Pearson Edexcel

Mark Scheme (Results)

January 2025

Pearson Edexcel International Advanced Level

In English Language (WEN04)

Unit 4: Investigating Language

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January 2025
P77008
Publications Code WEN04_01_2501_MS
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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: Nigerian English

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms used by speakers of Nigerian English. They should demonstrate awareness of the historical and social background of this variety and the influences on its development. Candidates should comment on as many levels and frameworks as possible. Phonology: • substitution of vowel /ə/ with /æ/ in: centre /sentæ/ • syllable reduction in: because /kɒs/ • substitution of consonant /θ/ with /t/ in: thing /tɪŋ/ • substitution of consonant /ŋ/ with /n/ in: going /gəʊɪn/ • th stopping present in: they /deɪ/, those /dəʊs/ and the /diː/ • substitution of consonant /z/ with /s/ in: nurses /nɔːsɪs/. Grammar and syntax: • deletion of subject, e.g. 'sometimes go to' • deletion of copula, e.g. 'that what's' • deletion of indefinite article, e.g. 'to get card' • non-standard reflexive pronoun, e.g. 'theirself' • non-standard tense, e.g. 'we can't be able', 'if you are look' • deletion of pronoun it, e.g. 'is a stress' • candidates can explore the variation in syntax with the difference between Standard English and Nigerian English grammar. In this variety there are similar features to other creolised Englishes. Lexis: • non-standard phrases and repetition, e.g. 'put to bed'; 'local local' • lexical field of healthcare, e.g. 'malaria typhoid'; 'hospital'; doctors'. Discourse: • data is spoken with non-fluency features such as micro pauses and repetition which act as natural syntactical breaks to reflect the spontaneity of discourse • speakers are responding to questions put to them by an interviewer on a social media channel. 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: Child Language Development
Subtopic: Managing Behaviour

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the stages of language acquisition and the techniques used in managing the behaviour 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 manage behaviour. Candidates should comment on as many levels and frameworks as possible. Phonology: B1 • substitution of /ɔɪ/ with / u:/ in: Troy /tru:/ • deletion of terminal phonemes /p/ and /m/ in: help /hel/ and time /ti:/ • substitution of phoneme /ɑɪ/ time with /i:/ in: time /ti:/ • syllable reduction in, e.g. sorry /sɔɪ/. B2 • informal pronunciation of contraction in: going to /gʊnə/ • deletion of /əʊ/ in: /ok /k/. Grammar and syntax: B1 • caregiver uses interrogatives to help child develop understanding of their feelings and actions, e.g. 'is that frustrating'; 'do you know why you are on a time out' • child refers to himself in third person highlighting good behaviour, e.g. 'Troy will help' • Nicholas utters a sentence without subject or article, e.g. 'hit chair' • uses declaratives to make clear statements on what behaviour was unacceptable, e.g. 'you were helping and he hit you'; 'you hit Troy' • use of inclusive pronouns to emphasise that it is behaviour that everyone should not do and to support child in apologising, e.g 'we don't hit Troy'; 'let's go say sorry' • caregiver uses imperatives to initiate positive behaviour when reconciling, e.g. 'give each other a hug'. B2 • child is using longer utterances and is able to discuss her behaviour in more detail • caregiver uses interrogatives to promote positive discussion regarding child's behaviour and develop problem-solving skills, e.g. 'are you ready to solve the problem'; 'how could we solve that problem' • caregiver uses declaratives with conditionals and negatives to help clarify what is acceptable behaviour and what is not, e.g. 'it's ok if you change your mind'; 'but it's not ok to scream at us' • child uses first person to take ownership of their behaviour, e.g. 'I take responsibility'; 'I get the bowl'. Lexis: B1 • use of modifiers to ensure clear communication, e.g. 'orange fish' • caregiver uses simple terms to communicate to ensure understanding, e.g. 'time out'; 'we don't hit Troy' • uses intensifiers to highlight and compliment good behaviour, e.g. 'so helpful' • uses terms of affection to reassure child after they have been disciplined, e.g. 'I love you'.

