

Pearson Edexcel  
**International A Level  
English**

English Language  
Exam Insights May/June 2024





# AGENDA

Welcome and Introductions

Summer 2024 – candidate performance and examiner feedback:

- WEN01
- WEN02
- WEN03
- WEN04

Further support for your students



# WEN01

## Language: Context and Identity

**Section A (Context and Identity):** a comparative question based on two unseen texts from 20<sup>th</sup> and 21<sup>st</sup> Century sources.

35 marks – AO1, AO2, AO3 and AO4 assessed.

**Section B (The Creation of Voice):** producing a new text for a specified audience, drawing on the candidate's own ideas and on at least one of the texts from Section A.

15 marks – AO5 assessed.



## SECTION A

In the June 2024 examination, Text A was an edited extract of an article published on the BBC India website in 2017. The article discusses the film, *Dangal*, a 2016 Indian Hindi language biographical sports drama directed by Nitesh Tiwari. The film is set in Haryana in northern India. The article develops the identity of the Phogat family, who are the subject of the film that documents and dramatizes their groundbreaking journey to world-wide success in women's wrestling.

Text B was drawn from the written record of a talk delivered by Kely Nascimento at the *TEDxWaterstreet* conference in New York which was subsequently published on YouTube. Nascimento's professional persona as public speaker and documentary producer is clear. She presents as someone deeply committed to the rights of women across the world; one determined to tell their stories through the lens of sport.



# Examiner Comments

Candidates were generally able to analyse and compare the language of both texts, particularly regarding the construction and presentation of personal identity, with a focus on gender and sport. However, many struggled to incorporate the concept of personal identity into their analysis.

Successful responses integrated comparative analysis of the texts, linking language features to context and purpose, which helped elevate them to higher achievement levels. Less successful responses were often descriptive, lacking in-depth analysis and integration.



# Examiner Comments

Candidates are strongly advised not to use the subheadings in the mark scheme as a template, as this can lead to repetitive answers due to overlapping frameworks. Analytical approaches, rather than descriptive or list-like methods, are recommended.

Candidates who effectively analysed grammar, syntax, and language at the word and sentence levels, and linked these to broader contextual factors, were more successful. This included considering the influence of culture, geography, and the differing contexts of the texts.



# Examiner Comments

The texts provided ample opportunity for exploring the connections and contrasts between them, particularly in how they addressed challenges faced by women in sport. Those who confidently addressed these link performed better on Section A. AO4 is often overlooked by candidates and centres are advised to remind students that they should be making connections and contrasts throughout.

The least successful responses tended to be overly general or focused on summarising content rather than analysing language features and their contextual significance. Such responses were often anchored in the mid to lower bands of achievement due to their lack of specific, evidence-based analysis.

# Candidate Performance

From a Level 3 introduction:

Both texts A and B convey personal identity, whether it is through the digitally written article about a biography, like in text A, or a written tale relating to sharing stories, and both texts are about sports drama. While both texts are centered around sports as well as the players, they differ greatly from each other. For instance text A has bolded titles that showcase what the paragraph is about, while as text B has only one title.



# Candidate Performance

From a Level 5 introduction:

Text A is an edited extract of an article with a written mode, and is written ~~by~~ about a Bollywood film called Dangal, which is about a father teaching his two daughters to wrestle. Text B is also edited, however it is an extract from a scripted speech given by Kely Nascimento, about the lack of opportunities for girls in football. Hence, both texts have a similar field of girls and women taking chances at sports in male-dominated industries, and overcoming the prejudices that come with it. Both texts also have a similar primary function: to inform the ~~readers~~ <sup>of these examples</sup> audience. However, Text B has a more persuasive and personal outlook whereas Text A is mostly factual. Text B also has a secondary function of

# Candidate Performance

Language analysis from a Level 2 response:

Lexis from text A  
glorious, entrenched, tremendous, pretty  
one low range word in text A is "akhard"  
The text A has standard English  
Graphology of text A is that ~~is~~ it has  
the headings which gives the introduction  
about the para.

Lexis from text B  
- farewell, shanty, sexism, arguably  
crippled, dodging, beautiful, amazing.  
No low range words  
It is also a ~~sta~~ standard English  
It contain rhetorical feating  
examples - "But Brazil is the country of  
football right?  
- "It ~~was~~ is woven into the story of  
the nation, right?"

