

International Advanced Level English Language

Unit 2: Language in Transition

Exemplar Scripts and Commentaries

June 2023 Series





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Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to International Advanced Level English Language Unit 2: Language in Transition.
- The responses in this pack were taken from the June 2023 examination series and the source data was an example of Hawaiian English. The question papers and mark schemes can be found on the Pearson website [here](#).
- In this pack you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact our English subject advisor on teachingenglish@pearson.com



Section A: Spoken Language Today

Question 1

This section provides an unseen piece of spoken language from the 21st century that is a variety of English. Question 1 engages learners in an analysis of the development of this variety in relation to Standard English. In this series, the spoken language was an example of Hawaiian Pidgin English. This questions asked learners to use Text A as the basis from which to explore the connections between English spoken in Hawaii and standard forms of English.

Script 1

Many people in the world who speak English language pronounce the word incorrectly. causing the word to sound differently than how it was.

Speaker one in text A pronounces ~~the~~ ~~word~~ words using non-standard English ~~causing~~ causing other people who are listening or reading to be confused e.g. The speaker pronounces the word 'this' /dis/. This makes the word sound non-standard and cause readers to be confused. The correct way to pronounce 'this' is /ðɪz/ using standard pronunciation.



Speakers two and three also pronounce words that are not the standard way of pronunciation this shows that ~~the~~ some pronunciations are influenced by the accent of the person using it.

In text A the Speakers ~~of text A~~ does not add words to the sentence to make it grammatically correct for example Speaker A says "I don't wanna say that Hawaiian language not important" It ~~3~~ shows that the sentence is missing the word "is" to make the sentence understandable, when the word is added it will be like this "I don't wanna say that Hawaiian language is not important" This makes the sentence grammatically correct.

The lexis in text A is where all Speakers ~~documentary~~ ~~don't~~ ~~add~~ doesn't have capital letters to this paragraphs showing that it is grammatically incorrect in each ~~para~~ paragraph.



In Text A the speaker ^{one and two} does not add words before or after ~~the~~ words and they use standard English language. Speaker three adds a ^{suffix} ~~suffix~~ ~~are~~ in the word ~~grandmother~~ grandmother showing that the word grand and mother are two words that were added to become one word.

Examiner comment and mark

This script scored within the middle of level 1. It is an undeveloped response that demonstrates a descriptive approach to the data. Terminology used is limited 'lexis' and 'suffix' and the learner uses general terms such as 'this word' or 'sound' when describing features. The learner chooses a few things to comment on but merely states the difference or the word that is missing with no exploration. There are comments that show misunderstanding such as, referring to variations as incorrect or causing confusion as well as misinterpreting the format of transcripts by identifying a lack of capital letters in the text.

Level 1, 3 marks



Script 2

Text A contains speakers that speak English in Hawaii and have different variations from the Standard form of English.

Under phonology there are pronunciations shown that may differ from standard English pronunciation. In the word 'think' has been pronounced differently as the sound 'th:ɪ' has been substituted ^{with} by 't' as the speaker would prefer so to pronounce the word easily. The words 'this' and 'then' have been substituted from the ^{th:} 'θ' to with 'd' for easier pronunciation for the speaker. The word 'throwing' has also been substituted in the sound 'ng': 'ŋ' with 'n'. In the word 'other' ^{the} deletion of 'r' is shown.

Morphologically, there are words that have been inflected with different tenses from the Standard ^{forms} of English. The word 'talk' has been inflected for present tense instead of past tense that may apply in the Standard of English. In the word 'throwing' it has been inflected for present continuous instead of present. The word 'known' has also been inflected for past tense instead of present

that may be suitable for the Standard form of English.

Under lexis, there has been influence from another language that lead to pidgins to allow the speakers to freely speak and understand. The speakers have used the words 'cos' and 'wanna' respectively which shows that they have been influenced from American English that later became a pidgin. There is also influence from the speakers



first language (their mother language) ^{for} ~~in~~ the words 'to' which is 'to' in the standard form of English. There is also duplication shown such as 'that's that's' ~~and~~ 'keta keta' to show that the speaker has limited English.

Under syntax there is word 'will' is missing in the phrase 'it just /dʒns/ come natural.. talk'. There is also the word 'there' missing in the phrase 'Japan Philippines... language' shows that ^{English is not} the speakers first language and lacks the basic of the language. In the phrase 'from language' 'the' is the determiner that is missing. The determiner 'a' is missing from the phrase 'you likee baŋa'. The auxiliary verb 'is' is missing in the phrase 'but it all kind... in'.

