Mark Scheme (Results)

Summer 2022

Pearson Edexcel International Subsidiary in English Language (WEN02)

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
	Candidates should comment on as many levels and frameworks as possible, comparing English spoken in Nigeria with a standard variety they are familiar with.
	Phonology
	- Substitution of KIT /ɪ/ with FLEECE /i/ in 'is', 'fit.' - th- stopping present in 'thick', 'there' and 'nothing' - substitution PRICE /ɑɪ / with TRAP /æ/ in 'my' - assimilation in 'let me'.
	Morphology
	deletion of 'ed' in 'commit'.
	Lexis
	- non-English words, e.g. 'abi', 'una' and 'sef' - some Nigerian phrasing to explain adoption of American accent, e.g. 'entered in her mouth' - there is repetition, some of which seems to be because of the unrehearsed nature of the text, but in other cases it is possible reduplication common in pidgins and creoles, e.g. `form form form' - lexis is informal.
	Syntax
	- deletion of definite article, e.g. 'make mistake', 'commit crime' - non-standard syntax, e.g. 'we go do' - non-standard negatives, e.g. 'I no understand' - deletion of copula, e.g. 'where una even' - some variation in verb phrase structure, e.g. 'nothing you do to please' - substitution of `no' for `not', e.g. `let me no make mistake'</li><li>absence of pronoun 'it' in subject position in, e.g. `'is better I leave …' - variation in use of aspect, e.g. 'we don't commit crime'.
	Discourse
	- data shows non-fluency features of mediated spoken language - monologue typical of 'speaking to camera' in social media contexts - discourse marker 'now' directs topics.
	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 on page 3 when applying this marking grid.			
Level	**Mark**	**AO1 = bullet point 1, 2, 3**	**AO4 = bullet point 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.	

Section B

Question Number 2	Indicative Content
	Candidates should use their knowledge and understanding of the ways in which English language changes and develops across the world to discuss Nigerian English. There is no requirement for candidates to be familiar with a specific variety.
	Context • Text A demonstrates the use of language on social media platforms to communicate with an international audience and the expectations placed on speakers of different varieties • Text B demonstrates the growth of Nigerian English and the impact on standard English with some Nigerian words entering the Oxford English Dictionary. It references the spread of different varieties and their impact globally • Text C demonstrates the use of Nigerian English in literature to create authentic characterisation. Non-standard lexis, syntax and grammar represent spoken language features present in this variety of English.
	The influence of other languages • Text A demonstrates the influence of Nigerian culture throughout in lexis and syntax. 'Abi', 'una' and 'sef' are lexical features typical of Nigerian English and there are non-standard phonological and grammatical features that are found in pidgins and creoles. The speaker in Text A refers to the negative attitudes of some Nigerians to speakers whose accents change as a result of living in other countries. Candidates can discuss the influence of American English on other varieties they are familiar with • Text B references some features of Nigerian language incorporated into the English dictionary, e.g. some coinages, abbreviations of English words and loan words from the Yoruba language. Candidates can discuss borrowings and clippings as processes featured in many varieties of English. Text B talks about words from `indigenous languages', suggesting a range of different African languages influencing the English variety. Text B talks about the influence of Nigerian English on the standard variety • Text C demonstrates the influence of spoken Nigerian English. Non-standard syntax and spelling replicate the speech patterns and accent of Nigerian English.
	The role of English as an international language • Text A reflects the role of international English by allowing members of the Nigerian diaspora the means to communicate with each other via social media even though their first languages may be different • Text B demonstrates that the proximity of Nigerian English to Standard English and the prominence of some Nigerian writers means some `Nigerian' words are becoming part of the standard lexicon • candidates can discuss the impact of social media and literature in relation to how English is used on online platforms, novels and the development of internationally recognisable dialect features. The role of English as an international language gives Ken Saro-Wiwa the opportunity to write a novel based on Nigerian experience and history for an international audience

- candidates may apply concepts such as divergence versus convergence and discuss attitudes towards cultural groups who speak varieties of English that may be considered non-standard such as Nigerian English
- candidates can make links to colonisation and the formation of English-based creoles to discuss how English has spread globally
- candidates may apply language theories regarding the development of non-standard varieties and attitudes towards language change.

Please refer to the specific marking guidance on page 3 when applying this marking grid.		
Level	Mark	AO2 = bullet point 1, 2 AO3 = bullet point 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.