



Mark Scheme (Results)

January 2024

Pearson Edexcel International Advanced Level
In English Language (WEN04)
Unit 4: Investigating Language

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- 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 4: Investigating Language

Topic: Global Language

Subtopic: Afro-Seminole Creole

Section A

Question Number 1	Indicative Content
	<p>Candidates should comment on the language features and identify them as forms used by speakers of Afro-Seminole Creole. They should demonstrate awareness of the historical and social background of this variety and the influences on its development.</p> <p>Candidates should comment on as many levels and frameworks as possible.</p> <p>Phonology:</p> <ul style="list-style-type: none"> • th stopping present in: 'them /dem/' and 'they /deɪ/ • substitution of vowel /ɪ/ with /aɪ/ in: 'my' • substitution of vowel /ɔɪ/ with /aɪ/ in: 'boiled' • substitution of consonant /t/ with /d/ in: 'little' • deletion of final consonant in: 'and' 'don't' and 'old' • deletion of middle consonant /d/ in: 'children' • syllable reduction in 'because', 'didn't', 'going' and 'watermelon': 'cos', 'dɪn', 'gəʊn' and 'wɔtmɪlæn'. <p>Grammar and syntax:</p> <ul style="list-style-type: none"> • ellipsis: 'the sun been hot' • non-standard tense: 'they come', 'been wash the clothes', 'it never get warm' • non-standard negation: 'we no been have' • candidates can explore the variation in syntax with the difference between Standard English and Afro-Seminole Creole grammar. In this variety there are similar features to other creolised Englishes. <p>Lexis:</p> <ul style="list-style-type: none"> • non-standard phrases and repetition: 'watch up', 'big up' and 'cold cold' • colloquial phrases for old, small and running: 'grandma bull', 'biddy' and 'rolling'. <p>Discourse:</p> <ul style="list-style-type: none"> • data is spoken with non-fluency features such as micropauses and repetition which act as natural syntactical breaks to reflect the spontaneity of discourse. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language
 Topic: Child Language Development
 Subtopic: Role-play

Section A

Question Number 2	Indicative Content
	<p>Candidates should show an awareness of the stages of language acquisition and the techniques used in role-play activities of children aged 2 to 7 years old. They may comment on the language skills acquired by the children and the language used by caregivers to facilitate the role-play.</p> <p>Candidates should comment on as many levels and frameworks as possible.</p> <p>Phonology:</p> <p>B1</p> <ul style="list-style-type: none"> fronted phonemes are replaced with easier sounds in: 'red', 'does' and 'then' uses short vowel sound /ɪ/ in 'baby' in place of diphthong /eɪ/ adds syllable to 'what' pronouncing it like 'water' middle consonant substituted for easier /j/ sound in: 'yellow'. <p>B2</p> <ul style="list-style-type: none"> child has progressed and is now pronouncing three syllable words: 'remember' some deletion present: 'them' /ʊm/ and 'because' /ɒs/ can now pronounce /ð/ in: 'them' can now pronounce /d/ in: 'doesn't' trouble with fricative /f/ which is substituted with /p/ caregiver and child both add sound effects to make the role-play more realistic and engaging: 'click click', 'beep beep'. <p>Grammar and syntax:</p> <p>B1</p> <ul style="list-style-type: none"> caregiver uses interrogatives to encourage interaction during role-play: 'what are you using the scissors for' some ellipsis of clause elements: 'what colour like'. <p>B2</p> <ul style="list-style-type: none"> child is using longer and more complicated utterances child uses modal verbs to form questions and involve other participant in role-play: 'shall we ...' some ellipsis present: 'I got', 'it doesn't have in the driver seat' imperative and interrogative forms used to engage and direct: 'you get in yours', 'where do I sit', 'put seatbelts on'. <p>Lexis:</p> <p>B1</p> <ul style="list-style-type: none"> semantic field of hairdressing to reflect pretend environment: 'scissors', 'cut', 'touch up', 'wash' nouns, adjectives and verbs with some repetition when following role-play: 'colour', 'cut', 'yellow'. <p>B2</p> <ul style="list-style-type: none"> has acquired functional vocabulary such as prepositions alternative forms for verb 'swap' to sound fun and phonetically appealing: 'swapsies' semantic field of travel to replicate going on holiday: 'airport', 'suitcase', 'seatbelt' lexis has expanded and is using more colour adjectives.