Under Discourse, there is use of unvoiced pauses for example 'first languages as well (-) that's how' to show that speaker has paused ^{to} ~~and~~ re-align their thoughts of what to say next. There is use of fillers such as 'so' in the phrase 'they're different languages so (-) in order.. hear' to show that the speaker is continuing with their talk to the audience. There is unintentional repetition for example 'they're very they're' to show that speaker ~~is~~ has limited English vocabulary.



Examiner comment and mark

This script was awarded towards the top of level 2 showing general understanding. In terms of AO1 the response is well structured and expressed and uses some terminology accurately. However, they miss opportunities to use it consistently, particularly in phonology, instead opting for general terms such as 'the word' or 'the sound'. They work through the frameworks systematically and make some connections such as influence of American English and other languages on the variety but don't develop these points with reference to any theories or concepts. They identify features of syntax and discourse that shows general understanding of the methods of linguistic analysis but it leans into description as they don't discuss the non-standard features. There is some misunderstanding such as linking repetition 'that's that's' to the speaker having limited English rather than it being a feature of spoken language.

Level 2, 9 marks



Script 3

In this variation of English, most famously referred to as the Hawaiian Pidgin, there are many features that string it to Standard English as well as features that do not ~~be~~ align with Standard English.

Through the use of phonetics in text A, there is a common occurrence of th-stopping throughout the first two Speakers' speech. Instances of such ~~are~~ are, saying 'this' as /dɪs/ ~~from the previous~~ and 'that's' as /dats/. The dental fricative 'th' is not pronounced and instead replaced ~~th~~ by the alveolar consonant 'd', this is akin to several colloquial phrases which differs from Standard English. ~~Therefore~~ ~~However~~ This can be seen as a distinct feature of the Hawaiian ~~in~~ Pidgin. ~~This is not consistently done in their speech~~ when saying 'together' as /tɪdʒəd/, as the ~~there is~~ also a tendency ~~to~~ of consonant cluster reduction ~~when~~ when ^{one} speaker ~~is~~ says 'just' as /dʒɪs/, omitting the alveolar 't' in the ~~Standard~~ Received Pronunciation. The word 'together' ~~also~~ has its vowel, 'o', substituted for ~~the~~ the vowel /ɪ/ and again repeating the ~~th~~ th-stopping in this word /tɪdʒəd/. Another consonant cluster reduction can be seen when speaker two says 'kind' ~~as~~ 'kind /kaɪn/' with the omission of another alveolar, 'd', however, this does not remain consistent when they ^{say} ~~are~~ 'kind languages' indicating the fluctuations of their speech ~~and~~ sometimes ^{relating to} ~~being~~ the Standard English's Received Pronunciation. The elided version of 'all the' being /ɒl ðə/ is



another clear phonetic difference ~~from~~ from Standard English as the two words are a borderline neologism and the assimilation of these two words further reflect the features of the Hawaiian Pidgin differing from Standard English. One other thing to take note is Speaker three's dialogue differs slightly from the first two with no indication of th-stopping when pronouncing 'the' and 'they're' as well as 'throwing /θrəʊɪn/ - ^{aside from} ~~despite~~ the /ŋ/ sound being omitted and sharing qualities similar to colloquial English dialects such as Multi-Cultural London English. Despite this, it can be said the omission of alveolar sounds - such as 'd' and 't' at the end of words - and the ~~presence of~~ th-stopping ~~in them~~ are hallmarks of this Pidgin, greatly diverging from Standard English.

In addition to this, the Hawaiian Pidgin's tendency to shorten words has it using Americanisms such as the dited version of 'because' as 'cos' - commonly used ~~amongst~~ in American English. This is morphologically different to Standard English as well as the removal of the ^{pronunciation of the} affix 'ing' /ŋ/ in the word 'throwing /θrəʊɪn/.

Text A also presents the different lexical terms of this variation when ~~speaker~~ Speaker one says 'fo' as their substitute of 'to' which is commonly used in this Pidgin. ~~and it is also the~~ Another lexical feature includes the assimilated 'all the /ɒlə/' as it differs from Standard English. ~~It is apparent that this is a common feature in the~~ The Hawaiian Pidgin also tends to include Non-English lexis ~~into~~ with Standard English lexis in their speech such as phrases like



'you like banana you wikeiwikei...' , implying this is a normalized use of lexis for this variation.