# Candidate Performance

Language analysis from a Level 4 response:

The lexis and semantics used in both texts also highlight the author's main functions; ~~Both Texts A~~ uses low-frequency lexis such as 'theatrical', 'entrenched' and 'bastion' in Text A, and ~~populistic~~ and 'exhibits' to make the author appear educated and knowledgeable, whereas Text B uses mostly high-frequency lexis and more colloquial phrases such as 'oh my God, I'm a fraud', and 'I guess I imagined', which makes the speaker appear down-to-earth and bridges the gap between her and the audience. Therefore, whereas Text A portrays Overt Prestige (Labov) here, Text B maintains convergence (Giles). These approaches also relate back to each author's function, as Text A is mostly informative whereas Text B is persuasive.



## For Discussion...

Look at *Exemplar A* (p2) in the accompanying Booklet.

This is an extract from a response to Section B on the 2024 Summer paper. In June 2024 candidates were asked to produce the text for a speech to be delivered at a national sports conference calling on governing bodies to support the participation of young women and girls in sport.

Discuss the strengths and weaknesses of this response and consider where you might place it on the Assessment Grid.



## WEN02

# Language in Transition

**Section A (Spoken Language Today):** a question on an unseen transcript of 21<sup>st</sup> Century spoken English.

25 marks – AO1 and AO4 assessed.

**Section B (Written Language of 19<sup>th</sup>-21<sup>st</sup> Centuries):** a question based on unseen transcripts and sources, and their own knowledge, inviting a wider perspective the Section A topic.

25 marks – AO2 and AO3 assessed.



## SECTIONS A and B

In the June 2024 examination, candidates were asked to analyse, compare and discuss examples of spoken and written **Antiguan and Barbudan Creole English**.

**Text A** was a transcription of a conversation between two speakers of Antiguan and Barbudan Creole English posted online; **Text B** was an edited extract from an article posted on the Antigua Observer News website and **Text C** was an edited extract from a collection of Antiguan oral folk tales recorded in 1920.



# EXAMINER COMMENTS (General)

**Timing** is often an issue on this paper, and centres should encourage students to think about effective exam techniques to ensure that appropriate time is spent on each question in relation to the marks on offer and the assessment objectives.

Candidates are advised to **read all three sets of data before** attempting the question to gain an understanding of the discussion points across the paper.



# EXAMINER COMMENTS (General)

Candidates should **refer only to Text A for Question 1** and to all three sources for Question 2 – although the Specification does not insist that **all three** be referred to, those candidates who did this, and who supported their points with **evidence from the texts**, produced the most successful responses.

Candidates are cautioned against using a bullet-point format, which limits higher-level responses.





## EXAMINER COMMENTS (Section A)

Understanding Creoles: Candidates generally understood the concept of a creole and the significance of the Antiguan and Barbudan variety, but some were confused about the speakers' relationship with creoles and Standard English.

Phonology : Phonological analysis was often effective, but some candidates provided limited or simplistic commentary, which hindered higher achievement. Misunderstanding of "rhoticity" was common.

Comparative Framework: Candidates are advised to compare the creole variety with a specific acrolect like Received Pronunciation, rather than broadly with Standard English, for more accurate analysis.



## EXAMINER COMMENTS (Section A)

Lexis: Some candidates effectively discussed the influence of African American English on the creole and its impact on Multicultural London English, showing a broader understanding of linguistic interaction.

Morphology and Syntax: Candidates identified key morphological and syntactic features, but stronger responses were those that were more technical and evaluative. The focus should be on phonological differences rather than grammatical ones.

Discourse and Context: Discourse features, such as mixed-mode structure and pauses were well-discussed, but there were occasional misinterpretations of speaker behaviour.

# Candidate Performance (Q1)

Extract from a Level 2 response:

In terms of ~~ter~~ phonology we see that there are many non-standard uses of phonology ~~the~~ for example "we love food everything /evri:tiŋ/ from the Caribbean" in the word everything we can see that the <sup>'q' from</sup> 'ing' has been deleted. The deletion of consonants is repeated in the same word like how the 'y' was ~~ter~~ deleted and replaced with an 'i' this is ~~likely~~ <sup>uncommon in standard</sup> ~~shows that~~ English because abbreviations are not common in standard English. Some other examples include the words; "there" which is shortened into "/deə/", where the 'th' and the 'r' are completely deleted, ~~and the~~ the words "you" is ~~shortened~~ <sup>abbreviated</sup> into "/jəə/" where this time the vowels 'ou' are substituted for 'ə', and the word "my" is transformed into '/mæ/' where the consonant 'y' is <sup>substituted</sup> ~~replaced~~ for the diphthong 'æ'.

