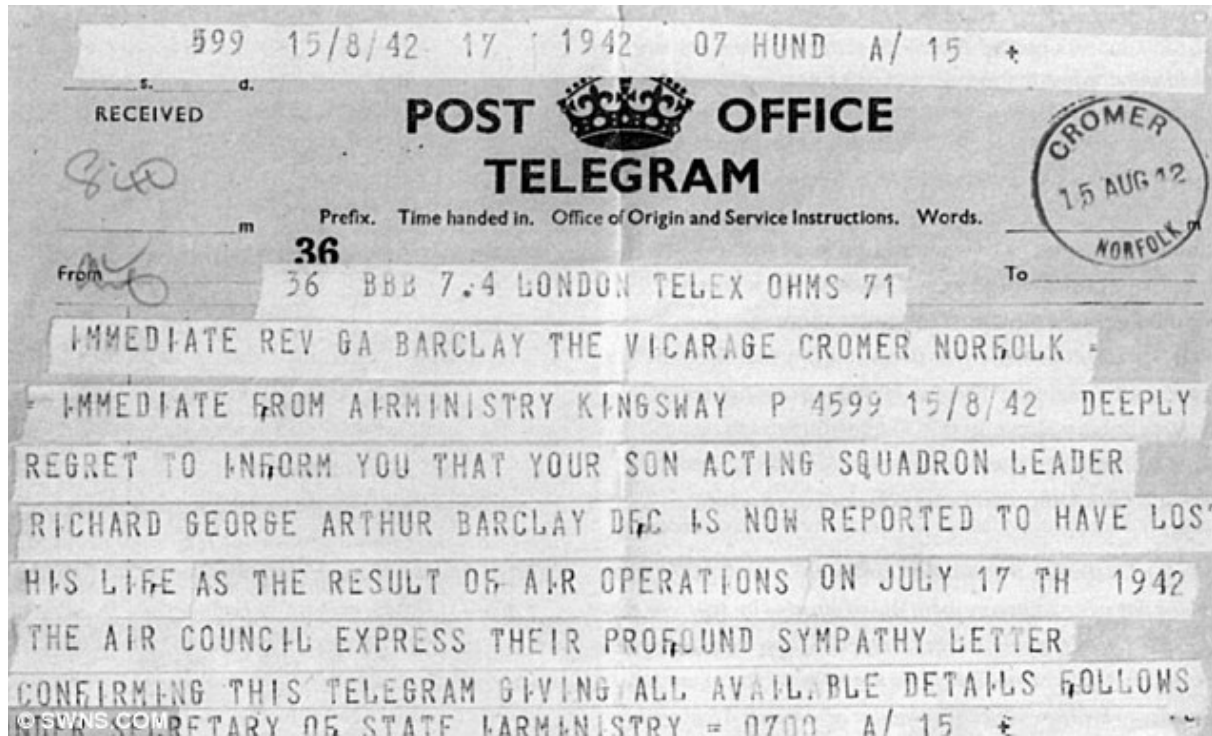
MRS AL MOORE =
CARE J S LOVE NORTH STATE ST JACKSON MISS =

HAVE JUST HEARD OF YOUR GREAT MISFORTUNE OUR HEARTFELT
SYMPATHY IS WITH YOU =

ELIZABETH AND LUTTRELL.

Source from: <http://www.brandautopsy.com/2007/08/twitter-as-tele.html>

Text D5



36 BBB 7.4 LONDON TELEX OHMS 71

IMMEDIATE REV GA BARCLAY THE VICARAGE CROMER NORFOLK

IMMEDIATE FROM AIRMINISTRY KINGSWAY P 4599 15/8/42 DEEPLY

REGRET TO INFORM YOU THAT YOUR SON ACTING SQUADRON LEADER

RICHARD GEORGE ARTHUR BARCLAY DFC IS NOW REPORTED TO HAVE LOST

HIS LIFE AS THE RESULT OF AIR OPERATIONS ON JULY 17 TH 1942

THE AIR COUNCIL EXPRESS THEIR PROFOUND SYMPATHY LETTER

CONFIRMING THIS TELEGRAM GIVING ALL AVAILABLE DETAILS FOLLOWS

*xxx SECRETARY OF STATE WARMINISTRY= 0700 A/ 15

*xxx - indecipherable text

Source from: 'Shot down today...a most novel experience', by Luke Salkeld, © Daily Mail 28/11/2012.