Furthermore, Text A also presents several Syntactical Differences in the Hawaiian Creole. A common difference is the omission of the auxiliary 'is' seen in 'People think / tink / pidgin one language' and 'known today for all...' . Another commonly ~~uttered~~ difference is the fluctuation in their tenses, '... were primarily ... do not know...' the use of 'were' and 'do' indicate the non-standard tense found very often in this variation. The non-standard use of a negative is apparent in 'I no use them' perhaps indicating the use of English as a second language in Hawaii as it resides on the outer circle of Kachru's circle. It is a common feature, the non-standard use of a negative, among Second language English Speakers therefore explaining why the speaker ~~is~~ differs from Standard English.

The
^ Overall discourse of text A is shown to be compliant with features of ~~be~~ a spoken text. There are several discourse markers, such as hedging 'yeah um that's' and 'You know(.)' as well as micropauses present in all three speakers, ~~as~~ dialogue with Speaker three having a (1) timed pause in order to switch ^{topics} ~~subjects~~ and think about what they will say. There are false starts such as, 'that's that's' and 'who who only speak' perhaps reflecting the ^{use of} Second language English ~~to men~~ when they talk.



Examiner comment and mark

This script was awarded towards the top of level 3 showing clear relevant application. The learner addresses each language framework choosing relevant features to comment upon. There is clear and consistent use of terminology throughout, and the learner makes some links to other varieties such as MCL English. They provide examples of non-standard lexis from the text that they could have explored linking to the development of Creoles and the borrowing from languages that have influenced the variety. They do show some knowledge of the development of English with reference to Kachru's Circle and make efforts to support their points within their analysis, however the lack of theoretical application is a limiting factor.

Level 3, 14 marks



Script 4

~~Text~~ Text A displays a transcript of ~~a~~ three speakers from Hawaii sharing their opinions on the Hawaiian Pidgin. We can notice a variety of both connections and differences between the pidgin and Standard English.

~~Text~~ We can immediately notice a range of ~~diff~~ phonological differences between the Hawaiian creole and the codification of the Standard ~~the~~ English Language. Firstly we can notice a recurrent use of th-stopping in the pidgin in words like "together" ~~is~~ ~~also~~ for speaker one in which the th sound is ~~a~~ replaced with ~~the~~ a "d" sound and the vowel "ə". This is reinforced in speakers two when ~~the~~ they use the word "other" and several other ~~the~~ deletions of the "th" ~~sound~~ consonant with the "d" vowel in "this" and "the" over both speakers; ~~at~~ indicating to us that this difference is a part of the Hawaiian sociolect and is commonplace. This could relate to the Substratum theory as the pidgin has adopted ~~a~~ its phonological features from ~~major~~ dialects or basilects like Cantonese rather ~~a~~ than the



accolade of Standard English when the pidgin was created during the plantations for the pure necessity of communication. This variation is also similar to other varieties of English like Jamaican English or AAVE with the th-stopping. Furthermore there is also a deletion of consonants at the end of words like "throwing" "just" and "kind". This ~~diff~~ pattern is also common place in both speakers, highlighting that it is not an ideological difference and rather a cultural transmission in Hawaiian nationals.

Some morphological differences can also be noticed in Text A with Speaker one stating that they "no use them" ~~as~~ in place of "don't use them". This use of the negative in place of the auxiliary relates to the descriptive nature of the Hawaiian pidgin ~~and~~ and how it is created out of the purpose of communication rather than following the codifications of the Lingua Franca of the Standard English. Furthermore there is also a use of "cos" instead of "because" and this reduction of the word could be derived from one of the influencing



could be derived from one of the influencing languages or could be an Americanism adopted by the pidgin, which once again can relate to substratum theory in the manner that the substrate language has been adapted over the superstrate language of standard English.

