



Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced Level

in English Language (WEN02/01)

UNIT 2: Language in Transition

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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 English in New Zealand with a standard variety they are familiar with.</p> <p>Phonology</p> <ul style="list-style-type: none"> • retention of final consonant, e.g. 'something' /sʊmθɪŋ/ • replacement of /æ/ with /e/, e.g. 'haven't' /hevnt/ • replacement of /e/ with /ɪ/, e.g. 'definitely' /dɪfɪnɪtli:/ • replacement of /ɔ:/ and /ɪ/ with /ʊ/, e.g. 'alright' /ɒraɪt/ • extension of some phonemes for effect, e.g. 'roll' /rəʊ:l/ • use of long vowel, e.g. 'past' /pa:st/ • use of high back vowel, e.g. 'tucker' /tʌkə/ • use of phonemes drawn from source language, e.g. 'whanau' /fa:nəʊ/ • substitution of /i:/ with /eɪ/, e.g. 'street' /streɪt/ • rhythmical stress patterns typical of variety and genre. <p>Morphology</p> <ul style="list-style-type: none"> • use of diminutivising 'ie' suffix characteristic of Antipodean varieties, e.g. 'bikkies'; 'flattie' • use of the 'er' morpheme to nominalise verb forms, e.g. 'piker' • use of the 'able' morpheme to make adjective out of noun or verb, e.g. 'ropeable' • back-forming through deletion of prefixing, verbalising and suffixing morphemes, e.g. en, ur and (e)d to make 'rapt' from enraptured. <p>Lexis</p> <ul style="list-style-type: none"> • lexical choices are predominantly standard English but with lexemes and phrases from Te Reo Māori, e.g. 'kia ora'; 'ka pai'; 'whanau' • some examples of region-specific lexico-semantic variation, e.g. 'tramping'; 'crook'; 'pash'. <p>Syntax</p> <ul style="list-style-type: none"> • elision of going to into 'gonna' • ellipse of preposition 'to' and article 'the' in 'take it next level' • use of, e.g. 'gap it' as a phrasal verb • use of, e.g. 'flat' as a verb • some variation in sentence function in exclamations and imperatives, e.g. 'kia ora'; 'don't forget' • use of abbreviated 'dictionary style' syntax in the definitions, e.g. 'bust a gut work very hard' • micropauses act as speech punctuation, e.g. 'gonna take it next level (.) please share'.

Discourse

They may comment on general features of spoken language:

- data is mixed mode and mediated in that it was likely to have been written, planned and edited before being posted, thereby mitigating the frequency of non-fluency and other spontaneous speech features
- generic structure potential fulfilled by use of YouTube conventions and codes, e.g. 'subscribe'; 'let's roll'
- dictionary entry style familiar to audience, e.g. '**tucker** /tʌkə/ food'
- some features of unplanned discourse provide more naturalistic feel, e.g. repeated use of 'like' as a marker
- many examples of region-specific pragmatics, e.g. 'dunny'; 'houses in Devonport'; 'full tit'.

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 1, 2, 3			AO4 = bullet points 4, 5	
	0	No rewardable material.				
Level 1	1 – 5	Descriptive <ul style="list-style-type: none"> • 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 <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	Clear relevant application <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	Discriminating controlled application <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	Critical and evaluative <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 English in New Zealand. 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 a YouTube video for interest groups engaged by language variation; New Zealand; the presenter. Different phonology, syntax and grammar represent spoken language features present in this variety of English Text B describes the development of ‘Kiwilinglish’ and exemplifies the way in which the growing awareness and use of terms from Te Reo Māori have impacted English locally, becoming accepted both in informal and formal registers. There is a clear sense that the stereotypically ‘clipped’ version of English associated with New Zealand is ‘drifting away’ Text C highlights differences in sounds between New Zealand English and other varieties as well as commenting on the impact of Te Reo Māori, examples of corporate errors caused by mis-translation and the concept of cultural appropriation. <p>The influence of other languages</p> <ul style="list-style-type: none"> Text A demonstrates the use of Standard English throughout but there are also some 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, e.g. Australian or British English. There is also some evidence of the influence of American English forms. Text B describes the development of ‘Kiwilinglish’ and references its growing popularity amongst speakers. New Zealand English is influenced by Te Reo Māori and forms unique phrases, some of which are direct assimilations. Candidates can discuss the influence of other languages in other similar varieties of English, e.g. Australian or American English Text C demonstrates the phonological patterning of New Zealand English and comments on the code mixing of written English and Te Reo Māori, which has not always resulted in the intended outcome. Candidates can discuss the role of divergence, convergence and assimilation as part of the development on English globally. <p>The role of English as an international language</p> <ul style="list-style-type: none"> Text A demonstrates the use of English in a YouTube video for a potentially global audience. The speaker mainly utilises Standard English forms close to the original SBrE acrolect. Candidates may apply concepts such as mutual comprehensibility,

	<p>the role of generic structure for creators of clips intended for specific audiences and the significance of technology</p> <ul style="list-style-type: none">• Text B comments on the colonial past of English in the region and the impact of that on local languages. Candidates can discuss changing national and global attitudes towards cultural groups who speak evolving varieties of English. They may also consider the reshaping of the acrolect by blending it with indigenous forms, as a matter of public policy• Text C outlines the phonological aspect of New Zealand English and comments on the ways in which corporate culture attempts (and sometimes awkwardly fails) to be inclusive.
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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. 				