Unit 2: Language in Transition – mark scheme

Section A

Question Number	Indicative Content
1	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. **Phonology** • 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' **Morphology** • Use of past-tense –ed on MLE word *beef* • Word combining *crackhead* and blending *innit* • Non-standard plural *youths, brethrens* **Lexis** • This variety uses words from a wide range of sources. Examples could include *feds, crackhead, jills, brethrens.* Reward any reasonable explanation of the etymology of the words. **Syntax** • 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 *come* and *see.* • Quotative expressions used to introduce direct speech: *say* is used once, otherwise *be like* is used. • Omission of articles. **Discourse** • Discourse markers such as *like, innit, yeah* **Connections** • 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**	**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. • 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** • 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** • 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, concepts and methods to data.

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Section B

Question Number	Indicative Content
2	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. **Context** • 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 *we're in my area we're in my ends*. 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. **The influence of other languages** • 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. *Crackhead* and *feds* 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. **The role of English as an international language** • 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 *youth speak* or a *melting-pot patois*, 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**	**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 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** • 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.	