Many lexical differences and similarities can be noticed in the Pidgin in relation to the standard form of English. There is a use of the word "fo" in place of the word "to" and use of "a" which is evident version or contraction of the words "all the", - which could also relate to a morphological difference - but in the case of Lexis these are both ~~also~~ commonplace words ~~from~~ from the Hawaiian ~~and~~ pidgin and are used from both speakers as a possible use of covert prestige as they choose to use lexis of the pidgin even when speaking to possible non-native audience. This can be reinforced when speaker 1 says that the pidgin is "great" and "important". Speaker ~~2~~ ~~three~~ three has mainly used lexis from standard English but does, however, mention some words ^{and phrases} from the Hawaiian.



Pidgin must choose not to talk in it, relating to audience design and Accommodation theory ~~the~~ where they attempt to converge to their possible non-ua! audience by using standard English.

Furthermore syntactical similarities and differences can also be noticed from standard English in Text A. Speaker three mainly uses standard English syntax with a standard use of tenses whereas speaker one and two have some syntactical differences like speaker ~~two~~ one saying that the "Hawaii we known ~~today~~ ^{instead of} ~~this~~ ~~time~~ "we know today" along with non standard use of the deletion of ~~discourse markers~~ ^{words} like "when" when they mention "cause from small kid" instead of "cause when i was a small kid" again just highlighting the linguistic transmission of the pidgin from older generations that have build into the Sociollect.

Lastly in terms of discours many non-fluency features can be noticed by the speakers ~~the~~ with micro pauses and lined pauses



throughout their speech, just highlighting the unplanned nature of this interview and how speakers take some time to think about their answers throughout.

Examiner comment and mark

This script was awarded at the top of level 4 showing discriminated controlled application. The response is well structured and expressed. There is a systematic movement through the frameworks and levels prompted by the bullet points resulting in a sustained focus on the task. The learner makes connections between Standard English and other varieties of English that share similar features with the Hawaiian variety. This is supported with reference to covert prestige, substratum theory and accommodation theory showing understanding of language development and attempts to draw conclusions from the data.

Level 4, 20 marks



Script 5

Text A is in Hawaiian Pidgin, an example of an English based Creole language. This language was formed when British slave owners brought slaves from various African countries to the land of Hawaii. Subsequently a pidgin was formed as a means of communication between slaves and owners, with English as it's superstrate language. Hence there are many differences to Standard English.

Finally, in terms of phonology, this creole displays many differences to SE. For example, all three speakers use 'th-stopping' in their speech, saying /tsʌk/ for 'think' and /den/ for 'then'. Th-stopping is where speakers replace the weak interdental fricative sounds /θ/ and /ð/ with the (voiceless and voiced) alveolar stop sounds /t/ and /d/. This is done by speakers due to the ease of pronunciation, where it may be easier to pronounce /t/ and /d/ than to pronounce /θ/ and /ð/. This occurs due to the quick time in which slaves had to learn the language to talk to masters, as the /θ/ and /ð/ sounds do not exist outside of English first language countries like England. This is therefore also common in



many other accents, like 'Polish and Nigerian Pidgin. Also, sometimes words are pronounced in a non-rhotic way, for example /tʰæɡədə/ for "tether" and " /ædə/ for "ether". At the time class they were among slaves, the British people saw a non-rhotic speech as being in fashion, hence slaves may have learned to drop the rhotic /r/ sound.³ Some words also have their customary clusters clipped, where clipped, where the last customary is removed such as /dʒɪnst/ for "just" and /θrɪzɪŋ/ for "thruing". This is also common to other accents, and occurs due to ease.

Secondly, in terms of morphology, the speakers demonstrate the differences between SE and Hawaiian Pidgin. For example, some words are often clipped and the plural morpheme "-s", being less available for plurality. This is seen when the speakers say "if somebody talk like this" and "it just come out". Also, other morphemes such as "-ing" are removed. This has many have been due due to Aitchison's damp speech syndrome, where speakers come language change due to laziness. An example of this pidgin may have done this in an



attempt to make speech easier but still keep it's meaning. *c

Additionally, in terms of Lexis, the third speaker demonstrates how older generations use words from other languages, saying "wikiniki" has been maintained. We see that many have the ability to code mix, taking in two languages - SE and the pidgin. The third speaker mostly uses SE in terms of Lexis demonstrating how many can accommodate their language, and the pidgin itself is seen as an aspect of language. Hence the speakers are and the way they accommodate their language and using coast prestige, in an attempt to gain respect rapport from fellow pidgin speakers. Also, we see that the film depicts how lexical borrowing, where it may take a "loan word" from one language and incorporate it into its own. Such languages include "Portuguese" and "Filipino". *n