	<p>Discourse and pragmatics:</p> <ul style="list-style-type: none">• in B1 the role-play is led more by the caregiver but in B2 Frankie takes an equal role in directing the action: 'you get in yours'• extensive copying of language and behavioural forms evident• both role-plays follow a sequence of actions to replicate a familiar event. For example, choosing a colour, then washing hair at a salon, then packing suitcases, travelling in a car and arriving at an airport to simulate going on holiday• in both extracts the caregivers fully engage in the role-play, regularly turn-taking to encourage interaction and communication• in B2 caregiver attempts to reinforce safety requirements when travelling in a car regarding seatbelts: 'does it not have a pretend seatbelt'. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>
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Unit 4: Investigating Language

Topic: Language and Power

Subtopic: Fundraising

Section A

Question Number 3	Indicative Content
	<p>Candidates should show an awareness of the language used in fundraising campaigns to encourage donations. They may comment on the way language choices and rhetoric can influence donors.</p> <p>Grammar and syntax:</p> <p>C1</p> <ul style="list-style-type: none"> • use of inclusive pronouns to engage audience and place the donor in a position to help: 'with your support' • declaratives to provide clear information of the cause and what needs to be done: 'Our aim is...'; 'This facility offers...' • mitigated imperatives to prompt action: 'If you are unable to contribute, kindly share our campaign with others' • use of adverbials of time and manner indicates deadlines and provides emphasis: 'by March 15th 2015', 'urgently' • variety of sentence types to engage audience and encourage them to finish reading the content. <p>C2</p> <ul style="list-style-type: none"> • use of inclusive language to involve audience: 'something we can all get behind' • first-person narrative to portray a personal story to help readers understand his motivation: 'I wanted...', 'I'll be doing' • exclamatives convey enthusiasm and excitement for the challenge and add to friendly tone: '(and make sure I'm earning your donations!)'. <p>Lexis and semantics:</p> <p>C1</p> <ul style="list-style-type: none"> • modified noun phrases to add details and highlight positive qualities of the fundraisers: 'strong empowered independent women', 'necessary resources' • formal language reflects professionalism and seriousness of the campaign: 'monies', 'envision', 'obliged' • lexical field of optimism and dedication: 'fostering the growth', 'potential', 'hope', 'committed', 'obliged' • use of emotive language to engage empathy in potential donors and highlight the hardship of those who use the centre: 'survive', 'struggling', 'abuse', 'violence'. <p>C2</p> <ul style="list-style-type: none"> • informal friendly greeting with exaggerated flattery to create humorous and knowing tone that he is going to ask something of the audience: 'Hello you lovely, incredibly generous ;-), people!' • modified noun phrases to emphasise scale of challenge: 'second-largest half marathon in the world', '57,000 people' • proper nouns specify the event and charity that the money is going to: 'Great North Run Half Marathon', 'Breast Cancer Now' • list of three to highlight elements of his personal journey with running: 'lose weight, have more energy and transform my fitness' • colloquialisms to create conversational tone: 'keep an eye out' • emotive language to convey positive impact of the charity on his family: 'my mum', 'forever grateful'.

Discourse and pragmatics:

- both texts use politeness strategies thanking readers assuming they will donate: **'thanks in advance', 'thank you for your support'**
- in C2 it is assumed that the audience know the fundraiser, highlighting the personal nature of the challenge and that his target donors are friends and **family: 'As most of you know'**
- use of quotation in C1 to provide specific detail of the charity's aims and objectives
- C1 provides more detail regarding what the money is going to be used for and what the charity does as it is a local charity and less well known compared to Breast Cancer Now which is more recognisable
- C1 is a larger wide-ranging campaign with details of targets, timeline, and instructions to share to reach as many people as possible. Formal tone sounds authoritative.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.

These are suggestions only. Please consider any relevant response.

