



Mark Scheme (Results)

Summer 2026

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 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 the Philippines with a standard variety they are familiar with.</p> <p>Phonology</p> <ul style="list-style-type: none">• substitution of /ð/ with /d/, e.g. 'this' /dis/• substitution of /f/ with /p/, e.g. 'Philippines' /pɪlɪpiːnz/• suprasegmental variation used for effect, e.g. 'Asia' /eɪʃaː/• use of high back vowel, e.g. 'lot' /lʌt/• substitution of /θ/ with /t/, e.g. 'thoughts' /tɔːts/• substitution of /ʃ/ with /s/, 'English' /ɪŋɡlɪs/• evidence of post-vocalic /r/, e.g. 'mother' /mʌdeəːr/• substitution of /v/ with /b/, e.g. 'every' /eberi/• suprasegmental patterns reflect the difference between the syllable timing of Tagalog and the stress timing of North American English, e.g. 'countries' /kʌntriːs/. <p>Morphology</p> <ul style="list-style-type: none">• entirely standard acrolectal morphology with some variations reflecting specifically North American English, e.g. free morpheme 'boy' used with U.S. connotation• some conversational morphology, e.g. apostrophisation of 'I'll'• standard construction of all verb forms, e.g. present continuous 'the person who is calling'. <p>Lexis</p> <ul style="list-style-type: none">• lexical choices are predominantly standard English but speaker identifies role of lexemes and phrases from Tagalog, e.g. 'mauna na ako'; 'sandali'• some examples of region-specific lexico-semantic usage, e.g. 'bekimon'; 'Pinoy'; 'Tagalog'. <p>Syntax</p> <ul style="list-style-type: none">• use of genre-specific grammatical forms, e.g. 'bringing you'• use of informal structures, e.g. 'what's going on'• use of high register forms, e.g. 'it must be noted'• some pragmatic variation in grammatical forms, e.g. 'second best English speaking country'; 'next to India'

- variation in sentence function, e.g. use of questions ‘huh (.) you’ll go ahead **where**’
- non-standard use of determiner and adverb combination, e.g. ‘every /eberi/ North American will not understand this’
- micropauses act as speech punctuation, e.g. ‘the Pinoy way of saying excuse me (.) I have to go /gəv:/’.

Discourse

They may comment on general features of spoken language:

- data is mixed mode and mediated in that it has 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. ‘what’s going on’; ‘your Pinoy boy’
- some features of discourse attempt provide more naturalistic feel, e.g. repeated use of ‘huh’ as a marker
- use of and comment on North American English as the default acrolect to provide structure and recognisability for audience.

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. 	

		<ul style="list-style-type: none"> Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	21 – 25	<p>Critical and evaluative</p> <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 the Philippines. 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 exemplifies the use of language in a YouTube video for interest groups engaged by language variation; the Philippines; the presenter. Particularly, different phonological and pragmatic variations present spoken language features common to this variety of English which is, however, notably standard in many ways. It is based on the North American acrolect due to the country's colonial history Text B explores the background of Taglish, commenting on the impact of Tagalog, and its popularity amongst younger speakers. It provides specific examples of the ways in which the variety is developing Text C describes the role of the acrolect in education and other fields. It explains the development of 'Taglish' and exemplifies the way in which the growing awareness and use of terms from Tagalog have impacted English locally, becoming widely used, but not always accepted, both in informal and formal contexts. <p>The influence of other languages</p> <ul style="list-style-type: none"> Text A demonstrates the use of North American English throughout but there are also many non-standard phonological and some pragmatic features which are found in other varieties in South-East Asia. Candidates can discuss the influence of other varieties they are familiar with, e.g. British or North American English, Singlish and Konglish Text B demonstrates the grammatical and syntactical patterning of Taglish and comments on the code mixing of written English and Tagalog, which results in the creolised form. Candidates can discuss the role of divergence, convergence and assimilation as part of the development of English globally Text C describes the development of Taglish and references its growing popularity. English in the Philippines is heavily influenced by Tagalog 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. British or Australian English.

The role of English as an international language

- Text A exemplifies the use of English in a YouTube video for a global audience. The speaker utilises North American English throughout, moving between its registers with great confidence. Candidates may apply concepts such as mutual comprehensibility, the role of generic structure for creators of clips intended for specific audiences and the significance of technology and the media
- Text B outlines attitudes to Taglish, its use both within the Philippines and by the Filipino diaspora and the ubiquity of code-switching. It references other regional forms found in Asia and speculates on the possible future for this variation
- Text C comments on the colonial past of English in the region and the impact of that on local languages which have been 'stomped out'. Candidates can discuss changing national and global attitudes towards cultural groups who speak evolving varieties of English. They may also consider the ways in which the acrolect is being significantly affected by its blending with indigenous forms.

Please refer to the specific marking guidance when applying this marking grid.

	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.