Also, the speaker demonstrates how Malaysian Pidgin differs from Standard English in terms of syntax. Overall, the general sentence structure is the same, maintaining the subject - verb - object order that is seen in Standard English. This is because a



Creole will normally take the grammatical features of its Superstrate language, which in this case is English. However, there are also some stark differences. For example, the ~~infinitive~~ particle "to" is replaced by the word "fo", demonstrating that some features of the system will be replaced by words from other Asian languages. This is similar in nature to Tok Pisin, which uses the word "fi" instead. Additionally, some auxiliary verbs are omitted from speech, such as "is" and "are", when the speaker says "pidgin are language we talk", and "the people here different from Hawaiian". This may happen due to ~~some of the speakers~~ ~~and again~~ the fact that Hawaii is an outer circle country in Kachru's theory - here English is not spoken as a first language, and a creole is used instead. Therefore as SE is not a first language, speakers may not have the time to learn about ~~proper~~ grammar when speaking.

Finally, in terms of discourse, many non-fluency features are seen, such as ~~repeated~~ micropauses "1.2", filled pauses "(1)" and fillers, such as "um" and "like". These are common to spoken speech, and indicate that the speech is not rehearsed or practised. Also, the ~~discourse~~ speakers sometimes repeat themselves and try to correct their, saying



"they're very they're different languages" and "to me I mean". This may be caused by hesitations, but also by the fact that English is not a first language to them, so they may need to self-correct, perhaps demonstrating the fact that they view PE as a prestige language that needs to spoken well.

*²⁰ Also, the speaker sometimes uses words from an American dialect, such as "warmer" and "co". This is an example of lexical borrowing, where speakers take a 'loan' word from one dialect and incorporate it into their own, and this may have been caused by exposure to American media, such as Hollywood (which is popular globally), books and celebrities. It may also be due to the fact that Hawaii is a state of the United States.

*²¹ This may have been caused, due to Māhine's founder principle, which states that the first settlers or speakers of a dialect will influence that dialect and hence ~~speakers~~ the British at that time would have caused speakers to use some non-rhotic speech, where the /r/ is not pronounced.



*^c Also, sometimes words are blended to make speech easier, such as "/ord/ for "all the ", and "lito" for "like " and "a " as "the ". This is done due to ease of pronunciation.

Examiner comment and mark

This script was awarded mid-level 5 demonstrating critical and evaluative application. It is a secure and well-developed response, identifying patterns of language and analysing evidence effectively with appropriate terminology. There are some minor errors when utilising terminology but overall, the learner correctly identifies a range of features to discuss. They demonstrate secure knowledge and understanding of relevant language concepts and theories such as code switching, covert prestige, superstrate language, and Kachru's circle addressing them relevantly and effectively. They make well developed connections and engage in analysis throughout their response.

Level 5, 23 marks



Section B: Written Language of the 19th-20th Century

Question 2

In this section, learners answer one discussion question on two written texts in the Source Booklet that look at the issue raised in Section A from a wider perspective. This series, the two extracts featured were an online article titled 'Why Hawaiian Pidgin English is Thriving Today' and an extract from an essay written in Hawaiian Pidgin English. Learners were asked to discuss how Hawaiian Pidgin English Creole reflects the development of English across the world.

The scripts selected exemplify performance for both components of the examination.

Script 1

(25)
Text A is ^{a transcription} ~~an oral interview~~ regarding three speaker's, text B is an article that talks about why hawaiian pidgin english is thriving today, and text C is an essay written by a poet who writes in pidgin.

Text A and B have things in common such as how immigrants ~~wt~~ from japan, ching, portugal needed to communate without ~~under~~understanding each other.

Text C is a poet writtten fully in pidgin to give us viewers a POV of how the language is spoken, it's a mix of english and different language vocabulary and it can be understood well, the poet is a concrete poem so it's a challenging



poet to understand, it involves a lot of amazing mix of vocabulary for example "I toll'em"/I told him " "so den i wen to ax'em"/so then I went to ask him.

All three texts describe the influence of variety of English used. Text A and B point out how English got so many people around the world at along and communicating just by adding English vocabulary and their languages together.

Text B mentions how pidgin was first used in the mid 19th century but now there are some vocabulary "hammajong/disorderly" has been entered into the "Oxford English Dictionary".

