



Mark Scheme (Results)

Summer 2023

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme - not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner **must** be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Specific Marking Guidance

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Section A

Question Number 1	Indicative Content
	<p>Candidates should comment on the language features and identify them as forms used by speakers of Barbadian English. They should demonstrate awareness of the historical and social background of English in Barbados and the influences on its development.</p> <p>Candidates should comment on as many levels and frameworks as possible.</p> <p>Phonology:</p> <ul style="list-style-type: none"> • th stopping present in: the /di/ • assimilation present /wɒnə/, /gʌnə/ and /gɒtə/ in: 'want to', 'going to' and 'got to' • substitution of vowel /ɔ/ with /ʌ/ in: 'for' • deletion of final consonant /d/ in: 'and' • deletion of final phoneme /ŋ/ in: 'looking' and 'driving' • /v/ substituted with /f/ in: 'everything' • syllable reduction in because and controller: /kɒz/, /trəʊlə/ in 'cos' and 'troller'. <p>Grammar and syntax:</p> <ul style="list-style-type: none"> • deletion of auxiliary in: 'what going on', 'we moving up' • non-standard tense: 'then this happen', 'ram in', 'I learning' • double negative: 'no waste no time' • deletion of 'it': 'is a big step' • non-standard adverb: 'anyways' • candidates can explore the variation in syntax with the difference between Standard English and Barbadian English grammar. In this variety there are similar features to other creolised Englishes. <p>Lexis:</p> <ul style="list-style-type: none"> • American English influences and slang: 'yo', 'your boy', 'big up' • influence of technology on the variety: 'upload', 'controller', 'notification bell'. <p>Discourse and pragmatics:</p> <ul style="list-style-type: none"> • excerpt from a YouTube gaming commentary with relevant generic features • 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-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Section A

Question Number 2	Indicative Content
	<p>Candidates should show an awareness of the stages of language acquisition and the techniques used on television shows aimed at children to entertain children, educate and facilitate language development from 1 to 7 years old. They may comment on the language skills acquired by the children and the language used by television presenters or narrators.</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"> • use of rhyme throughout to create rhythm: 'they're only small and even when there's ten of them they're hardly there at all' • heavy use of alliteration to be memorable and engage young children: 'Ninky Nonk', 'Pointipines' <p>B2</p> <ul style="list-style-type: none"> • repetition of short and long vowel sounds to teach alphabet: 'a /æ/ a a alligator (.) a /eɪ/' <p>B3</p> <ul style="list-style-type: none"> • use of use of rhyme throughout creating engaging memorable rhythm: 'hello there friendly crocodile (.) may we inspect your perfect smile'. <p>Grammar and syntax:</p> <p>B1</p> <ul style="list-style-type: none"> • declaratives to describe the action within the story • simple sentences to engage and maintain interest in the narrative: 'the sea is dark and deep' • imperatives and questions used to encourage participation in the action of the story: 'catch the Ninky Nonk', 'who's here' • direct address to encourage participation: 'your hand' • use of first-person narrative presents the narrator as a friend: 'someone I know' <p>B2</p> <ul style="list-style-type: none"> • question invites children to think about the topic: 'what's your favourite animal' • repetitive structures used to introduce and reinforce letter sounds <p>B3</p> <ul style="list-style-type: none"> • use of modals to communicate with the character to engage child in story: 'may we count your teeth' • questions to engage in narrative: 'did I just see him twitch' • pronouns to include children in the actions of the narrator: 'we'll only count' • use of simple and compound structures <p>B4</p> <ul style="list-style-type: none"> • utterances are longer and more complex to provide detailed information about the role of doctors • interrogatives and second person pronoun to promote thought and engagement: 'can you guess...' • adverbials to demonstrate frequency and range of doctor responsibilities: 'sometimes'.