# Candidate Performance (Q1)

Extract from a Level 5 response:

In terms of phonology, there ~~is~~<sup>are</sup> clear links to American English. The pronunciation of 'you all' as /jɔːl/ shows a combination of the two words, a distinctly American pronunciation particularly prominent in the more southern States. The influence of American commercialism, dominance in modern entertainment as well as historical links through the slave trade are likely origins of this. The text also opens with a non-standard pronunciation of 'you' (/yɔː/), when compared to accent such as Received Pronunciation (RP). The presence of the rhotic /r/ is again arguably a link to informal American English pronunciation. There is also the pronunciation of 'not' as /nɒt/, with the clipping of the ending /t/ which would be anticipated both in RP and American English accent. However, this pronunciation is perhaps linked to the evolution of the creole from the original pidgin, where differentiation between the adverb and

negative verb would not have been deemed necessary to communicate as in English or Lingua Franca.



## EXAMINER COMMENTS (Section B)

Avoid Repetition of Rubric: Candidates should avoid merely repeating rubric information and instead focus on adding nuanced analysis related to field, mode, function, register, and provenance.

Addressing Bullet Points: Responses should address the provided bullet points in a logical order, though not necessarily sequentially. It's important to cover all points to some extent, as ignoring any can limit success.

Use of Source Material: Candidates must refer closely to the texts in the Source Booklet, avoiding generic "prepared" answers that lack direct engagement with the sources.



## EXAMINER COMMENTS (Section B)

Text-Specific Commentary: Candidates effectively used Text A to discuss identity and the significance of the creole, with some insightful distinctions made between it and other varieties like Jamaican creole.

Text C Analysis: There was a missed opportunity in distinguishing between the high register formality of the early 20th-century editorial content in Text C and the folkloric lexis and grammar, with few exploring the contrast in depth.

Application of Theory: Various linguistic theories were employed, with mixed success. Some candidates used them effectively, while others demonstrated partial understanding. The introduction of advanced theories such as endonormative stabilisation was commendable.



## For Discussion...

Look at *Exemplar B* (p3) in the accompanying Booklet.

This is a response to Section B Q2 on the 2024 Summer paper. Candidates were asked to discuss how the variety of Antiguan and Barbudan Creole English reflects the development of English across the world, referring closely to the source texts and commenting on the contexts in which this variety is used, other influences on this variety and how the role of English as an international language is reflected in the texts.

Discuss the strengths and weaknesses of this response and consider where you might place it on the Assessment Grid.



# WEN03

## Crafting Language (Writing)

**Section A (Creating Text):** producing a new text based on unseen source texts linked to a topic. Genre is given and candidates choose audience, purpose and context.

20 marks – AO5 assessed.

**Section B (Commentary):** producing a commentary on the writing process in Section A.

30 marks – AO1, AO2, AO3 and AO4 assessed.





## SECTIONS A and B

In the June 2024 examination, the source booklet consisted of three texts relating to the topic of Music Therapy taken from a range of sources. Section A required candidates to use the material to produce a speech for a listening audience.

The second task in Section B required the candidates to produce an analytical commentary on the text produced in Section A.



# EXAMINER COMMENTS (General)

Candidates should carefully select key information from the source texts to create original new texts, avoiding direct "lifting" of sentences or sections, and ensuring adaptation of style, tone, and register to suit the new audience, purpose, and genre.

Candidates are encouraged to adopt a specific persona for their writing or speaking, choose appropriate register, tone, and language techniques, and plan their responses with attention to structure and organization.



# EXAMINER COMMENTS (General)

In Section B, candidates should explain the language methods and techniques used in Section A, evaluate their impact on the audience, purpose, and genre, and support their points with examples from their writing or the source materials.

Candidates need to make specific decisions about audience, purpose, and context before writing their speeches, linking these factors to register, tone, and language choices, and providing detailed evidence and analysis of how they crafted their writing to meet the requirements.