Unit 4: Investigating Language
 Topic: Language and Technology
 Subtopic: The Printing Press

Section A

Question Number 4	Indicative Content
	<p>Candidates should show an awareness of linguistic features present within printed English of the 17th century and how it differs from modern Standard English.</p> <p>Grammar and syntax:</p> <p>D1</p> <ul style="list-style-type: none"> long sentences and clause structures typical of the period: 'Who were specially arraigned and condemned before Sir Henry Hobart, ...'. <p>D2</p> <ul style="list-style-type: none"> third-person singular present tense verb ending 'eth': 'nourisheth' and 'doth'. <p>D3</p> <ul style="list-style-type: none"> older possessive determiner 'your': 'thy child' second-person pronoun 'you': 'thou' second-person singular present indicative of be: 'art'. <p>All texts feature long sentences with heavy use of semi-colons and commas to break up text.</p> <p>Lexis and semantics:</p> <p>D1</p> <ul style="list-style-type: none"> semantic field of law: 'confession', 'Iudges', 'executed' proper nouns and titles reflect the people involved and their positions as well as locations: 'Sir Edward Bromley', 'FRANCIS Earle of Rutland', 'Lincolne' formal lexis: 'actors', 'Right Honourable' lexis which has fallen out of common use: 'Assise'. <p>D2</p> <ul style="list-style-type: none"> semantic field of health and drinking: 'nourisheth', 'meal', 'digestion', 'cup' modified noun phrases to advertise positive traits of the drink: 'a great Cordial', 'an Extraordinary manner', 'strengthening Quality' lexis is formal: 'Corroborator'. <p>D3</p> <ul style="list-style-type: none"> lexis typical of the period: 'goodness by degrees' verbs convey the actions that the author would like his son to take and avoid: 'to cherish', 'to correct', 'steer', 'to reward'. <p>Orthography</p> <p>D1</p> <ul style="list-style-type: none"> use of final 'e': 'neere' interchangeable 'I' and 'J': 'Iudje' for 'Judge', 'Ioan' for 'Joan' and 'Iess' for 'Jess' interchangeable 'u' and 'v' in: 'WONDERFVL', 'themselues', 'Beuer' use of double consonants and vowels: 'neere', 'seuerall'. <p>D2</p> <ul style="list-style-type: none"> spelling mostly matches standard modern forms with exception of double 'l' and 'e' in place of 'a' in: 'chocollette' key words are capitalised: 'Digestion', 'Young'.

D3

- spelling mostly matches standard modern forms with exception of non-standard spelling of virtue: 'virtue'
- key words are capitalised: 'Child', 'Vice'.

Graphology

D1-D3

- letter 's' appears in three forms throughout all texts, both short 's' and long 'f', 'j' which originate from Roman typography
- illustration used in D1 to portray depictions of the women, and text is centred with a title. Similar to a newspaper front page
- Roman numerals used to show chapter number
- One letter in larger font to mark the start of the paragraph.

Discourse and pragmatics:

D1-D3

- all texts contain long sentences punctuated by semi-colons and commas compared to full stops in Standard English
- long paragraphs
- references to witchcraft and witches represent archaic beliefs about women and illness
- assertions about the health benefits of hot chocolate.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.

These are suggestions only. Please consider any relevant response.

Please refer to the Specific Marking Guidance when applying this marking grid.		
Level	Mark	AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet points 3, 4
	0	No rewardable material.
Level 1	1–4	Descriptive <ul style="list-style-type: none"> Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. 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	5–8	General understanding <ul style="list-style-type: none"> Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. 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	9–12	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. Clear use of terminology. Clear understanding and application of relevant concepts and issues to data. Explains construction of meaning in data. Makes relevant links to contextual factors and language features to support this explanation.
Level 4	13–16	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, carefully chosen language and use of terminology. Discriminating selection and application of a range of concepts and issues 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	17–20	Critical and evaluative <ul style="list-style-type: none"> Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Evaluative application of a wide range of concepts and issues to the data. Evaluates construction of meaning in data. Critically examines relevant links to contextual factors and language features to support this evaluation.

