



Mark Scheme (Results)

Summer 2022

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

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Summer 2022

Question Paper Log Number P68994A

Publications Code WEN04_01_2206_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: Aboriginal Australian English

Section A

Question Number 1	Indicative Content
	<p>Candidates should comment on the language features and identify them as forms found in speakers of Aboriginal Australian English. They should demonstrate awareness of the historical and social background of English to Aboriginal Australians 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"> • substitution of vowel /u:/ with /ʌ/ in: 'bush' • substitution of /ə/ with /æ/ in: 'tucker' and 'mother' • deletion of first consonant /h/ in: 'hungry' • assimilation present in: 'got to' • substitution of vowel /aɪ/ with /æ/ in: 'I'. <p>Morphology and syntax:</p> <ul style="list-style-type: none"> • non-standard tenses for 'called', 'used', 'shopping', 'grew', 'worried': 'call', 'use', 'shop', 'grow' and 'worry' • non-standard verb agreement for 'I have to pay': 'I got to have to pay' • non-standard syntax: 'mix them food' • deletion of indefinite article 'a': 'it was little bit' • deletion of preposition 'for' and article 'a': 'long time' • deletion of pronoun verb contraction 'it's': 'for me very hard', 'because expensive' • candidates can explore the variation in syntax with the difference between Standard English and Aboriginal Australian grammar. In this variety there are similar features to other creolised Englishes. <p>Lexis:</p> <ul style="list-style-type: none"> • proper nouns and terms from indigenous language and Australian English: 'Dalabon', 'Gojok', 'skin name' and 'walkabout' • reduplication present: 'bush banana bush banana', 'worry worry' • terms for locations and food: 'bush', 'goanna', 'yam' and 'tucker' • colloquialism used: 'fella'. <p>Discourse:</p> <ul style="list-style-type: none"> • data is spoken with non-fluency features such as micro pauses and fillers, 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-released material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language

Topic: Child Language Development

Subtopic: Dialogic Reading with Children

Section A

Question Number 2	Indicative Content
	<p>Candidates should show an awareness of the stages of language acquisition and the techniques used to engage children in storytelling to facilitate language development from 6 months to seven years old. They may comment on the language skills acquired by the children, the language features within the books to facilitate development and the interactions between the parents and the children.</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"> • rhyme and assonance present in the titles of the books to make them appealing: 'Llamas Go Bananas' • syllable substitution to simplify pronunciation: '/tɪki/' • substitution of phonemes with more easily acquired plosives or fricatives: '/fri/, /sebeɪ/' <p>B2</p> <ul style="list-style-type: none"> • parent sounds out letters to develop letter recognition • alliteration when describing characters to make them memorable: 'terrible twosome' • child can recognise letters and corresponding sounds • phoneme substitution in: 'there /deə/'. <p>Grammar and syntax:</p> <p>B1</p> <ul style="list-style-type: none"> • frequent interrogatives to encourage interaction with the book to develop vocabulary, labelling skills and sequencing: 'what's after six' • declaratives to explain: 'I'll point at the pictures and you tell me' • use of inclusive pronouns to encourage participation: 'shall we count' • child communicates in one- or two-word utterances and understands directions and questions • child has acquired use of the negative and can communicate what she doesn't want to read. <p>B2</p> <ul style="list-style-type: none"> • child can understand and follow a narrative structure consisting of a variety of sentence types and tenses • has acquired wide range of functional vocabulary using demonstrative pronouns to identify characters in the story and adverbials for location: 'those ones there' • can communicate in complete grammatical utterances with use of negation: 'I just don't know' • definite article omitted: 'think of plan' • variety of interrogatives used by mother to promote independent thought and imagination on plot points: 'which ones...', 'what's happened...', 'who is it...' <p>Lexis:</p> <p>B1</p> <ul style="list-style-type: none"> • child has acquired concrete nouns for animals and items of clothing familiar to them and is performing a labelling function when looking at the pictures: 'goat, 'shoes' • has acquired numerals and is able to perform some sequencing recognising the order of some of the numbers

- mother uses simple lexis and repetitive constructions to direct the child through the text: 'what's this', 'what's after seven'.

B2

- has acquired wider vocabulary including proper nouns to identify characters in the book: 'PJ Masks', '
- noun phrases used to describe characters to aid imagination and recognise traits: 'the bad guy', 'terrible twosome'
- proper nouns of characters have literal descriptions to aid semantic development and help identify them with the animals they are: 'Owlette', 'CatBoy'.