# EXAMINER COMMENTS (Section A)

## Performance Tips for Students

- Carefully select key information from the source texts to create original new texts. Avoid direct "lifting" of sentences or sections from the material.
- Ensure that the style, tone, and register of the source material are adapted to suit the new audience, purpose, and genre of the speech being crafted.
- Plan the response with attention to structure and organization. Candidates do not have to follow the same structure as the source material.
- Consider adopting a specific persona for the writer or speaker. This can help in creating a more engaging and appropriate piece of writing.
- Be selective with the material used from the source texts. Combine it with original writing to create a cohesive and well-crafted speech.



# EXAMINER COMMENTS (Section A)

## Performance Tips for Students

- Avoid relying too heavily on personal knowledge of the topic. While personal experiences can be valuable, ensure a balance with information from the source texts.
- Strive for originality and creativity in the response. Use the information from the source booklet to support original ideas rather than summarizing the sources.
- Think carefully about the specific audience, purpose, and context before starting to write. This will help in tailoring the speech effectively.
- Use a wide range of effective rhetorical and linguistic devices when writing speeches. Be deliberate in shaping the writing and consider the impact of the methods employed.
- Choose an appropriate register and tone for the speaker, audience, and context. Ensure that the register and tone align with the chosen audience, purpose, and genre.

# Candidate Performance

Q1 Extract from a Level 5 response:

Good Evening,  
Ladies and Gentlemen and Doctors and Scientists and so many ~~more~~ <sup>others</sup> from different backgrounds. I'm sure we all here, are present <sup>to hear - and discuss!</sup> ~~for~~ <sup>about</sup> an incredibly important but unfortunately not a deeply investigated topic in medical research. How are we? Are we excited to dwell into a rivetting <sup>and stimulating?</sup> ~~discussion~~? Are we eager to share our experiences with each other and contribute towards the subject of today's event? Great. Let's talk about 'Music Therapy'. I'm sure most of us here know what music therapy is, but for those who don't, it is an established psychological clinical intervention that helps people whose lives have been affected by injury, illness, or disability. It supports their psychological, emotional, cognitive, physical, ... — That's a lot of '—als' <sup>isn't it?</sup> — communicative and social needs, based on therapeutic relationship established through live musical interaction and play.

Don't we all love music? I personally really enjoy listening to music — especially when I'm doing chores at home, when I'm driving, and also when I'm reading a book. It's so therapeutic, and something about just curling up in a corner with some music on reading with a 'cuppa sounds so relaxing.

# Candidate Performance

Q1 Extract from a Level 2 response:

Well before, I delve into how is music therapy performed and it's benefits let me tell you what music therapy is? Music therapy is an established ~~psy~~ psychological clinical intervention that helps people who lives have been affected by injury, illness or disability. It supports their psychological, emotional, physical, communicative and social needs, based on the therapeutic relationship established through live musical interaction and play.

Since I have gone through Music therapy, I can ensure you using music therapeutically is such a joy! it really brings people together and can be such a powerful and positive healing force. It's beneficial for people of all ages. Music is a universal language that knows no boundaries.

Children and young people who find themselves in hospital are often dealing with a trauma. They find so much has been taken



# EXAMINER COMMENTS (Section B)

## Performance Tips for Students

- Clearly explain the language methods and techniques used in their Section A response. Evaluate the impact of these techniques on the new audience, purpose, and genre.
- Link technical features to the audience, purpose, and context of the speech. Explain why the language choices were appropriate and provide specific examples to support these explanations.
- Develop a flexible toolkit of frameworks that can be applied to various texts and techniques. Acquire a range of linguistic terminology to effectively analyse and discuss their writing.
- Always support points with examples from their own writing or from the source materials, as relevant. This helps in providing concrete evidence for the analysis and evaluation of language techniques.
- Prioritize planning and writing for Section B to ensure coverage of a variety of methods and effects within the commentary. Effective time management is crucial to produce a meaningful response for Section B.





# EXAMINER COMMENTS (Section B)

## Performance Tips for Students

- Provide detailed evidence and analysis of how they crafted their writing to meet the requirements of the stated audience, purpose, and context. This includes terminology, exemplification, and close analysis of technique.
- Evaluate the use of language in detail. Levels 4 and 5 of the mark scheme require analytical and evaluative discussion on why specific techniques were used and their connection to the context.
- Apply a wide range of techniques and terminology accurately and confidently. This includes comparing their own writing with the language used in the source material.
- Ensure enough time is allocated for Section B. Rushed commentaries due to time constraints often result in limited analysis or evaluation, impacting the overall achievement.

