Mark Scheme (Results)

June 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.
- Plans in the lined response area of the question paper/answer booklet should not be marked unless no other response to the question has been provided. This applies whether the plan is crossed out or not.

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: Gullah

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms used by speakers of Gullah. 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: - th stopping present, e.g. 'them /dem/' and 'the /de/' - substitution of vowel /ɪ/ with /ɑɪ/, e.g. 'my' - substitution of dipthong /ɑɪ/ with /i:/, e.g. 'my' - substitution of dipthong /ɑɪ/ with /æ/, e.g. **'my' and 'I'** - substitution of consonant /ŋ/ with /n/, e.g. **'laughing' and 'having'** - substitution of dipthong /əʊ/ with /ə/, e.g. **'window'** - deletion of final vowel, e.g. 'about' - syllable reduction, e.g. 'remember**,** 'before'. Grammar and syntax: - deletion of auxiliary, e.g. 'they having fun' - non-standard plural possessive, e.g. **'all we own'** - non-standard tense, e.g. 'had we maintain'; **'what I done'**; **'we was'**; **'bring them'** - non-standard preposition, e.g. **'on the grocery line'** - omission of subject and verb **'it was' in**, e.g. **'like yesterday'** - candidates can explore the variation in syntax with reference to the difference between Standard English and Gullah. In this variety there are similar features to other creolised Englishes. Lexis: - American lexis, e.g. **'folks'**; 'grocery line'; **'bre**e**ches'** 'Ring Shouters' is linked to a religious activity practised by slaves called Ring Shout - lexical field of narratives and use of description reflect the cultural practice of storytelling, e.g. **'one upon a time'**; **'deep blue sea'** - proper noun reflects ancestry, e.g. **'Africa'** - some nouns reflect history of slavery, e.g. **'tribes'**; **'plantations'**; 'masters' - literal phrasing for household objects, e.g. **'long chair'** - lexis for old-fashioned garments, e.g. **'bre**e**ches'**; **'brogans'**. Discourse: - data is spoken with minor non-fluency features such as micro pauses which act as natural syntactical breaks to reflect the spontaneity of discourse. Lack of repetition and false starts demonstrate planning or rehearsed nature of the storytelling as well as timed pauses for effect. Narrative techniques and rhetorical devices, such as parallelism and list of three, are used to present an engaging memorable story. 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: The Role of the Caregiver

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the stages of language acquisition and the techniques used by caregivers to support and facilitate language development from 0 to 7 years old. They may comment on the language skills acquired by the child and the strategies used by the caregivers. Candidates should comment on as many levels and frameworks as possible. Phonology: B1 - child has deleted consonant cluster /st/, e.g. **'Steve /iːv/'** - child substitutes consonant cluster /sk/ with /st/, e.g. **'Scott'** - mother imitates animal sounds of dogs and birds to prompt responses from child, e.g. **'woof'; 'peck'** - mother and aunt repeat words when child deletes/substitutes phonemes in their pronunciation to reinforce the full sounds of the words, e.g. **'Whitby** /wɪpiː/'; **'weeks** /wiː/'; **'peck /pɪk/'** - child deletes consonant /t/ from, e.g. **'fast'**. B2 **child's phonology has developed**, and child is now pronouncing more challenging words, e.g. 'liquid /lɪkwɪd/'; 'batteries /bætəriːs/' - has substituted /ð/ with /n/, e.g. **'there'** /neə/. Grammar and syntax: B1 - child is using two- and three-word utterances, demonstrating they are in early stages of telegraphic stage of development, e.g. **'grow fast'**; 'a holiday (.) three weeks /wiː/ day' - mother deletes auxiliary verb in utterance to match her speech to the linguistic ability of the child, e.g. 'mammy going on holiday' - can form three-word utterances missing some function words and bound morphemes but mother expands the full utterance for reinforcement, e.g. 'C: work the ships M: yes **he's working on the ships**' - mother recasts overgeneralisation when child uses third-person plural present tense verb in place of singular, e.g. **'the grass are long'**; **'the grass is long'** - frequent use of interrogatives and tag questions, e.g. 'who else is going on holiday'; **'we've been watering the seeds haven't we'**. B2 - child is beyond the telegraphic stage and has acquired more function words, including subject and object pronouns, and forming grammatically standard utterances, e.g. 'hey I want to wash it first' - child omits auxiliary verb in one utterance when using first person pronoun, e.g. 'I scrubbing with my hands' - child is forming questions using modals, e.g. **'can you help me'** - continued use of interrogatives and tag questions from caregivers using wh-words to encourage a response, e.g. 'what are you going to do with that'; 'it is a little bit **isn't it'** - child is using negation and adverbials in utterances, e.g. 'not yet'; **'put it in there'**.