Discourse and pragmatics:

- both parents use repetition of vocabulary and syntax to aid memory during acquisition
- both parents use the books as visual aids pointing to images, words and letters in the text to aid semantic links to words and meaning
- positive reinforcement is present throughout interactions to encourage participation
- reading activity is predominantly led by the parent with high use of interrogatives and imperatives to promote language use and engagement.

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

These are suggestions only. Please consider any relevant response.

Unit 4: Investigating Language

Topic: Language and Power

Subtopic: Motivational Speaking

Section A

Question Number 3	Indicative Content
	<p>Candidates should show an awareness of the language used when discussing motivational speeches and how it is used to empower and inspire people to change their behaviour. They may comment on the way language choices and grammatical features are selected by the speaker.</p> <p>Grammar and syntax:</p> <ul style="list-style-type: none"> • second person pronouns 'you' and 'y'all' engage the audience and promote inclusivity in the experience: 'when you blame people ...' • imperatives direct audience to view things from a different perspective: 'Listen to me...' • variety of sentence types utilised to engage audience and to create impact: 'It's all on me' • subordinate clauses convey reasoning for decisions and possibilities: 'because when you blame people you give them your power' • frequent use of rhetorical questions to challenge audience's assumptions: 'Why not push the limit?' • declaratives provide information and shape narrative: 'For years I was blaming folks' • use of parallelism creates compelling, memorable arguments: 'Why not push the limit? Why not be a next level student? Why not..' • non-standard forms reflect dialect and make the speaker more relatable to the audience: 'they was wrong about me'. <p>Lexis and semantics:</p> <ul style="list-style-type: none"> • informal and colloquial language present to connect with a young audience: 'y'all I wanna go kick it' • connotations of struggle from emotive language used to describe his younger self: 'scarring', 'mistake', 'spiralling' • noun phrases provide detailed descriptions of his approaches to problem solving: 'some little boy stuff', 'complete ownership' • various lexical fields of education, progress and achievement: 'courses', 'making adjustments', 'Masters' • superlative and comparative adjectives reflect desire for improvement: 'want more', 'want better', 'best out of me' • lexical field of trust develops authenticity and confidence in the audience: 'truth be told', 'honest', 'I promise' • use of simple catchphrases: 'I took my power back' • use of repeated words to build momentum and create a sense of rhythm: 'shoot', 'like', 'I never thought'. <p>Discourse and pragmatics:</p> <ul style="list-style-type: none"> • narrative structure develops from humble beginnings to successful career to show a journey of overcoming adversity with hard work and discipline to inspire audience • presents idea that anything is possible empowering audience to take action and make goals seem accessible: 'I never thought I'd be travelling the country', 'I've just finished my seventh book' • uses personal experience to present opportunities as accessible and reduce barriers in people's perspective of their ability, they can change behaviour: 'I weren't trying to be no scholar. I was trying to get money', 'I start making the adjustments' • promotes a positive mindset and hard work to demonstrate individuals can make a difference and have the power to make their life great: 'I wanna challenge you all real quick'

- assumes a world view in which success or failure is purely a matter of personal choice: 'what kind of life you wanna live?'

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

These are suggestions only. Please consider any relevant response.