There was a lot of influence of the language because in text B it is mentioned that the language existed as one but then later in the 19th century two forms of pidgin were made one based on the Hawaiian language and the other based on English.

English was so influenced to a point where the two forms of pidgin that were made in Hawaiian and English, the Hawaiian was overthrown and English became the dominant language of the islands.



All three texts teach us that which the help of english, there are so many forms of english that co-exist with different languages.

English is well developed across the world there are so many countries that use english and their language to communicate, for example in africa alot's of africans use their language and english and create these accents that only africans can fluently speak they use vocabulary like "that/dot", "thanksgiving/thanksgivin", "Stop it/stop et".

Just like how these texts mention the fact pidgin is made from english and a different languages. It can be said that pidgin is very creative and doesn't have informal or formal writing, hawaiians have inspired alot of countries across the world to and teach us that english is for everyone it's not important to learn english to communicate when you can just add the language you speak and english vocabulary and you can be able to speak.



Examiner comment and mark

This script was awarded within level 2 showing general understanding. It is a borderline script as it has descriptive elements but has been put in level 2 as it showed some understanding of how English developed around the world although this is explained in very general terms. The learner begins by describing what each text is and then summarising the contents. It benefits learners to select examples from the texts and then use these as a foundation to explore the contexts in which the variety is used in detail. Towards the end of the script, the learner mentions informal/formal writing and they could have linked this to Text C and explored the use of phonetic spelling and non-standard forms used to replicate the features of speech in a written context. Overall, the script offers little discussion as to how this variety of English reflects the development of English around the world.

Level 2, 6 marks



Script 2

Hawaiian Pidgin is mainly used in informal settings such as with family and ~~also~~ amongst other Hawaiian's ~~as~~ ~~is~~ like in Text B where the "former Hawai'i Governor John D" had ~~not~~ wondered whether the other speakers "would correct his pidgin". This shows that the pidgin holds a lot of culture and is considered an important part of the Hawaiian identity, ~~as mentioned~~. This is supported ~~to~~ in Text A where "speaker two" states that "more than half the people" in Hawai'i speak it". Additionally, due to technological advancements and the ability to communicate with larger audiences, pidgin is used as a way to connect with Hawaiians around the world. This is evident in how Text A is an "excerpt from a short documentary", and Text B "is taken from an online article" and also how Text C is an "extract from an essay... published in 2004" when technology had made great advancements. This communicates that Hawaiian Pidgin is also used to communicate



with large audiences and to share information online.

Furthermore, there are numerous influences on Hawaiian English. ~~such as~~ This can be explained by the history of numerous pidgins where a country was colonized by an imperial power, in this case Britain, and numerous "immigrants" and "laborers" ... needed a way to communicate with one another". This presented the 'foundation' stage where English would be introduced to a new setting and consequently, the enslaved people would begin to use "English or whatever English they can hear" to communicate with themselves. As per Mfwane's Founders Principle, the native languages of the speakers would still set the scene for the developments of these pidgins which is why

in Text C, the native Hawaiian word "fo'" is evident, as well as American slang terms such as "pretty solid", "shoots" and "cuz". This shows that colonization and globalization has enabled the languages of ~~immigrants~~ "H. immigrants from places



like "Japan Philippines" and China, as well as American ~~Engl~~ Media, to influence the development of new variations of English like Hawaiian Pidgin. This wide range of influences ~~on~~ on the pidgin is now reflected in the current day "diversity" of the location.

It is evident in all three texts that Hawaiian Pidgin is used as a way to "communicate with one another" across Hawaii. However, it is also evident that the pidgin is perceived by many as a basilect and there are "many Pidgin Pessimists" who look down on this variety of English. This can cause people to converge their speech with Overt Prestige Accommodation in schools and other formal locations, as explained by

the "Hawaii's Governor" in Text B. This shows that while Hawaiian Pidgin is a ~~to~~ commonly spoken language, there



are still neg ative perceptions of the
pidgin, possibly because of the stigma
against "immigrants".

Examiner comment and mark

This script demonstrates a good approach to this question. Starting with context the learner identifies the settings in which Hawaiian Pidgin is used which is exemplified in Text A and Text B. This is expanded upon a little by linking their points to technological advancements. The learner could also link to stigma and prestige, but they do this later on in the latter part of the essay, as well as convergence. They could expand on context further by discussing the context of Text C, its use in poetry and literature, and how the accent and non-standard grammatical features are presented in the text e.g., phonetic spelling to create an authentic voice.