Unit 4: Investigating Language – mark scheme

Section A

Topic: Global English/Subtopic: American English

Question Number	Indicative Content
1	<p>General Students should show awareness of the historical background to American English, the influences on its development and the range of dialects within it. They should be aware that the speaker lives in a rural area and that his language may show different forms from General American and that many of the language features exhibited by the speaker can also be in other dialects of English.</p> <p>Analysis Students should comment on the language features and identify them as forms found in American English. The speaker also uses forms that are close to Standard British English.</p> <p>Morphology and Syntax</p> <ul style="list-style-type: none">• Deletion of determiners, e.g. 'grandfather was Baptist preacher'.• Use of 'a' before the present participle verb form, e.g. 'a-flapping'.• Evidence of inconsistent tense. This may be classified as use of the historic present and may be an attempt to create a sense of immediacy, e.g. 'I was about five and my cousin Allen is about six'.• The past participle form 'seen' used instead of the simple past 'saw'.• The third person form of the verb 'to be' used with the first person singular and plural. <p>Lexis</p> <ul style="list-style-type: none">• Some words chiefly associated with American e.g. 'rooster' and 'dishpan' (although their meaning is probably known outside the US).• Some of the words used by the speaker also found in British English but may have different meanings e.g. 'yard', 'college', 'smart' and 'porch'.• Evidence of informal lexis being used, e.g. 'holler' and 'whooped'.• 'Pappy' (father) probably associated more with the southern states.• Use of place names. <p>Phonology</p> <ul style="list-style-type: none">• Loss of the final consonant on many words, e.g. 'old', 'at' and 'and'.• Deletion of the medial consonant in 'little'.• The determiner 'an', usually used before a noun with an initial vowel, realised as /ə/.• The vowel /ɪ/ in the verb 'sit' pronounced /e/.• A stress difference illustrated by the speaker's pronunciation of the medial vowel in 'Methodist'.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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	5–8	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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	9–12	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. 		
Level 4	13–16	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues 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	17–20	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. 		

Topic: Child Language Development/Subtopic: The Development of Conversational Skills

Question Number	Indicative Content
2	<p>General Students should show awareness of the stage of development that James has reached and theories that attempt to explain aspects of language development such as functional and developmental theories. Students should also acknowledge the context in which the conversation is taking place and how this influences the language.</p> <p>Analysis Students should comment on the language features used by James that enable him to have a successful conversation with his parents and to speculate on the function of his language, why the language is used this way and the influences on his language development.</p> <p>Morphology</p> <ul style="list-style-type: none"> • James can form present participle verb forms to enable him to describe on-going actions. • James generally inflects his verbs for tense standardly but he regularises the irregular verb 'to make' but this does not affect the understanding of his conversational partner. <p>Syntax</p> <ul style="list-style-type: none"> • James can use adjectives to give a more precise description of nouns, e.g. 'big motor home'. • James struggles to make a standard negative and is not able to produce the auxiliary and negative adverb in the same utterance but his parents still understand the function of his utterances. • James is variable in his production of the copula and auxiliary verbs, e.g. 'It's that way (.) it that way' and 'I got one'. • James can form declaratives to make statements about his environments and imperatives to get his parents to undertake actions, e.g. 'I making a cup of tea' and 'look mummy'. • When James struggles to express himself he attempts self-correction, e.g. the discussion of the light/torch/headlight. <p>Lexis</p> <ul style="list-style-type: none"> • James has developed a semantic field that allows him to describe his domestic environment such as tea and terms referring to his toys. <p>Phonology</p> <ul style="list-style-type: none"> • His pronunciation of 'microwave' shows that James has difficulty with complex strings of sound he does not encounter often. He is content to approximate the target sound, and this is accepted by his mother. • James finds some phonemes difficult to produce and shows patterns of substitution. • James often corrects his own phonology in an attempt to produce the standard sound. <p>Discourse</p> <ul style="list-style-type: none"> • His parents always attempt to understand him and find meaning in what he says rather than insisting on artificial notions of correctness. • James is generally able to respond accurately to his parent's questions, enabling interaction to take place. • The turn taking is very ordered.

