



Mark Scheme (Results)

January 2024

Pearson Edexcel International Subsidiary in
English Language (WEN)

UNIT 2: Language in Transition

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Unit 2: Language in Transition

Section A

Question Number 1	Indicative Content
	<p>Candidates should comment on as many levels and frameworks as possible, comparing Trinidadian English with a standard variety they are familiar with.</p> <p>Phonology</p> <ul style="list-style-type: none"> • deletion of /æ/ in 'about' • substitution of /ð/ with /d/ in 'they' and 'the' • substitution of /u/ with /ə/ in 'you' • substitution of /θ/ with /t/ in 'thing', 'anything', 'think' and 'wit' • substitution of /aɪ/ with /i:/ in 'my' • deletion of /h/ in 'him'. <p>Morphology</p> <ul style="list-style-type: none"> • some verbs not marked for tense, e.g., reversed 'he reverse out' and heard 'I hear him'. <p>Lexis</p> <ul style="list-style-type: none"> • forms that would be considered examples of redundancy in Standard English are normalised in Trinidadian, e.g., 'reverse back', 'thinking in my mind' • colloquialisms, e.g., 'Trini talk', 'knocking', 'creole tongue' • non-standard collocations typical of creoles, e.g., 'all of we', 'bad talking'. <p>Syntax</p> <ul style="list-style-type: none"> • substitution of 'it has been', with 'is' e.g. 'oh is years' • object pronoun 'us' substituted with subject pronoun 'we', e.g., 'all of we' • deletion of 'have' from verb phrase, e.g., 'people been knocking' • non-standard indefinite article, e.g., 'a English child' • there is reduplication of 'go' when conjugating the verb in future tense e.g., 'I go go' • double negative, e.g., 'don't let nobody' • deletion of verb forms 'is' and 'are', e.g., 'that too long' and 'don't like what we saying'. <p>Discourse</p> <ul style="list-style-type: none"> • data shows minimal non-fluency features of spoken language demonstrating the monologue was prepared and possibly rehearsed prior to performance • uses inclusive pronouns to present language as something speaker and audience share, e.g., 'our language', 'this language that you all speak' • use of stress for emphasis and comic effect. • <p>Connections</p> <p>Candidates will explore lexical, grammatical and syntactical connections between the variety and standard forms of English.</p> <p>These are suggestions only, accept any valid alternative response.</p>

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

Level	Mark	AO1 = bullet points 2, 3	AO4 = bullet points 4, 5
	0	No rewardable material.	
Level 1	1 – 5	<p>Descriptive</p> <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. • Makes no reference to theories or concepts. 	
Level 2	6 – 10	<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. • There are lapses in use of terminology. • Makes obvious connections across the data. • Makes links between the data and applies basic theories and concepts. 	
Level 3	11 – 15	<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. • 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	<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. • 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	<p>Critical and evaluative</p> <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. 	

Section B

Question Number 2	Indicative Content
	<p>Candidates should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss Trinidadian English.</p> <p>There is no requirement for candidates to be familiar with a specific variety.</p> <p>Context</p> <ul style="list-style-type: none"> • Text A demonstrates the use of language in an informal comedy performance and explains how it varies in different contexts and has its own unique structure. Non-standard lexis, syntax and grammar represent spoken language features present in this variety of English • Text B discusses the ways in which the use of this variety of English in song and story over time helped to preserve African cultural traditions and express resistance. It also describes the evolution of creoles, how changes in colonial regimes led to changes in dominant language which led to changes in creole forms (French to English) • Text C argues for the teaching of Trinidadian creole dialects in schools as a way of 'making people proud of who we are' and avoiding loss of unique language varieties. <p>The influence of other languages</p> <ul style="list-style-type: none"> • Text A demonstrates the influence of Trinidadian culture throughout on lexis and syntax. 'Reverse back', 'see him with my own two eyes' is phrasing typical of Trinidadian English to provide emphasis. There are also non-standard phonological and grammatical features which are found in creoles. The speaker refers to the negative attitudes towards their language and justifies its validity as a language. Candidates can discuss the influence of American English or other varieties they are familiar with • Text B references some features of musical Trinidadian language such as '<i>calypso</i>', '<i>griot</i>' and '<i>kaiso</i>' as well as the influence of French on the language. Candidates can discuss borrowings and clippings as processes featured in many varieties of English • Text C discusses non-English creoles developing alongside English creoles and how they might interact and influence each other. <p>The role of English as an international language</p> <ul style="list-style-type: none"> • Text A reflects the impact of colonisation on the development of English in Trinidad with reference to 'colonial masters' and how their language forms part of their national identity • Text B demonstrates its use as an oral tradition to preserve language and how it began to 'break down geographical borders' in the early 20th century, reaching international audiences • Text C outlines the impact of new media forms which expose speakers to standard varieties of English, moving away from nonstandard features. • candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that may be considered non-standard

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| | <ul style="list-style-type: none">• candidates can make links to colonisation and the formation of English-based creoles to discuss how English has spread globally• candidates may apply language concepts regarding the development of non-standard varieties and attitudes towards language change. |
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Please refer to the specific marking guidance when applying this marking grid.

Level	Mark	AO2 = bullet points 1, 2	AO3 = bullet points 3, 4
	0	No rewardable material.	
Level 1	1 – 5	Descriptive <ul style="list-style-type: none"> • Knowledge of concepts and issues is limited. • Uses a narrative approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data. 	
Level 2	6 – 10	General understanding <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. 	