# Candidate Performance

Q2 Extract from a Level 3 response:

I used ~~a~~ rhetorical questions such as 'How are we?' and 'Are we excited... discussion?'. This establishes a relationship between the audience and the speaker and ~~make~~<sup>sets to</sup> begin with a conversational tone which makes the audience more engaged and sets a friendly atmosphere.

I employ an upbeat and positive tone, using informal words ~~like~~ and phrases like 'Great', 'let's talk about Music therapy. This makes the audience feel relaxed and ~~proves~~<sup>provokes</sup> them to be more interactive during the speech. Phrases such as '... - That's a lot of 'als' ...' <sup>informal</sup> creates friendliness and adds variety to my speech.

I used ~~for~~ the structural device 'paragraphing' to organise ~~my~~ the text to make it look clean and neat. This ~~en~~ makes it look appealing to the reader and encourages them to read on further. I also used 'ellipses' to ~~it~~ indicate a pause in <sup>the writer's</sup> ~~my~~ thought process and direct the reader <sup>through</sup> to my thought process. This allows the readers to have a glimpse into the writer's mind which establishes a connection between the reader and writer to make reading more fun and engaging.



## For Discussion...

Look at *Exemplar C* (p7) in the accompanying Booklet.

This is a full response for WEN03 (Q1 and Q2) on the 2024 Summer paper.

Discuss the strengths and weaknesses of this response and consider where you might place it on the Assessment Grid.



## WEN04

# Investigating Language

**Section A (Unseen Data Analysis):** a question on a pre-released research topic, based on unseen data presented in a Source Booklet.

20 marks – AO1, AO2 and AO3 assessed.

**Section B (Extended Response):** an evaluative question on the researched topic that requires links to the data from the research.

30 marks – AO1, AO2, AO3 and AO4 assessed.



# WEN04 Summer 2024

This paper offers a choice of four topic areas focusing on Global Language, Child Language, Language and Power and Language and Technology. The pre-release material was available to centres via the Pearson website in December 2023, enabling candidates time to research their chosen subtopic in preparation for the exam.

The sub-topics for the June 2024 series were:

1. Gullah
2. The Role of the Caregiver
3. Debates
4. The Language of Computers



# EXAMINER COMMENTS (General)

- Candidates generally demonstrated confidence and competence in analysing various language frameworks across different topics, building upon skills acquired at the AS level.
- Higher-level responses showed sophisticated application of relevant linguistic theories and concepts, effectively linking them to contextual factors and data provided in the questions.
- Top-performing candidates provided detailed examinations of grammatical, phonological, lexical, and pragmatic features, supporting their analyses with precise terminology and well-selected examples.



# EXAMINER COMMENTS (General)

- Mid-range responses often exhibited either a limited range of features analysed or insufficient integration of theoretical and contextual understanding, affecting the overall depth of analysis.
- Some candidates struggled with descriptive rather than analytical approaches, instances of feature-spotting without adequate discussion, and occasional digressions from the focal data and linguistic aspects.
- Candidates engaging with less popular topics this year, such as the Language of Technology, generally demonstrated sound research and understanding, though a few lacked focus on linguistic elements, impacting their performance.



## EXAMINER COMMENTS (Section A)

Question 1: Candidates showed confidence in analysing Gullah English, with top responses covering grammatical, phonological, and lexical features and linking them to contextual factors like American history. Weaker candidates focused on descriptions without in-depth linguistic analysis.

Question 2: Candidates effectively analysed child language development, identifying features such as child-directed speech and linking them to theories, such as Skinner's Behaviourism and Vygotsky's ZPD. Mid-range responses lacked full depth, while lower-level candidates provided more descriptive analysis without deeper insight.





## EXAMINER COMMENTS (Section A)

Question 3: Candidates showed a strong understanding of power dynamics in debates, referencing theories such as Grice's Maxims and French and Raven's power bases. Higher-level responses linked theories to language features, while lower-level responses lacked depth in theoretical analysis or failed to address power dynamics.