Lexis:

B1

- simple vocabulary reflects young age of audience and nouns are recognisable: 'star', 'boat', 'hand'
- high number of adjectives to aid imagination: 'deep', 'dark', 'bright'
- noun phrases to describe setting with emphasis on 'little' which children can associate with the size of the characters: 'the little sail', 'the little light', 'the little boat'

B2

- song is simple with focus on the phonemes at the beginning of animal nouns: 'cow', 'butterfly'

B3

- mainly high frequency lexis with mono and bi-syllabic words: 'teeth', 'tea', 'friendly'
- words drawn from children's experience: 'smile', 'count'
- use of abbreviations and diminutives: 'croc', 'croccy'

B4

- medical lexical field: 'stethoscope', 'crutches', 'bandages'
- use of euphemism: 'special tools'.

Discourse and pragmatics:

- the narrator in B1 is telling a bedtime story with language and phonology used to create a sleepy dream-like quality
- the presenters in B2 use repetition to reinforce the phonemes in the song and the structure to make it easy for children to sing along
- in B3 declaratives pre-empt possible responses from children watching at home to replicate conversation: 'I think you're right'
- the presenter in B4 uses discourse markers as she moves through different topics to maintain the audience's attention: 'well now', 'so what'
- all texts show an awareness of the child watching at home with direct reference to them or greetings: 'someone I know', 'hello there'
- there is an educational function to all of the texts.

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

These are suggestions only. Please consider any relevant response.

Question Number 3	Indicative Content
	<p>Candidates should show an awareness of the language used in public apologies to repair a damaged public image and to manage audience opinion. They may comment on the way language choices and rhetoric can manage a person’s reputation after a negative incident.</p> <p>Grammar and syntax:</p> <p>C1</p> <ul style="list-style-type: none"> • use of inclusive pronouns demonstrates his position as part of a wider organisation which has impact on the community: ‘we have worked so hard’, • declarative highlights that apologising and admitting accountability is a necessary behaviour within government: ‘we owe it to people’ <p>C2</p> <ul style="list-style-type: none"> • uses inclusive language to position himself with those who are angry about the incident and distance himself from the event: ‘I share’, ‘like you’, ‘all of us’ • use of modals to show certainty of his future actions: ‘we will’ • use of adverb to show commitment for change and growth: ‘never too late’, ‘never happens again’ • use of adverbial to show timeline for improvements: ‘by April...’ <p>Lexis:</p> <p>C1</p> <ul style="list-style-type: none"> • formal language reflects position of authority and serious nature of failing in his governmental duty: ‘resign’, ‘breaching the guidance’, ‘reiterate’ • noun phrase puts emphasis on regret of his actions: ‘the last thing...’ • lexical field of hardship shows awareness of situation and understanding as to why people are angry with his actions: ‘crisis’, ‘sacrifice’, ‘courage’, ‘ceaseless’ • list of three to emphasise what following the guidance aimed to achieve: ‘prosperity, health, freedom’ • highlights positive traits within the people and organisations who have been impacted by his failings the most: ‘the best gift’, ‘dedication’ <p>C2</p> <ul style="list-style-type: none"> • uses emotive language to convey the serious nature of the incident and how people feel: ‘truly horrific event’, ‘outrage’, ‘disturbed’ • list of three to emphasise reaction to the event: ‘outrage, anger, disappointment’. • modified noun phrase with superlative to show sincerity at making amends: ‘my deepest apologies’ • noun phrase to demonstrate accountability: ‘full responsibility’ • use of first person to show he is taking responsibility for the organisational change: ‘I promise’ <p>Discourse and pragmatics:</p> <ul style="list-style-type: none"> • in C1 use of ‘reiterate my apology’ implied he has already apologised and is using his resignation letter as an opportunity to do so again, publicly and officially • C1 ends with a list of his achievements while in the role to emphasise positive qualities to counter wrongdoing while C2 ends with a list of actions they are going to take to demonstrate willingness to improve • both texts demonstrate politeness features to gain the respect of the public, restore their images and demonstrate that they are taking accountability. <p>The AO2 requirement will be met by candidates referencing theories, concepts and issues that they have researched in response to the pre-release material. These are suggestions only. Please consider any relevant response.</p>