Lexis:

B1
- use of concrete nouns and dynamic verbs, e.g. **'ships'**; **'chase'**
- use of proper nouns to identify family members, e.g. **'Mammy'**; **'Steve'**
- mother refers to herself with parental name rather than using pronouns as children acquire pronouns later, e.g. **'Mammy going on holiday'**
- use of diminutives, a feature of child-directed speech, which changes the syllable stress pattern helping children learn predictable word endings and intonation, e.g. **'doggy'**; **'birdies'**; **'Nanny'**; **'Mammy'**.

B2
- **child's vocabulary has expanded to include modifiers building noun** phrases, e.g. **'a little bit'**; **'good girl'**
- child has acquired a range of content and function words, including pronouns, prepositions and auxiliary verbs to convey more meaning to her utterances
- **child is using diminutive 'Mammy' less**, using shortened form **'Mam'** more often
- mother uses markers of politeness to instil social conventions in conversations, e.g. **'thank you'**
- mother uses terms of affection to mitigate imperatives, e.g. **'sweetheart'**.

Discourse and pragmatics:

- repetition is used in both texts by caregivers to reinforce language development and encourage interaction with the child
- **in B2, the child uses the term 'good girl' when the mother performs the task** correctly, implying she is repeating positive reinforcement that the mother uses when they do well
- in B1, the caregivers lead the interaction more, asking questions and prompting responses, whereas in B2 both adults use language to give agency to the child, letting her take the lead in role play, doing what she tells them to do
- child participates in effective turn taking during the interactions showing development of social communication.

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: Debates

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language used in debates to argue, inform and change opinions. They may comment on the way language choices and rhetoric can counter opposing viewpoints.

Grammar and syntax:

C1 and C2
- use of adverbs to intensify points or agreement/disagreement, e.g. 'really'; 'very'; 'clearly'; 'actually see'
- heavy use of negation to show disagreement, e.g. **'I don't believe'; 'not correct'; 'no examples';** 'I'm not a climate scientist'
- declarative function as speakers state their views, with some interrogatives to challenge statements, e.g. **'**what is an example in the last couple of years?**'**
- use of conjunctions and conjunctive adverb to link opposing ideas, e.g. 'therefore'; **'but'**
- use of personal pronouns to relate to speaker and include audience in discussion, e.g. 'we can change it'; 'our biggest problem'.

Lexis and semantics:

C1 and C2
- lexical field of environment and economy reflects debate topic, e.g. 'ice caps'; 'ocean'; **'o**zone'; **'f**unds'; **'economic growth'**
- modified noun phrases emphasise description and add legitimacy to argument, e.g. 'thousands of scientists'**;** 'a professional climate scientist'**,** 'a real-**world example'**
- use of comparative and superlative adjectives to emphasise the scale of issue/problem, e.g. 'more funds'**; 'biggest problem'; 'clearest evidence'**
- formal lexis used throughout to convey the serious nature of debating, e.g. **'contention'; 'unanimous'; 'I conclude'**
- subject-specific terminology relating to debates, **e.g. 'cross examine'; 'rebuttal';** 'the chair will now **recognise'**
- proper noun shows roles of people in the debate, **e.g. 'Chair'**
- use of statistics to show probability, e.g. **'99** percent on almost every study'**.**

Discourse and pragmatics:
- speakers interrupt and talk over each other when challenging points they disagree with
- there is a Chair in C2 who acts as a mediator at times to control discourse and the timings of presenting arguments, e.g. 'that is time (1) you can answer the question'**
- uses of discourse markers signal change of topics and direct interaction, e.g. **'ok',** 'so'
- speakers add extra information to substantiate their argument in C1 e.g. 'who's done this for fifty years'**;** 'I know a lot of them'
- politeness features are used demonstrating respect when countering arguments, **e.g.** 'I'm afraid you're not correct'**,** 'yes (.) thank you'.