The learner shows clear understanding of the development of language referring to basilects and the Founders Principles, referencing Mufwene when discussing influences on the language. Learners may reference the work of certain authors they have studied (e.g., David Crystal) with regards to language change/development or the spread of English when answering this question but they won't be penalised if they don't. They will be awarded based on how well they are applying their knowledge and understanding to the data to answer the question. This learner does display clear understanding. They focus mainly on Text A & Text B and the context and influence part of the question with little attention to linking discussion points to the role of international English. At the end of their response when discussing attitudes, they could link this to the spread of English as an international language and the role it plays in the perception of non-standard varieties.

Level 3, 13 marks



Script 3

The Hawaiian pidgin was derived from many influencing languages in the ~~18th~~ mid 19th century by sugarcane plantation workers who created it in order to ~~communicate~~ communicate with each other.

In terms of context, the Hawaiian Creole is used by much of the older generation in Hawaii but is starting to die down due to more immigrants coming to Hawaii and globalisation, leading to Hawaiian pidgin speakers having to tone down the use of the pidgin due to the stigma surrounding its use and with more and more people not understanding their patois, resulting in Hawaiian nationals having to upwards converge their speech. This issue is highlighted through all three texts; Text 1A has mentioned how speaker A says that ~~she~~^{they} speaks in standard English unless spoken to in Pidgin to which ~~she~~^{they} will respond in Pidgin. This use of code switching and bi-dialectism is a display of upwards convergence and accommodation by speaker one as ~~she~~^{they} speaks to accommodate ~~the~~^{their} listener. Furthermore



Speaker A seems to be speaking in Standard English through majority of ~~his~~ ^{their} response also highlighting how ~~the~~ ^{they} ~~habits~~ become custom to speaking in standard English to avoid the divergence of ~~the~~ ^{their} listeners and to avoid being stigmatised due to ~~past~~ their parents. Text B also highlights the issues surrounding English becoming "dominant language in the islands and highlights a talko called "will pidgin survive the 21st century" ~~these~~ ~~these~~ these issues begin to indicate the linguistic imperialism in Hawaii and how the pidgin is ~~is~~ becoming more and more absent in speakers. This is further highlighted in text C where the writer is talking in Pidgin throughout but puts light on the issue of imperialism and stigmatisation ~~when he says~~ ~~so many people~~ ~~are~~ ~~mentions~~ and mentions the attitudes of people "believe dat we cannot do certain things if we talk pidgin" this line depicts the negative attitudes towards the Pidgin by non-natives. ~~parents~~.

The Hawaiian pidgin is influenced by a large number of languages such as "Japanese, Chinese, Portuguese and English"



mentioned in text B along with "Cantonese" ~~Japanese~~ "Korean" and "Filipino" mentioned in text A which has most likely been the cause of the variation in word choice and the ~~creation~~ ^{convergence} of neologisms like "mai tai" "afo" etc. has come from in the pidgin along with difference in accents ~~to~~ and dialect like in text C he mentions "ax'em" instead of "ask them" this is ~~a~~ in relation to the substratum theory as the pidgin has picked up and adapted words and phrases from substrate or basilect languages instead of converging completely to the codification of the superstrate language of Standard English.

English has played a large role in the creation of the pidgin of Hawaii with many phrases being taken from English but as David Crystal's theory mentions; power is in the speaker therefore the Hawaiian creole has also influenced the English language with loan words such as "hammajang" mentioned



in text B. The ~~the~~ Hawaiian creole is also similar to Jamaican and AAVE varieties with th-stopping meaning other ~~languages~~ varieties have also been influenced by standard English linguistic imperialism

Examiner comment and mark

This script was awarded within level 4 as it shows discriminating controlled application. This is an effective response leading with a connection across all three texts regarding upward convergence and code switching depending on audience. The learner also makes links to stigmatisation and writes a well-developed section on the influences of other languages linking to other varieties as well as the influence Hawaiian language has had on English with the addition of 'hammajang' into the Oxford dictionary. This response could be developed further by amplifying the role of international language in the discussion, for example by linking into the discussion on stigmatisation by exploring the role of English in education, government, or business where a Standard variety is required.

Level 4, 16 marks

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