Section A

Question Number 4	Indicative Content
	<p>Candidates should show an awareness of sports commentary via radio and the language features used by commentators to describe the action. Consideration should be given to the types of terminology used and strategies to communicate information in a clear, fast-paced and entertaining manner.</p> <p>Grammar and syntax:</p> <p>D1</p> <ul style="list-style-type: none"> • declaratives convey excitement, drama and information: 'this could be dangerous', 'on the bench the last couple of matches' • use of adverbials to communicate exact locations on the pitch and how the players are playing: 'to his right', 'down the centre of the pitch', 'left hand side' • elliptical forms to maintain pace: 'Liverpool unbeaten this season' • slipping from past to present tense when something happens <p>D2</p> <ul style="list-style-type: none"> • adverbs describe action: 'very badly indeed', 'pretty decent' • adverbials of place and time help convey the route and action in the race: 'at the first corner', 'into the back', 'again' • use of first person conveys opinion of the commentator: 'I don't think that's gonna work' • conditionals portray the possible outcomes of the race to create excitement and anticipation: 'if the race finishes like this Hamilton would take the lead'. <p>Lexis:</p> <p>D1</p> <ul style="list-style-type: none"> • semantic field of football with common and proper nouns of players, teams and rules: 'Maguire', 'Liverpool', 'penalty', 'keeper' • informal lexis to engage: 'stretch back', 'just slides in' • heavy use of noun phrases to describe actions and opinions of players' performance: 'an amazing start', 'really good play', 'a composed finish' • specialised verbs: 'heads', 'chests' • players identified by surnames <p>D2</p> <ul style="list-style-type: none"> • semantic field of racing including common and proper nouns of cars and drivers: 'tyres', 'Mercedes', 'lap', 'Hamilton', 'the pits' • informal lexis makes it more conversational and entertaining: 'trailing', 'gambling', 'gonna', 'out of the running' • numbers used to represent the positions of the cars in the race and who is winning: 'twelfth', 'fifth', 'third' • noun phrases describe the race: 'a huge lead', 'this opening lap', 'championship leader'. <p>Discourse and pragmatics:</p> <p>D1–D2</p> <ul style="list-style-type: none"> • discourse is fluent with some micro pauses but limited false starts or repetition demonstrating a level of practice, professionalism and skill in communicating information quickly and clearly • words are stressed to emphasise drama • information of players, drivers and their performance is relayed during moments of limited action to maintain interest of the audience and avoid silence within the commentary: 'was heavily involved in Madrid the other evening', 'Max Verstappen in the championship by eight points'

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| | <ul style="list-style-type: none">• lots of detail and information is presented in short bursts reflecting the speed at which events are unfolding: 'Bottass hits Norris and Norris hits Verstappen (.) and Verstappen has been hit again'• in D1 role of co-commentator is specific and typical of radio sports broadcast discourse. |
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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 on page 3 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: Barbadian English

Section B

Question Number 5	Indicative Content
	<p>Candidates may make links with the data presented in Section A but should extend beyond this data to provide evidence of their own research.</p> <p>Candidates will have researched/investigated various data so detailed indicative content is not applicable.</p> <p>References to the following can be expected:</p> <ul style="list-style-type: none">• arguments for or against this statement, or a balanced approach• use of data from their research to support their views• consideration of the main theories they have researched. Any mention of the theories must link directly to the task and must be selected and integrated throughout the response• consideration of the historical development of Barbadian English• different attitudes towards Barbadian 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 the development of Barbadian English – 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-release material.</p> <p>These are suggestions only. Please consider any relevant response.</p>

Unit 4: Investigating Language
Topic: Child Language Development
Subtopic: Children's Television

Section B

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

Unit 4: Investigating Language
Topic: Language and Power
Subtopic: Public Apologies

Section B

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

Section B

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

Please refer to the Specific Marking Guidance on page 3 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	<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. • Makes no connections between the data. 			
Level 2	7–12	<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. • Gives obvious similarities and differences. • Makes links between the data and applies basic theories and concepts. 			
Level 3	13–18	<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. • Identifies relevant connections across data. • Mostly supports connections identified by clear application of theories, concepts and methods. 			
Level 4	19–24	<p>Discriminating controlled application</p> <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	<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 evaluation. • Evaluates connections across data. 			

		<ul style="list-style-type: none">• Critically applies theories, concepts and methods to data.
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