	B2 • child has a name for her space where she goes to think which has positive modifiers and shows ownership, e.g. 'my feel better spot' • semantic field of aggression, e.g. 'screaming'; 'hitting'; 'kicked'; 'knocked' • uses intensifiers to emphasise how the child was feeling, e.g. 'you were really really upset' • use of diminutives to communicate in the language the child uses, e.g. 'meanie' • caregiver uses terms of affection to reassure child, e.g. 'honey' • offers positive reinforcement, e.g. 'that's right'. Discourse and pragmatics: • turn-taking is longer in B2 as the child is at a stage of development where they can discuss their feelings and behaviour in more detail • both B1 and B2 use direct address to encourage the child to take responsibility for their actions, e.g. 'so you didn't want it'; 'you hit Troy' • B1 uses names to direct and narrate actions so it is clear who she is talking to, e.g. 'Nicholas say thank you'; 'Troy'll do it for us' • B1 emphasises using politeness features to instil positive codes of behaviour, e.g. 'say sorry'; 'say thank you' • in B2 the Mother starts a sentence with 'so you take responsibility for' and the child picks it up and finishes the sentence. This could suggest a pre-rehearsed format which has been used with the child before • both caregivers utilise a time-out function so children can think about their behaviour. In B1 there is a timer set at 2 minutes, reflecting a suitable amount of time for Nicholas to be left alone to think. In B1 the child is older and can self-regulate her emotions and can discuss events when she feels ready to address her behaviour • both parents offer opportunities for the children to understand what was negative about their behaviour and what could have been done differently • both caregivers use discourse markers to change topic, e.g. 'ok'; 'so'. 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 Power
Subtopic: Organisational Leadership

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language used by leaders in organisations to encourage a productive working environment. They may comment on the way language choices and rhetoric can influence employees. Grammar and syntax: C1 • use of adverbials to show timeline of progress, e.g. 'this time last year'; 'yesterday' • first person to convey personal tone and positive messaging, e.g. 'I would like…'; 'I have confidence' • inclusive pronouns to engage audience and unite the leaders and staff as one team, e.g. 'our targets' • declaratives provide clear information regarding their views on the clearing campaign, e.g. 'I recall…'; 'I was able to…' • direct address clearly targets the wider organisation, e.g. 'Each and every one of you'. C2 • use of collective language to include leader in the direction as well as staff, e.g. 'when we are all busy' • use of modals and negatives to convey certainty of action and what not to do, e.g. 'can be persuasive'; 'can't even confirm' • adverb of time to show expected frequency of action, e.g. 'always' • conditionals used to demonstrate alternative actions, e.g. 'if that is not possible' • use of imperatives to convey the procedures that must be followed, e.g. 'ensure'; 'remember'; 'keep vigilant'. Lexis and semantics: C1 • collective term of address to show unity and relationship to audience, e.g. 'Dear Colleagues' • modified noun phrases to highlight positive qualities of staff's work, e.g. 'a stellar example'; 'a key part'; 'a simply fantastic job' • use of superlative to emphasise high standards, e.g. 'the best' • semantic field of gratitude and humility, e.g. 'sense of pride'; 'respect'; 'honoured' • semantic field of unity and teamwork, e.g. 'collective efforts'; 'pull together'; 'same goal' • terms of address reflect positions of authority and organisational hierarchy, e.g. 'University Executive'; 'Board of Governors'; 'Vice Chancellor' • formal language reflects professionalism, e.g. 'endeavour'; 'on behalf'. C2 • informal address is more friendly and conversational, e.g. 'Hi Team' • colloquial language is used to establish rapport and mitigate instructions, e.g. 'stick to your guns'; 'swing of the new year' • use of acronyms for well-known systems within organisation, e.g. 'SITs' • some formal language to balance the tone and convey the serious nature of the directive, e.g. 'corresponding'; 're-iterate'.

	Discourse and pragmatics: • both maintain a professional tone although C2 includes some informal phrasing to sound approachable while conveying a command • both use a letter format with sign offs with C1 using a more formal address to reflect their senior position and C2 maintaining a more informal tone • C2 includes a date/time stamp and 'like' features which shows the interactive nature of online chat groups/forums • both use politeness features to show gratitude and encourage actions • C2 presupposes the team will carry out the action by signing off 'Many thanks for your help' • both use pronouns to convey unity • the purpose of C1 is to show gratitude and recognition of hard work while C2 is giving a mitigated directive, 'I know you are aware…'. 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: E-health Communication

