Mark Scheme - Results

January 2025

Pearson Edexcel International Advanced Subsidiary in English Language (WEN02)

UNIT 2: Language in Transition

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.

- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

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

Specific Marking Guidance

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

- Examiners should first decide which descriptor most closely matches the   answer and place it in that level.

- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.

- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.

- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Unit 2: Language in Transition

Section A

Question Number 1	Indicative Content

Candidates should comment on as many levels and frameworks as possible, comparing English in Hong Kong with a standard variety they are familiar with.

Phonology
- deletion of terminal /t/ in just /ʤʌs/ and about /æbɑʊ/
- substitutions of /s/ with /ʃ/ in /eʃpeʃəi:/
- deletion of /l/ in also /ɔ:səʊ/
- substitution of /e/ with /æ/ in then /ðæn/
- substitution of /r/ with /w/ in very /vewi:/ • substitution of /e/ with /ɑ:/ in yeah /jɑ:/ • substitution of /θ/ with / f/ in think /fɪŋk/.

Morphology
- plural suffix -s deleted, e.g. 'the local'.

Lexis
- language is Standard English with some non-standard phrasing, e.g. 'raise up'.

Syntax
- deletion of preposition 'of', e.g. 'out our homeland'
- non-standard singular tense in place of plural, e.g. 'circumstances is getting'
- non-standard tense formation, e.g. 'make a big sacrifice'
- non-standard use of infinitive verb form, e.g. 'we didn't think about to move out'
- deletion of indefinite article, e.g. 'to find place', 'have future' • deletion of auxiliary verb 'is', e.g. 'Kong really (.) getting better'.

Discourse
Candidates may comment on general features of spoken language:
- data is spoken with some non-fluency features such as micro pauses, false starts and fillers.

Connections
Candidates will explore lexical, grammatical and syntactical connections between the variety and standard forms of English.

These are suggestions only, accept any valid alternative response.

Please refer to the specific marking guidance when applying this marking grid.		
Level	**Mark**	**AO1 = bullet points 2, 3** **AO4 = bullet points 1, 4, 5**
	0	No rewardable material.
Level 1	1–5	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. • Limited range of terminology. • There are frequent errors and technical lapses. • Makes no connections between the data. • Makes no reference to theories or concepts.
Level 2	6–10	**General understanding** • Uses methods of language analysis that show general understanding. • Organises and expresses ideas with some clarity. • There are lapses in use of terminology. • Makes obvious connections across the data. • Makes links between the data and applies basic theories and concepts.
Level 3	11–15	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. • Ideas are structured logically and expressed with few lapses in clarity and transitioning. • There is clear use of terminology. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.
Level 4	16–20	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. • Controls the structure of response with effective transitions. • Language and terminology are carefully chosen and used. • Analyses connections across data. • Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	21–25	**Critical and evaluative** • Critical application of methods of language analysis with sustained use of examples. • Uses sophisticated structure and expression with appropriate register and style. • Terminology is chosen critically and used correctly. • Evaluates connections across data. • Critically applies theories.

Question Number 2	Indicative Content
	Candidates should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss English in Hong Kong. There is no requirement for candidates to be familiar with a specific variety. **Context** • Text A demonstrates the use of language in an interview for a news report for an English-speaking audience. Non-standard phonology, syntax and grammar represent spoken language features present in this variety of English • Text B describes a blend of English and Cantonese known as Chinglish spoken and understood by locals. It is known for its creativity and being part of the identity of Hong Kong English speakers • Text C highlights the use of Standard English in different contexts such as education, business and government with code mixing English and Cantonese being used more informally. The link between Standard English and social prestige/power is highlighted. **The influence of other languages** • Text A demonstrates the use of Standard English throughout but there are also non-standard phonological and grammatical features which are found in other non-standard varieties. Candidates can discuss the influence of other varieties they are familiar with • Text B describes the development of Chinglish and references its popularity amongst speakers. The variety is influenced by Cantonese and forms unique phrases which are literal translations used colloquially in that language, e.g. 'people mountain people sea'. Candidates can discuss the influence of other languages in other similar varieties of English • Text C demonstrates the code mixing of English and Cantonese. Candidates can discuss code mixing as part of the development of English globally. **The role of English as an international language** • Text A demonstrates the use of English in a news report for an international audience. The speakers used Standard English throughout. Candidates may apply concepts such as divergence versus convergence when addressing certain audiences • Text B highlights the development of Chinglish and mentions that it was originally viewed negatively before becoming fashionable with locals. Candidates can discuss global attitudes towards cultural groups who speak varieties of English that may be considered non-standard • Text C outlines the role of English as one of the official languages in Hong Kong, its importance in business and governance and its link to social position and prestige.

Please refer to the specific marking guidance when applying this marking grid.			
Level	Mark	AO2 = bullet points 1, 2	AO3 = bullet points 3, 4
	0	No rewardable material.	
Level 1	1–5	**Descriptive** • Knowledge of concepts and issues is limited. • Uses a narrative approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.	
Level 2	6–10	**General understanding** • Summarises basic concepts and issues. • Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.	
Level 3	11–15	**Clear relevant application** • Clear understanding of relevant concepts and issues. • Clear application of this understanding to the data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation.	
Level 4	16–20	**Discriminating controlled application** • Discriminating selection of a range of relevant concepts and issues. • Discriminating application of this understanding to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.	
Level 5	21–25	**Critical and evaluative** • Evaluative selection of a wide range of relevant concepts and issues. • Evaluative application of this selection to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.	