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: Language of Computers

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of language used in computer texts to inform, instruct, explain or review the features and processes of devices or software. Consideration should be given to the types of terminology used and strategies to communicate to specialist and general audiences. Grammar and syntax: D1 - declaratives fulfil informative function of a manual for setting up a PC, e.g. 'it contains' - compound and complex sentences provide detail of the PC equipment and functions - use of third person makes text impersonal focusing on the features of the computer - use of modal verbs conveys certainty and possibility of functions, e.g. 'will interface'; 'may also be used'. D2 - use of second person creates personal tone and directs reader through instructions, e.g. 'you can activate' - imperatives provide instructions to tell reader how to transfer apps in steps, e.g, 'go to settings'; 'turn on wifi' - use of subordinate clauses considers audience's circumstances, e.g. 'if you don't have'; 'if you have wi-fi'. D3 - use of adverbials to show time, place and manner, e.g. 'yesterday'; 'on the TV'; 'mainly' - inclusive language and direct address to involve audience, e.g. 'let's now take a look'; 'your PC' - first person as speaker is narrating his experience to relate to other gamers. Lexis and semantics: D1 - heavily modified noun phrases reflect function and specification of features, e.g. 'integral video display electronics'; 'fully regulated power supplies' - subject specific jargon relating to technical activities, e.g. 'microprocessor'; 'hardware'; 'bytes' - examples of lexemes which acquired new meaning to name computer parts, e.g. 'mouse'; 'keyboard'; 'monitor' - acronyms, e.g. 'ASCII'; 'RAM' - verbs to highlight processes, e.g. 'display'; 'examine'; 'debug' - numeric measurements for electronics, e.g. '4k type'; '8k bytes' - proper nouns to refer to brands, e.g. 'MOS Technology'; 'Apple Computers'. D2 - neologisms represent new tech services which have become part of everyday life, e.g. 'Wi-fi'; 'FaceTime'; 'iCloud' - field of computing and electronics, e.g. 'data'; 'cellular'; 'nano-sim'. D3 - acronyms, e.g. 'USB'; 'PC'; 'PS5' - proper nouns of products and gaming brands, e.g. 'DualSense'; 'PlayStation'; 'Xbox' - lexical field of gaming equipment, e.g. 'console'; 'D-pad'; 'controller' - informal lexis reflects spoken mode and conversational tone, e.g. 'picked up'; 'get this up and running'.

Discourse and pragmatics:

D1–D3
- D3 has minor non-fluency features with pauses and micro pauses, reflecting spoken mode. Lack of false starts and repetition suggests planning or experience at speaking online
- D3 uses discourse markers to change topic, e.g. **'so let's now'**
- D1 has a formal impersonal tone, and heavy use of technical language implies a specialist audience
- **D2's instructions are simple and step**-by-step, implying an ease to the set up. It also utilises images of the icons to find on the phone to ensure customers follow procedure correctly.

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.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet points 3, 4
Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark			
	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: Gullah

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 Gullah English - different attitudes towards the language preservation of endangered languages, 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 Gullah English – 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.

Unit 4: Investigating Language
Topic: Child Language Development
Subtopic: The Role of the Caregiver

Section B

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 - consideration of the possible methods and approaches in supporting language acquisition through caregiver interactions - consideration of other factors, aside from the role of the caregiver, that are instrumental for children to successfully acquire language and their impact 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.

Unit 4: Investigating Language
Topic: Language and Power
Subtopic: Debates

Section B

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 rhetorical and other linguistic devices used in debates in order to argue and inform - the historical development of debates and strategies employed - comparison of the language of power used in debates in order to convey viewpoints and change opinions - the influence of social, historical, and cultural factors on the language of debates - 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.

Unit 4: Investigating Language
Topic: Language and Technology
Subtopic: Language of Computers

Section B

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 • the use of relevant language frameworks and levels to illustrate the linguistic changes which result from technological advancements • consideration of the historical, technical, and cultural development that the invention of the computer has had on English • how the evolution of technology and communication has impacted language and continues to do so • 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 evaluation. • Evaluates connections across data. • Critically applies theories, concepts and methods to data.			