

**Pearson Edexcel International Advanced Level****Tuesday 16 May 2023**

Afternoon (Time: 1 hour 45 minutes)

**Paper  
reference****WEN02/01****English Language****International Advanced Subsidiary****UNIT 2: Language in Transition****Source Booklet****Do not return this Booklet with the question paper.***Turn over* ►**P72898A**©2023 Pearson Education Ltd.  
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## English Phonemic Reference Sheet

### Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	thought	goose	nurse
ə	i:	a:	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		ɫ		ŋ̩	

**Text A – is an excerpt from a short documentary film about Hawaiian Pidgin. Three speakers from Hawaii, interviewed separately, share their views of the variety.**

### Key

(.) micro pause	timed pause
/_ / phonemic transcription	

### Speaker one

people think /tɪnk/ pidgin one language yeah um that's my language that's that's the language of my heart (.) maybe I no use them every day cos I don't see people (.) who who only speak pidgin so I just speak (.) to them or talk /tɒk/ to them in (.) standard English but (1) if somebody talk like this /dɪs/ to me I mean (.) it just /dʒʌs/ come natural fo talk like this I guess was cos from (.) small kid time that's /dʌts/ how I was talking (.) it's the language of Hawaii I mean I don't wanna say that Hawaiian language not important that's the indigenous people's language and that's great (.) but the Hawaii we known today for all the immigrants when come from all over the place (.) Japan Philippines China (.) Portugal when come together /tʌɡedə/ that's the /dæ/ language

### Speaker two

get people ask what's pidgin (.) pidgin one language we talk in Hawaii (.) more then /den/ half the people here (.) different from Hawaiian (.) maybe a little bit like English but it all kind /kaɪn/ stuff from other /ʌdə/ kind languages mix in (.) like from Hawaiian (.) Cantonese (.) Portuguese (.) Japanese (.) Korean (.) Filipino (.) you know (.) all the /orə/ people when work the plantations

### Speaker three

at the time when they started the plantations in Hawaii the power in the plantations were primarily English speakers (.) the immigrant groups do not know each other's language they're very they're different languages so (.) in order to communicate with each other they are using English or whatever English they can hear (.) so let's say a Japanese immigrant and a Portuguese immigrant try to speak English to each other but throwing /θrəʊɪn/ in features from their own first languages as well (.) that's how pidgins start (1) one of the interesting features about Pidgin it has to get vocabulary from somewhere (.) so one of the thing it does is it borrows a lot of vocabulary from language from the languages around it (.) I guess I would hear my grandmother saying stuff is something like you likee banana you wikiwiki kau kau mai tai (.) um the meaning of that you likee banana (.) if you want this banana (.) you wikiwiki kau kau (.) you quickly eat it (.) mai tai it'll be ok

### Glossary

fo – to

/orə/ – elided version of 'all the'

**Text B – is taken from an online article published in 2019 titled *Why Hawaiian Pidgin English is Thriving Today*.**

The origins of the Hawaiian pidgin language reflect the history and diversity of the islands. First used in the mid-19th century by the sugarcane laborers who spoke Japanese, Chinese, Portuguese, and English and needed a way to communicate with one another, today, the language is common across the islands of Hawai'i. Recently, some vocabulary–*hammajang*, for example–has been entered into the Oxford English Dictionary.

The history, modern-day usage, and future of Hawaiian pidgin was the topic of discussion for a Zócalo/Daniel K. Inouye Institute "Talk Story" event titled "Will Pidgin Survive the 21st Century?" which took place before an overflow crowd at Artistry Honolulu in Honolulu, Hawai'i. The panel's moderator, Noe Tanigawa, arts and culture reporter for Hawai'i Public Radio, began the evening by asking the four panelists about the language's history.

California-based sociolinguist and scholar of American pidgins Sarah Roberts explained that while the language really took off at the same time as the sugar plantations—around 1877—the first written evidence of the language that she has come across was a text from 1791. Later, in the 19th century, two forms of pidgin coexisted—one based on the Hawaiian language, which is what was first used on the sugarcane plantations, and one based on English, which began to thrive after the Hawaiian monarchy was overthrown in 1893 and English became the dominant language of the islands.

But pidgin is much more than its vocabulary, said former Hawai'i Governor John D. Waihe'e III, the first state governor of Hawaiian ancestry. Waihe'e grew up on the Big Island, and after he jokingly expressed his anxiety over whether the two scholars of Hawaiian pidgin sitting to his right and left would correct his pidgin the way teachers used to correct his English in school, he explained that pidgin "was everyday language" and "expressed a kind of culture."

**Glossary**

*hammajang* – disorderly

**Text C – is an extract from an essay written in Hawaiian Pidgin English, published in 2004. It is written by Lee. A. Tonouchi, a Hawaiian writer and poet who writes in Pidgin. In this article he is discussing a poem he wrote called *Test Your Pidgin P.O.V* (point of view) and why he was inspired to write it.**

Try look dis concrete poem “Test Your Pidgin P.O.V”:

NO  
CAN

I wuz inspired for write dis piece aftah I saw Joe Balaz’s Hawaiian Concrete Poetry series on display. One time I wen fo’ check out Joe at one of his readings and I toll’ em “Joe brah, your concrete poems, dey pretty SOLID.” He go laugh. So den I wen ax’ em, “Eh, you eva tot about making one Pidgin Concrete series o’wot?” And he tot about’ em fo’ awhile den he wuz al like “Eh Lee, YOU should go try.” So I wuz tinkin shoots, I go chance’ em.

Now, wen you look at “Test Your Pidgin P.O.V.” tell me wot you guys see?

Wot?! Oooo, so much negativity brah; no can.

I use dis poem wen I go around for talk to classrooms, public, private, intermediate school, high school, college, anykine, and das da first answer dat students usually give me too – NO CAN. So many Pidgin pessimists. Can you come up wit one more positive way of looking as tid piece o’wot? Try tink.

Right on. Ho, you get’ em. Das how. We get ONE Pidgin optimist in da house.

I like dis piece, not only cuz I wrote ‘em, but cuz da ting mirrors actual life. We’s brought up for believe dat we cannot do certain tings if we talk Pidgin. So ass why upon da initial examination, da negative reading is wot most people arrive at first.

### **Glossary**

*concrete poem* – poetry in which the poet’s intent is conveyed by graphic patterns of letters, words or symbols rather than by the meaning of words

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**Sources taken/adapted from:**

Text A: <https://www.youtube.com/watch?v=O7X9AAeDCr4>

Text B: <https://www.zocalopublicsquare.org/2019/05/22/why-hawaiian-pidgin-is-thriving-today/events/the-takeaway/>

Text C: 'Test Your Pidgin P.O.V.', Lee Tonouchi, National Council of Teachers of English 2004





Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

**Pearson Edexcel International Advanced Level**

**Tuesday 16 May 2023**

Afternoon (Time: 1 hour 45 minutes)

Paper reference **WEN02/01**

**English Language**

**International Advanced Subsidiary**

**UNIT 2: Language in Transition**

**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.

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(Total for Question 1 = 25 marks)

**TOTAL FOR SECTION A = 25 MARKS**



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## SECTION B

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

**Write your answer in the space provided.**

- 2** Discuss how this variety of English in Hawaii reflects the development of English across the world.

You should consider:

- the contexts in which this variety of English is used
- other influences on this variety of language
- how the role of English as an international language is reflected in the texts.

You must refer closely to the texts in the Source Booklet in your response.

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(Total for Question 2 = 25 marks)

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**TOTAL FOR SECTION B = 25 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**



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