Question 4: Candidates analysed computer discourse across different contexts (manual, website, and video review) using theories such as Brown and Levinson's face theory and Lakoff's politeness theory. High-scoring responses analysed language features in relation to audience and mode, while lower-level responses were brief and lacked linguistic focus.

# Candidate Performance

Q1 Extract from a Level 5 response:

a few, Gullah demonstrated a variety of phonological features which are reflected in Text A. For instance, a feature widespread throughout the continuum of African-based English creoles is th-stopping, and this is seen in examples like "/de/" instead of /ðe/ in the article "the", where the dental fricative "/ð/" is substituted by the alveolar plosive "/d/". This is seen in other dialects like African American Vernacular English (AAVE) too, even though Gullah developed independently from AAVE due to the geographical isolation of the Gullah community from the mainland. ~~Another~~ Two more prominent features highlighted in the phoneme ~~call~~ phonology of Gullah are seen in the text: consonant cluster simplification and syllable reduction. ~~Gullah~~ In the context of an independent language, historically, Gullah speakers have inclined towards <sup>preserving and passing on</sup> ~~maintaining~~ the language in the spoken mode, rather than writing. Thus, the phonological features of Gullah are influenced, often bearing markers generic to speech, leading to features like consonant cluster simplification

# Candidate Performance

Q2 Extract from a Level 5 response:

outside." Nevertheless, the child was also able to make complex structured sentences such as "yes grass seeds" and "work the ships" to respond to the conversation and engage in the communication. Also, the child was able to form sentence in subject-verb form as in; "the grass are long" even though he makes an error on the verb. This ability to construct sentences as per subject verb form may link to the idea of Chomsky as he stated children have the inborn ability to learn language through "Language Acquisition Device" (LAD) which enables them to be aware of the subject verb form sentence structure even before they are aware of the makeup their language. The mother uses interrogatives such as "what do we do have to do to the birdies" in order to create a space and opportunity for the child to engage in developing the language through communicating. Also, the mother uses declaratives such as "have the

# Candidate Performance

Q3 Extract from a Level 3 response:

In text C1 it can be seen that there is representation of language used in debate through interruptions. "but they're not all climate scientists //, // Oh yes they are //." While Activist 2 was talking he got ~~cut off~~ interrupted by the Sceptic. The Sceptic interrupted as a reaction of himself getting interrupted first. "... and so that's // clearly //, //but they're not all climate scientists// " Zimmerman and West stated that interruptions are used in order to try and gain dominance and control over the opposition.

Text C2 also has the use of interruptions, "help prevent // more damage //, //so // " Speaker 2 interrupted Speaker 1 in order to get him to explain his point which he felt he was not doing.

# Candidate Performance

Q4 Extracts from a Level 2/3  
border response:

Additionally, there are more computer related jargons such as 'programming', 'auto-scrolling' and 'dynamic memory' in Text D1, these are also specific to technology. Words such as 'onscreen', 'settings' and 'service' in Text D2. Furthermore, words such as ~~can~~ 'launch', 'functions' and 'third party programs' from Text D3 are more of grammatical choices relevant in the world of technology.

Technology ~~an~~ is a cause for abbreviated terms related to computers, phone-type sites and even blogs and vlogs such as Youtube. The vastness and widespread of technology in the modern world has caused an increase in short-cuts and short-forms like the aforementioned abbreviations, examples from all three texts include 'RAM', 'ASCII', 'WiFi', 'eSIM', 'PC' and 'PS' in 'PS4' or 'PS5'. These abbreviated discourse terms ~~rep~~ each represent unique terminologies that are only familiar to day-to-day users of computers or those that interact with them.



## For Discussion...

Look at *Exemplar D* (p17) in the accompanying Booklet.

This is a response to Section B Q2 on the 2024 Summer paper. Candidates were asked to analyse two transcripts from a child, at different ages, engaged in conversation with their caregivers. The transcripts provided data which covered a range of features associated with different stages of language development.

Candidates were required to discuss to what extent the texts were representative of language used by caregivers to support successful language acquisition.

Discuss the strengths and weaknesses of this response and consider where you might place it on the Assessment Grid.





## EXAMINER COMMENTS (Section B)

Questions 5-8: Candidates debated language preservation, caregiver influence, debate strategies, and the impact of technology, applying theories and research. Strong responses tailored their arguments with evidence and theoretical insights, while weaker responses lacked depth, relying on general points without fully engaging with the statements.