Question Number	Indicative Content
2 (contd.)	<ul style="list-style-type: none">• James uses context-bound terms such as the demonstratives 'this' and 'that'.• James can use vocative to direct his utterances to an individual, e.g. 'look mummy'.• James does not return his father's greeting.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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	5–8	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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	9–12	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. 		
Level 4	13–16	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues 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	17– 20	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. 		

Topic: Language and Power/Subtopic: Newspaper Language

Question Number	Indicative Content
3	<p>General The students should show awareness of the ways newspapers express ideological bias. They should comment on whether they find the view created negative, positive or more nuanced.</p> <p>Analysis Students should comment on some of the language features and speculate as to why the language is used in this way.</p> <p>Graphology</p> <ul style="list-style-type: none"> • A link between 'the poor' and negative concepts via images and captions. • Use of quotation marks to indicate doubt. <p>Syntax</p> <ul style="list-style-type: none"> • Non-standard forms to give the article an informal, spoken effect, e.g. 'so says an old friend of mine'. • Declaratives imply factual status whereas the main function of the article is to persuade. • Synthetic personalisation, e.g. 'you're incapable' 'but you don't live' 'we've heard quite the opposite from middle-class liberals'. <p>Lexis</p> <ul style="list-style-type: none"> • Words and phrases used negatively to name and describe benefits claimants and their supporters, e.g. 'left-wing', 'down-at-heel', 'chattering-classes', 'poisonous myth', 'useless', 'the incapable'. • 'Welfarism' to suggest an organised movement. <p>Discourse and Pragmatics</p> <ul style="list-style-type: none"> • Attributive phrases about benefit claimants, e.g. 'He says', 'Grant Schapps... says' create implicature and presupposition. • Presupposition about the ways benefit claimants spend their time, e.g. 'got off their subsidised sofas'. • The apparent informative function carries the implication that the text is factual rather than highly opinionated.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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	5–8	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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	9–12	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. 		
Level 4	13–16	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues 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	17– 20	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. 		

Topic: Language and Technology/Subtopic: Early Telecommunication

Question Number	Indicative Content
4	<p>General Students should show awareness of the development of telegraphy and the form and function of telegrams. They should show awareness of what a telegram is and note that telegrams were one of the earliest ways for ordinary people to communicate quickly over a distance. Students should note that limitations of space, and the need to reduce the cost kept the texts short and led to an elliptical style that is not dissimilar to modern texting, tweets and other electronic forms of communication.</p> <p>Analysis Students should comment on some of the language features and speculate as to why the language is used in this way.</p> <p>Graphology</p> <ul style="list-style-type: none">• Some texts use all upper case, some use a more standard mix.• Punctuation is inconsistent.• Official forms and logos. <p>Morphology and Syntax</p> <ul style="list-style-type: none">• Punctuation is sometimes expressed as a word, for example period.• The text is highly elliptical. <p>Lexis</p> <ul style="list-style-type: none">• No visual distinction between content, phatic and administrative language.• Field of war, army, family relationships.• Use of titles and formal address. <p>Discourse</p> <ul style="list-style-type: none">• Little replication of letter-writing conventions. There is no salutation and no sign-off.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4
	0	No rewardable material.		
Level 1	1–4	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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	5–8	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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	9–12	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transition. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. 		
Level 4	13–16	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues 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	17– 20	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. 		