Unit 4: Investigating Language
 Topic Global English
 Subtopic: Afro-Seminole Creole

Section B

Question Number 5	Indicative Content
	<p>Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research.</p> <p>Candidates will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>References to the following can be expected:</p> <ul style="list-style-type: none"> • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the main theories they have researched. Any mention of the theories must link directly to the task and must be selected and integrated throughout the response • consideration of the historical development of Afro-Seminole Creole • different attitudes towards the language preservation of endangered varieties • differences in vocabulary, accent, register and grammar • relevant language frameworks of spoken English – morphology and syntax, lexis and semantics • influence of social, historical and cultural changes that have impacted the development of Afro-Seminole Creole, e.g. colonisation and education. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language
 Topic: Child Language Development
 Subtopic: Role Play

Section B

Question Number 6	Indicative Content
	<p>Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research.</p> <p>Candidates will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>References to the following can be expected:</p> <ul style="list-style-type: none"> • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the main developmental theories they have researched. Any mention of the theories must link directly to the task and must be selected and integrated throughout the response • the use of relevant language frameworks and levels to illustrate the acquisition of a language at various ages • consideration of the possible methods and approaches in supporting language acquisition during role-play activities • the effects of communicating with children from an early age on language use and the impact of that on general development. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language

Topic: Language and Power

Subtopic: Fundraising

Section B

Question Number 7	Indicative Content
	<p>Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research.</p> <p>Candidates will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>References to the following can be expected:</p> <ul style="list-style-type: none"> • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the main theories they have researched. Any mention of the theories must link directly to the task and must be selected and integrated throughout the response • consideration of the linguistic devices used in fundraising in order to convey sincerity and emotive appeal • the historical development of fundraising • comparison of the language of power used by fundraisers in order to manage and encourage people/organisations to donate • the influence of social, historical, technological and cultural factors on the language of fundraising • relevant language frameworks for analysis: lexis and syntax, discourse and pragmatics. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language
 Topic: Language and Technology
 Subtopic: The Printing Press

Section B

Question Number 8	Indicative Content
	<p>Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research.</p> <p>Candidates will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>References to the following can be expected:</p> <ul style="list-style-type: none"> • arguments for or against this statement, or a balanced approach • use of data from their research to support their views • consideration of the main theories they have researched. Any mention of the theories must link directly to the task and must be selected and integrated throughout the response • comparison of language forms used in early printed English and how they reflect the development of modern Standard English • consideration of the historical, technical, and cultural development of Standard English • how the evolution of technology and communication provided opportunities for education and literacy • relevant language frameworks for analysis: lexis and syntax, discourse and pragmatics. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Please refer to the Specific Marking Guidance when applying this marking grid.		
Level	Mark	AO1 = bullet point 1 AO2 = bullet point 2 AO3 = bullet points 3, 4 AO4 = bullet points 5, 6
	0	No rewardable material.
Level 1	1–6	Descriptive <ul style="list-style-type: none"> Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. 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. Makes no connections between the data.
Level 2	7–12	General understanding <ul style="list-style-type: none"> Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. 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. Gives obvious similarities and differences. Makes links between the data and applies basic theories and concepts.
Level 3	13–18	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 transition. Clear use of terminology. Clear understanding and application of relevant concepts and issues to data. Explains construction of meaning in data. Makes relevant links to contextual factors and language features to support this explanation. Identifies relevant connections across data. Mostly supports connections identified by clear application of theories, concepts and methods.
Level 4	19–24	Discriminating controlled application <ul style="list-style-type: none"> Controlled application of methods of language analysis supported with the use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. Discriminating selection and application of a range of concepts and issues to the data. Makes inferences about the construction of meaning in data. Examines relevant links to contextual factors and language features to support analysis. Analyses connections across data. Carefully selects and embeds use of theories, concepts and methods to draw conclusions about the data.
Level 5	25–30	Critical and evaluative <ul style="list-style-type: none"> Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. Evaluative application of a wide range of concepts and issues to the data. Evaluates construction of meaning in data. Critically examines relevant links to contextual factors and language features to support evaluation. Evaluates connections across data. Critically applies theories, concepts and methods to data.