High-level candidates demonstrated clear theoretical knowledge, applied linguistic frameworks, and linked features to context. Mid-range responses often missed some frameworks or lacked theoretical depth, while lower-level candidates were more descriptive with limited analysis.

The best responses on Section B made sure they had created a discussion or debate around the topic, tailoring their research to the question and developing an argument in response to the statement in the question.

# Candidate Performance

Q5 Extract from a Level 3 response:

Phonologically the ~~Gullah~~ the Gullah have a feature that might be similar to other Creoles. The interdental voiceless interdental fricative /θ/ is substituted with d. An example is 'This' to /de/. If encouraged more this could spread and not only save Gullah but also other Creoles in the face of ~~be~~ be-creolisation and Globalisation. Similarly labio-dental fricative /v/ is replaced with bilabial /b/ an example is 'over' to /obal/. This could help with spreading Gullah as it is similar to some Creoles. However the phonological aspect of Gullah speakers being ~~se~~ ending a declarative sentence in a high mid or rising tone is unique to Gullah and has definitely been saved by Isolation.



# Candidate Performance

Q6 Extract from a Level 4 response:

Question 7

Question 8

I am inclined to somewhat disagree with this statement as I believe the role of the caregiver is crucial to a child's language acquisition. Bruner's LASS reinforces my opinion as children require guidance to effectively develop their language. There are also case studies e.g. Bard-Sachs' study of Jim, that highlight the need for quality interactions with caregivers.

Bruner argued that a Language Acquisition Support System (LASS) is crucial for a child's language development, as the exposure to new words and the engaging in conversation allows children to acquire language at a faster rate. Clarke-Stewart discovered that children whose mothers spoke more, had larger vocabularies. However, Bruner's LASS can be refuted with Chomsky's LAD, arguing that children have an innate ability to learn language, but this is argued to be a weak theory as Bruner's LASS is portrayed in texts B1 and B2 through recasting, for example - "Nanny". The need for interaction regarding language was demonstrated in the case of Jim, who was a child with deaf-mute parents, so watched

# Candidate Performance

Q7 Extract from a Level 4 response:

Lexis this is the choice of words which brings out a debate effectiveness. Trump's lexicon characterises bold metaphors and emotive language labeling Clinton as "Crooked Hillary" and stating "Let's make America great again" the emotive word "great" doesn't tell the audience how he'll make America great again this acts as a concealed quantification making the audience polarized. When it comes to describing Clinton as "Crooked", Trump approaches the straw-man effect as he intends to make Clinton look bad. Clinton used a more measured lexicon focusing on policy specifics rather than emotional rhetoric like Trump. Hassan used figurative language "Islam is like a gentle breeze" this direct comparison evokes a positive imagery as he aims to create a calm and relax environment in the mind of the listeners in order to influence their perspective of Islam. Anna-Maria <sup>lexicon</sup> used derogatory ideas terms such as "terrorist ideology" to also invoke fear and prejudice in the audience listeners.

# Candidate Performance

Q8 Extract from a Level 3 response:

Furthermore another theory debunked by the evolution of technology is the Theory of Difference by Tannen. The theory claims females are more imperative and males often ~~more~~ interrupt more and use more provocative and powerful language. However, as per my own research where a questionnaire of gaming slang/gargon was sent and filled by 23 people of which 48% were females proved this wrong. One of the questions asked the most frequent term used or said during gaming. The top ~~was~~ 3 was 'GG' 'Noob' and 'bot'. Besides ~~too~~ 'GG', 'bot' and 'Noob' are negative terms often used to insult or provoke. As this question was answered by ~~both~~ all 23 people, this shows the difference in language between genders is reducing as now both genders tend to use powerful language.



## For Discussion...

Look at *Exemplars E* (p22) and *F* (p29) in the accompanying Booklet.

These are responses to Section B, Q5 and Q6 on the WEN04 2024 Summer paper.

Q5 asked candidates to respond to the statement: 'It is believed that Gullah has survived for 400 years due to the geographic isolation of its speakers, but more effort is required to preserve the language in the face of globalisation'.

Q6 asked candidates to respond to the statement: 'The quality of interactions with caregivers is not important. As long as children are exposed to some form of language, they will successfully acquire it.'

Discuss the strengths and weaknesses of this response and consider where you might place it on the Assessment Grid.

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