Unit 4: Investigating Language

Topic: Language and Technology

Subtopic: Language of Cyber Crime

Section A

Question Number 4	Indicative Content
	<p>Candidates should show an awareness of cyber crime and the language features used in order to convince the recipient to send money or submit personal information. Consideration should be given to the types of scams in circulation and the varying formats used to deceive people for the purpose of financial gain.</p> <p>Grammar and syntax:</p> <p>D1</p> <ul style="list-style-type: none"> • opening statements attempt to create a trusted identity by revealing personal information: 'I am a US citizen and i am 34 years Old' • mitigated imperatives convey urgent warnings and suggested actions without being forceful: 'I ADVISE YOU STOP', 'You really have to stop' • declaratives provide detailed information of the situation to convey a narrative and seem factual: 'She said...', 'THEY ARE FAKE' • variety of sentence types used to engage with subordinate clauses to provide extra detail and sound realistic: 'because I have received...', 'who have not yet received' • pronouns create the sense of an unknown enemy to fear: 'who ever', 'those people' • use of second-person pronouns personalises the email and creates unity that both sender and recipient are targets of the same scam: 'who ever is contacting us'. <p>D2 & D3</p> <ul style="list-style-type: none"> • interrogatives are used to engage the recipient and suggest that they have already completed an action: 'Are you no longer interested...' • imperatives direct recipient to take action and create a sense of urgency: 'restart your subscription', 'Don't miss out' • repeated use of possessive pronoun to convey ownership and responsibility: 'your free opportunity', 'your subscription' • subordinate clauses place responsibility on the recipient and imply exclusivity: 'because you subscribed', 'which is reserved for only a few users!' • use of second-person pronoun 'you' to connect with audience. <p>Lexis and semantics:</p> <p>D1</p> <ul style="list-style-type: none"> • over-familiar welcoming lexis to create friendly, trusted persona: 'Dear Friend, I am Mrs Helena Smith' • proper nouns of organisations and people involved convey authority and sound official: 'United Nations Compensation program', 'Barrister Nelson Marvis' and 'United Bank Of Africa' • subject specific lexis regarding finance and business documentation to replicate language associated with the genre: 'compensation', 'CASE FILE 54AC003', 'beneficiaries' • archaic lexis conveys formality and suggests a legal context to appear legitimate: 'hereby', 'therefore', 'avail' • spelling errors and inconsistent capitalisation are frequent enough to act as a red flag to legitimacy but could also be justified as a common typo: 'United stae', 'i am' • numerical information depicts large sums of money to entice the recipient: '\$14.6 Million United stae Dollars'. <p>D2 & D3</p> <ul style="list-style-type: none"> • lexical field of time to create a sense of urgency: 'a few days', 'expires' • noun phrases describe the benefits of the scheme and service: 'large sums of money', 'large profits', 'all the best TV shows' • emotive language creates an inviting sense of support: 'we'd love', 'here to help' • professional and organisation titles reflect familiarity and appear official: 'Customer Care - Staff Trading Group', 'The Movie Team' • formal structures to replicate a business format: 'You are receiving', 'authorize your payment'.

Discourse and pragmatics:

D1-D3

- names, job titles and contact details are provided to convey authority and appear genuine
- features of politeness are present suggesting that they are acting in the recipient's best interest by alerting them to a scam or a missed opportunity
- D1 is structured following a letter format introducing herself and situation and persuading the recipient to act on the information provided. D2 and D3 are shorter and follow a standard email structure with short paragraphs and underlining to seem recognisable and official
- all contain email addresses that do not follow a regular format and contain vague terms
- examples of non-standard forms in D1 may well have derived from the second language background of the writer or the fact that they are used to a regional variety
- all demonstrate tactics in order to persuade recipients to act on the information provided, with D1 providing a detailed narrative and D2 replicating a service they are already using or have shown an interest in.

The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released 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	<p>Descriptive</p> <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	<p>General understanding</p> <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	<p>Clear relevant application</p> <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	<p>Discriminating controlled application</p> <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	<p>Critical and evaluative</p> <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: Aboriginal Australian English

Section B

Question Number 5	Indicative Content
	<p>Candidates may make links between 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 • consideration of the historical development of Aboriginal Australian English • different attitudes towards Aboriginal Australian 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, technological and cultural changes that have impacted on the development of Aboriginal Australian English, e.g. colonisation, education and media. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-released material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language

Topic: Child Language Development

Subtopic: Dialogic Reading with Children

Section B

Question Number 6	Indicative Content
	<p>Candidates may make links between 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 through storytelling and reading • the effects of reading to children from an early age on language development and its impact on literacy development • relevant language framework 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-released material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language

Topic: Language and Power

Subtopic: Motivational Speaking

Section B

Question Number 7	Indicative Content
	<p>Candidates may make links between 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 • consideration of the rhetorical devices used in motivational speeches in order to inspire change • methods used to present the speaker as convincing • the historical development of the language of motivational speaking • comparison of the language of power used in speeches for different purposes and audiences • the influence of social, historical, technological and cultural factors on the language of motivational speaking • relevant language framework 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-released material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language

Topic: Language and Technology

Subtopic: Language of Cyber Crime

Section B

Question Number 8	Indicative Content
	<p>The candidate may make links between 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 • comparison of language used in online scams and how cyber criminals communicate with a recipient to elicit information • consideration of the historical, technical and cultural development of fraudulent communication designed to deceive recipients • how the evolution of technology and communication has provided opportunities for cyber criminals to operate • relevant language framework 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-released 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. 			

