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Mark Scheme (Results)

January 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.

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Unit 4: Investigating Language
Topic: Global Language
Subtopic: Belizean Kriol

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms used by speakers of Belizean Kriol. They should demonstrate awareness of the historical and social background of English to Belizeans and the influences on its development. Candidates should comment on as many levels and frameworks as possible. **Phonology:** • th stopping present in: the /de/ • substitution of vowel /ɑʊ/ with /u:/ in: 'around', 'powder' and 'flour' • substitution of /ɑɪ/ with /æ/ in: 'I' and 'my' • deletion of first consonant /æ/ in: 'afraid' • /ɔ:/ substituted with /æ/ in: 'water' and 'all' • /i:/ replaces final phoneme in: 'brittle'. **Grammar and syntax:** • deletion of plural 's' in: 'ounce' • absence of copula in: 'this one only about four ounce' • non-standard tenses for 'meet', 'come', 'make', 'broke' • object pronoun for subject: 'me not afraid' • replacement of 'of' with 'a' in: 'any kind a water', 'a bit a milk' • negative no for not: 'I no really authentic' • double negatives: 'no got no taste', 'no get no more' • deletion of 'to' in infinitive: 'try fry it', 'gwan do' • preposition 'for' used as infinitive': 'for change' • substitution of 'a' for 'is' • candidates can explore the variation in syntax with the difference between Standard English and Belizean Kriol grammar. In this variety there are similar features to other creolised Englishes. **Lexis:** • proper nouns and terms for areas and food relating to Belize: 'Sandhill' • non-standard phrase: 'broke out of one teeth' • Belizean verb for 'going': 'gwan'. **Discourse:** • excerpt from a cookery demonstration 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. 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.

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Unit 4: Investigating Language
Topic: Child Language Development
Subtopic: Mealtime Interactions

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the stages of language acquisition and the techniques used to engage children in conversations at mealtimes to facilitate language development from 0 to 7 years old. They may comment on the language skills acquired by the children and the interactions between the parents and children. Candidates should comment on as many levels and frameworks as possible. **Phonology:** B1 • deletion of first syllable in: 'banana' • deletion of initial consonant 'l' and substitution /t/ with /k/ in: 'little' • simplifies pineapple deleting final syllables: 'pine' • substitutes final syllable with easier phonemes in: 'perfect'. B2 • substitutes /s/ for /ʃ/ in: 'sucked' • assimilation of: 'want to'. **Grammar and syntax:** B1 • frequent interrogatives from the parents to encourage interaction during food preparation to develop vocabulary and labelling skills: 'what do we put in', 'what are these' • declaratives to describe the process: 'just a little bit' • imperatives used by mother typical of demonstrating a recipe: 'whiz it up' • use of inclusive pronouns to encourage participation: 'we'll get them out the fridge' • child communicates in one- or two-word utterances and understands questions • child has acquired use of possession and negation and can communicate what they want. B2 • children can understand and contribute to the conversation responding to interrogatives and making statements to communicate needs and ideas • have acquired wide range of functional vocabulary and use adverbials for location: 'into the bowl' • can communicate in complete grammatical utterances: 'I love you cheese pasta' • variety of interrogatives used by mother to encourage interaction: 'do you want me to…', 'do you want a piece of…', 'what would you wish for…'. **Lexis:** B1 • child has acquired concrete nouns and adjectives for food and to describe feelings: 'banana', 'hungry', 'tasty' • mother uses simple lexis and repetitive constructions to communicate what she is doing: 'just a little bit'. B2 • children have acquired wider vocabulary and older child can form complex post modified noun phrases: 'strength of two thousand men' • noun phrases used to describe food and wishes: 'cheesy big bits', 'a golden hand' • Leon uses imaginative descriptions for the food linking the features of meatballs to cannon balls: 'just cannon ball in'.

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	Discourse and pragmatics: • the mother in B1 uses repetition to reinforce the language and is consistent in encouraging interaction about the smoothie she is making • both parents in B2 express excitement for having more meatballs to encourage interest in eating the food from the children • in B2 the topic is focused on the meal at first, but the mother expands the topic to engage the children in imaginative conversation • all parents model positive attitudes to food • in Text B2 parents allow Henry to refuse food without insisting he eat it but rather model their own enjoyment • playfulness of mother-child interaction (cannon balls etc) models good relationships at mealtimes. 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.

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Unit 4: Investigating Language
Topic: Language and Power
Subtopic: Sales Representatives

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language used by sales representatives to persuade customers to purchase a product. They may comment on the way language choices and persuasive sales techniques are selected by the sales representative. **Grammar and syntax:** • declaratives provide detailed information and confirm customer details: 'there's the uptown loop' • second-person pronoun 'you' engages the listener and plural form represents the company: 'anything with us' • use of interrogatives to clarify information and seek opportunities to sell: 'what are your other plans' • adverb intensifiers used to reinforce the desirability of the tour: 'it's really really popular'. **Lexis and semantics:** • informal and colloquial language present to connect with customer and develop friendly, approachable persona: 'ah lovely brilliant have you been before' • noun phrases provide detailed descriptions of products: 'three different attractions', 'the main big ones' • lexical field of travel: 'New York', 'booking', 'tours' • proper nouns in introductions makes sales representative more personal and polite with use of title for client: 'Natalie speaking', 'Miss Meikle'. **Discourse and pragmatics:** • politeness features present to create helpful persona and use of formal title addressing client is respectful. Sales representative also knows who the client is from the system, which is a technique used to develop rapport and make the client feel valued: 'is it Miss Meikle' • sales representative establishes rapport by showing interest in the client's trip and engaging in perceived phatic talk with the function of looking at other options to sell: 'what's taking you out there' • uses discourse markers throughout to guide the topic: 'perfect okay' • client engages in back channelling showing interest in the tours and that she is listening: 'uh huh' • sales representative reels off information about the tour and insurance quickly sounding knowledgeable about the tour and confident to present all of its features, which would appeal to the client: 'you are using it as public transport because it's hop on hop off' • sales representative instils confidence in the tour and the client's selection by reassuring that other people buy it: 'everybody pretty much which we book to New York uses it'. • when client seems uncertain saying 'okay' the representative adds an additional potential benefit: 'use tour as alternative to public transport' • representative withholds giving the price of the tour until client expresses approval • representative's final comment intended to reassure client she's done the right thing in booking the tour: 'they are really really popular everybody pretty much which we book to New York uses it'. 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.