Section B

Topic: Global English/Subtopic: American English

Question Number	Indicative Content
5	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none">• Although students may argue against this statement, it is likely most will agree or take a balanced approach, using data from their research/investigation to support their views.• Students are likely to consider the historical development of American English.• Students may consider the difference between dialects and languages.• Students may consider the status of American English as the globally dominant form of the language. <p>May include references to some of the following points:</p> <ul style="list-style-type: none">• influence of social and cultural changes on the development of American English• the concept of independent linguistic change• relevant language frameworks of American English – phonology, morphology and syntax, lexis and semantics.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
Level 1	1– 6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3, 4	A04 = bullet point 5, 6
Level 5	25-30	Critical and evaluative <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Child Language Development/Subtopic: The Development of Conversational Skills

Question Number	Indicative Content
6	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none">• Although students may argue against this statement, it is likely most will agree or take a balanced approach, using data from their research/investigation to support their views.• Students are likely to consider the main developmental theories they have researched such as nativism, behaviourism, cognitive theories and social interaction based theories with a focus on child-directed speech.• Some students may also consider instrumental theories such as those proposed by Halliday.• It is likely that students will use relevant language frameworks and levels to illustrate and discuss the features of a child's language at the various stages of development and to link them to the wider ability to engage in conversation.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
Level 1	1– 6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3, 4	A04 = bullet point 5, 6
Level 5	25-30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Language and Power/Subtopic: Newspaper Language

Question Number	Indicative Content
7	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none">• Students may identify in a general way the role of newspapers in influencing opinion. This discussion may range from a simplistic 'tabloid' v 'broadsheet' comparison to a more sophisticated awareness of the different roles different newspapers play.• They may also want to consider the interactive aspect newspapers now have with their online presence and comments facility.• From their research, they will identify a range of groups that have been represented in newspapers. These may be current examples, or the student may take an historical approach. <p>May include reference to the following points:</p> <ul style="list-style-type: none">• groups that have been represented by newspapers, and what it is that may attract the attention of a newspaper to a specific group• the way the group is named is an important aspect of this, including claimants v scroungers, women v girls• the way language is used to create and transmit representations• all levels of language, but the focus will most usefully be on analysis of lexis, syntax, discourse and pragmatics.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
Level 1	1– 6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3, 4	A04 = bullet point 5, 6
Level 5	25-30	Critical and evaluative <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

Topic: Language and Technology/Subtopic: Early Telecommunication

Question Number	Indicative Content
8	<p>The student makes links between the data given and their own research.</p> <p>Students will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>Possible content</p> <ul style="list-style-type: none">• Students may argue for or against this statement, or take a balanced approach, using data from their research/investigation to support their views.• Students are likely to consider the historical development of telecommunication, and the fact that it developed more quickly in countries where English is the main or sole language (USA, UK).• Students may note that telegrams and radio were used in different countries and these employed (and continue to employ) the language of that country.• Students are likely to engage with the concept of 'lingua franca' and consider other factors, for example, colonialism, trade and travel that made English an influential international language. They may also consider the role of English today as an influential language of commerce and technology, for example airline communication. <p>May include reference to the following points</p> <ul style="list-style-type: none">• Students are likely to engage with the concept of 'lingua franca'.• Students may consider other influences that made English influential as a trading language.• Students may also consider the role of English today as an influential language of commerce and technology, for example airline communication.• All levels of language may be analysed, but the focus will most usefully be on graphology, lexis, syntax and discourse.

Please refer to the specific marking guidance on page 2 when applying this marking grid.

Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3, 4	AO4 = bullet point 5, 6
	0	No rewardable material.			
Level 1	1– 6	<p>Descriptive</p> <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive 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. • Makes no connections between the data. 			
Level 2	7–12	<p>General understanding</p> <ul style="list-style-type: none"> • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • 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. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<p>Clear relevant application</p> <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concept and issues 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. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data. 			

Level	Mark	A01 = bullet point 1	A02 = bullet point 2	A03 = bullet point 3, 4	A04 = bullet point 5, 6
Level 5	25-30	<p>Critical and evaluative</p> <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data. 			

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