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of linguistic features present within electronic forms of health communication. Grammar and syntax: D1 • mitigated imperative used to create polite yet direct tone, e.g. 'kindly ring back'; 'please reply' • use of passive sentence removes the focus from the dentist's surgery for changing the appointment, e.g. 'your appointment on 10/09/2020 has been postponed' • variety of sentence types including simple sentences with declarative function to convey clear, concise information, e.g. 'Your response helps us to manage our waiting lists' • use of inclusive pronoun to represent the organisation, e.g. 'We are sorry..' • modal verbs convey certainty of actions for reassurance and clarity, e.g. 'This link will expire'; 'we will continue' • adverbials of time and place provide details of appointments and time frames, e.g. 'in 7 days'; 'at 09:45 on 19/05/23'. D2 • conditional clause reflects concern of those using the app, e.g. 'if you are worried…' • high number of imperatives to direct actions people should take in certain circumstances, e.g. 'call 999'; 'get urgent…'; 'contact your' • modal verbs convey possibilities of variety of results and options, e.g. 'we might advise'; 'can use 18000'. D3 • direct address creates conversational tone and puts audience at centre of the action, e.g. 'help you quit'; 'You can do it' • use of minor sentence to mimic conversational interaction, e.g. 'Good luck.' • imperatives and declaratives used to provide information and advise the audience on the necessary steps to stop smoking, e.g. 'Tell people…'; 'Throw away…'. Lexis and semantics: D1 • formal terms of address and gender neutral terms reflect the professional impersonal relationship, e.g. 'Mrs. MONTY'; 'Dr. D Day'; 'Dear Parent/Guardian' • formal terms of address in some messages contrasts with use of first names in others, e.g. 'Hi Isabella' • uses medical specialist terminology, e.g. 'triage'; maxillofacial'; 'outpatient' • use of abbreviations to convey quick short details in text messaging, e.g. 'appt' • formal lexis reflects professionalism, e.g. 'interval'; 'convenience'. D2 • recognisable initialisms used to save space, e.g. 'A&E'; 'GP' • semantic field of healthcare, e.g. 'pharmacist'; 'nurse' • noun phrases provide description of specific conditions or services, e.g. 'urgent treatment centre'; 'mental health problems'; 'a minor illness'. D3 • comparative adjectives emphasise the positive results of not smoking, e.g. 'start breathing easier'; 'more likely to quit' • lexis is clear with colloquial terms to create a conversational, encouraging tone, e.g. 'some tips'; 'smoke-free'; 'quit smoking'

	• numerals show statistics and time frames which convey achievable targets to aim for in a clear manner, e.g. '28 days smoke-free'; '5 times more likely' • lexical field of technology, e.g. 'app'; 'download'; 'Facebook'. Discourse and pragmatics: D1–D3 • D1 uses politeness features and there is presupposition of carrying out tasks, e.g. 'please'; 'thank you for your help' • D1 does not apologise for postponing the appointment suggesting they do not want to focus on how their actions inconvenience the patient • D2 provides alternative forms of communication for a specific audience showing inclusion, e.g. 'British Sign Language (BSL) speakers can make a video call to 999' • D2 and D3 use bullet points representing mode of apps/website and need to make information clear and accessible • D1 uses letter format in text messaging to maintain a formal, professional and impersonal tone when communicating with patients • all texts have instructional elements to ensure the audience is clear on the required actions to take which will allow them to deal with problems independently • D3 has a logo and graphic features which are attractive and make information stand out on a website • D2 and D3 refer to interactive features or other technology which can help, e.g. 'text relay'; 'Facebook group'. 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** • 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** • 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** • 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** • 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** • 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: Nigerian English

Section B

Question Number 5	Indicative Content
	Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. References to the following can be expected: • 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 Nigerian English • different attitudes towards varieties of English, both nationally and internationally • 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 Nigerian English, e.g. colonisation and education. 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.

Question Number 6	Indicative Content
	Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. References to the following can be expected: • 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 and instilling codes of behaviour • consideration of the possible methods and approaches in supporting communication and social development when managing behaviour • the effects of communicating with children from an early age on language use and the impact of that on general development. 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.

Question Number 7	Indicative Content
	Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. References to the following can be expected: • 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 by leaders in order to create an efficient, productive working environment • comparison of the language of power used by leaders in order to inspire and motivate teams as well as create a positive working environment • the influence of social, historical, and cultural factors on the language of leadership • relevant language frameworks for analysis: lexis and syntax, discourse and pragmatics. 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.

Question Number 8	Indicative Content
	Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research. Candidates will have researched/investigated various data so detailed indicative content is not applicable. References to the following can be expected: • 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 • analysis of language used in e-health communication and how it reflects the development of digital communication • consideration of the historical, digital, and cultural development of e-health communication • how the evolution of technology and communication has provided opportunities to make health communication more accessible and inclusive but has also created some barriers • relevant language frameworks for analysis: lexis and syntax, discourse and pragmatics. 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 AO4 = bullet points 5, 6
	0	No rewardable material.
Level 1	1–6	**Descriptive** • 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** • 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** • 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. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods.
Level 4	19–24	**Discriminating controlled application** • 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** • 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. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.

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