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Unit 4: Investigating Language
Topic: Language and Technology
Subtopic: Military Communication in World War Two

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of military communication and the language features used in radio transmissions and telegrams. Consideration should be given to the types of terminology used and strategies to communicate clear, precise instructions and tactical information. **Grammar and syntax:** D1 • declaratives to communicate clear information about the situation: 'I see movement but don't have anyone in that sector' • ellipsis to ensure key information is provided quickly: 'enemy troops heading your way' • imperatives to relay commands: 'look before you shoot' • use of adverbials to communicate exact locations: 'to your right', 'on the hill'. D2 • variety of sentence types communicate clear, precise and important information • passive sentences convey formality and emphasise key information: 'Further details will be…' • use of modal to convey certainty of future action: 'will be made' • use of second-person pronoun 'you' to connect with recipient and make instructions clear. D3 • short declaratives to convey information quickly and confirm actions taken: 'bomb doors open' • interrogatives to convey orders: 'will you put the ramps up'. **Lexis and semantics:** D1 • proper nouns of different units are made unique with numerals and repeated to provide clarity during communications: 'Easy 13', 'Baker 26' • numerical information to relay specific coordinates of exact locations for clarity: 'coordinates three two…' • semantic field of army/infantry: 'troops', 'platoon', 'weapons' • use of standardised lexis developed for telecommunications to announce start/end of message and when changing to another receiver: 'roger', 'over', 'break' • critical information broken down into separate numbers to avoid being misheard/misunderstood: 'Razor two six'. D2 • full titles provided to convey formality, authority and clarity of who the message is for and about: 'Mrs Catherine M Falcone',' Thomas Moore, Seaman First …' • formal lexis reflects high standards and serious nature of the communication: 'furnished', 'invited', 'liberation', 'rejoice', 'custody' • capital letters used for clarity • heavily modified noun phrases reflecting the high-ranking position of the sender of the telegram: 'Vice Admiral Louis Denfeld The Chief of Naval Personnel'. D3 • common nouns to identify roles of each crew member: 'navigator', 'skipper' • informality in communication as crew are talking with each other in the plane: 'okay boys' • lexical field of military aviation: 'planes', 'ramps', 'bomb doors'.

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	Discourse and pragmatics: D1–D3 • D1–D3 names, job roles and military titles are provided to convey authority and ensure clarity during communication • repetition is used in D1 and D2 when relaying the communications and instructions to ensure message is understood • D2 follows the structure of a telegram, written in capitals containing date and address to ensure accurate delivery. It is short and precise conveying the most important information to recipient • D1 consistently follows communication protocols using standardised wording to address other personnel on the radio due to the dangerous nature of their work and to avoid miscommunication with other units. 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.

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Please refer to the Specific Marking Guidance when applying this marking grid.				
Level	Mark	AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet points 3, 4
	0	No rewardable material.		
Level 1	1–4	**Descriptive** • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. • Lists contextual factors and language features. • Makes limited links between these and the construction of meaning in the data.		
Level 2	5–8	**General understanding** • Uses methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. • Describes construction of meaning in the data. • Uses examples of contextual factors or language features to support this description.		
Level 3	9–12	**Clear relevant application** • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. • Explains construction of meaning in data. • Makes relevant links to contextual factors and language features to support this explanation**.**		
Level 4	13–16	**Discriminating controlled application** • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. • Makes inferences about the construction of meaning in data. • Examines relevant links to contextual factors and language features to support the analysis.		
Level 5	17–20	**Critical and evaluative** • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues to the data. • Evaluates construction of meaning in data. • Critically examines relevant links to contextual factors and language features to support this evaluation.		

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Unit 4: Investigating Language
Topic Global English
Subtopic: Belizean Kriol

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 Belizean Kriol • different attitudes towards Belizean Kriol, 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 Belizean Kriol – colonisation, education and media. 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.

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Unit 4: Investigating Language
Topic: Child Language Development
Subtopic: Mealtime Interactions

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 mealtime conversations • the effects of communicating with children from an early age on language use and the 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.

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Unit 4: Investigating Language
Topic: Language and Power
Subtopic: Sales Representatives

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 the rhetorical devices used in sales interactions in order to persuade change and engage customers in a sale • the historical development of the language of sales • comparison of the language of power used by sales representatives for different purposes and customers • the influence of social, historical, technological and cultural factors on the language of sales • 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.

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Unit 4: Investigating Language
Topic: Language and Technology
Subtopic: Military Communication in World War Two

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 • comparison of language used in different types of military communication and how they fulfil a variety of purposes • consideration of the historical, technical and cultural development of communication methods in World War Two • how the evolution of technology and communication has provided opportunities for military personnel to operate • 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.

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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.			

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