GradeMax



Mark Scheme (Results)

June 2025

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: Appalachian English

Section A

Question Number 1	Indicative Content
	Candidates should comment on the language features and identify them as forms used by speakers of Appalachian English. 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:** • syllable reduction in: kind of /kɑɪnæ/ • deletion of consonant /d/ in: old /əʊl/ • deletion of consonant /d/ in: and /æn/ • deletion of consonant /t/ in: that / ðæ/ • substitution of /əʊ/ with /ə/ in: banjo / bændʒə/ • substitution of /ŋ/ with /n/ in: selling /selɪn/ & something /sʊmtɪn/ • substitution of /θ/ with /t/ in: something /sʊmtɪn/ **Grammar and syntax:** • non-standard tense: 'make about two dollars', 'are still sings' • use of a-affix: ' a many of a time' and 'a flying' • non-standard possessive pronoun: 'to feed it it lunch' • non-standard demonstrative pronoun: 'them old songs' • candidates can explore the variation in syntax with the difference between Standard English and Appalachian English grammar. In this variety there are similar features to British regional dialects, Scotch-Irish and Scottish. **Lexis:** • adjective 'old' is used frequently to describe familiar objects or animals: 'old buggy', 'old mule', 'old songs' • informal terms: 'scooting', 'shimmying', 'buggy' • proper nouns for American places and products: 'Robertsville', 'Shelby' • terms of measurement: 'bushel' **Discourse:** • data is spoken with non-fluency features such as micro pauses and repetition 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.

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

Section A

Question Number 2	Indicative Content
	Candidates should show an awareness of the stages of language acquisition and the techniques used in books aimed at children aged 1 to 7 years old. They may comment on the language skills acquired by the children and the language used in books to facilitate development. Candidates should comment on as many levels and frameworks as possible. **Phonology:** **B1** • the majority of words are monosyllabic to aid simple communication. **B2** • rhythmic pattern created by repetitive structures to make text memorable, e.g. 'We can't go over it. We can't go under it.' • onomatopoeia and sibilance make text engaging and emphasise /s/ and /ʃ/ sounds which are acquired in early stages of development. **B3** • uses rhyme throughout to develop the ability to recognise and produce sounds in language. Children are more likely to remember words and phrases that rhyme, which aids their language development and vocabulary expansion • phonological features are present within the books at younger ages when they are developing phonological awareness. **Grammar and syntax:** **B1** • short simple sentences are used with repetitive structures focusing on negation and adjective phrases. **B2** • use of pronouns to help children imagine they are going on a bear hunt and include them in the story, e.g. 'We're not scared.' • use of prepositional phrases reflects the grammatical development of the age of the reader, e.g. 'over it'; 'under it'; 'through it' • short simple sentences with declarative function to make text easy to read and build confidence in reading and language abilities. **B3** • use of direct speech creates a voice for the characters which engages readers, e.g. ' "What are YOU?" Jack asked.' • compound sentences feature as children can produce longer utterances and comprehension has developed • interrogatives are used in the text, reflecting a readership age where children have acquired 'wh' words • use of modals shows future actions, e.g. 'I SHALL go…'. **B4** • variety of sentence structures reflects the ability of the reader • third person narrative presents different perspectives and characters which can help broaden children's understanding of language and communication.

Lexis:

B1

- simple concrete nouns and adjectives are used focusing on familiar objects and qualities in the child's environment, e.g. 'wings'; 'soft'
- use of different materials and textures within the book to correspond with adjectives aids semantic development in early stages of language acquisition
- terms which are common in child-directed speech, e.g. 'tummy'; 'fuzzy'.

B2

- noun phrases are used to aid description, e.g. 'a big one'; 'a beautiful day'
- some phrasing reflects childlike speech, e.g. 'Oh-oh'.

B3

- traditional collocations used to make text feel familiar and have connotations of story time, e.g. 'once upon a time'; 'not long ago'
- semantic field of fairytale characters, e.g. 'Cinderella'
- heavily modified noun phrases to develop vocabulary, e.g. 'a flat shiny thing'; 'the first fairytale online shopper'.

B4

- variety of lexis reflects the wider vocabulary of an older child
- increase in nouns, reflecting the daily life of children, e.g. 'class'; 'bus'
- repetition of verb 'scared' reflects childhood fears which readers can identify with
- use of adverbs to describe action and manner, e.g. 'fast'; 'slowly'; 'luckily'.

Discourse and pragmatics:

- B1 is a multi-sensory book to allow babies to associate different materials to their appropriate adjective.
- in B1, the sentences are repetitive to focus on the differences between the materials and language structures
- all the texts use vocabulary and sentence structures that are appropriate for the target age range
- repetition and phonological features are present in B1—B4 to help reinforce language patterns and memory retention, which is beneficial for children at the early stages of language development
- the texts demonstrate gradual complexity introducing more vocabulary, sentence structures and story-telling techniques to challenge and engage children at their current language proficiency level.

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: Legal Language

Section A

Question Number 3	Indicative Content
	Candidates should show an awareness of the language used in legal documents and communications. They may comment on the way language choices reflect power and communicate legal protocol. **Grammar and syntax:** **C1** • long complex sentences with conditional clauses to explain the actions undertaken in possible future events, e.g. 'if the Landlord allows' • use of modal verbs to reflect possibility of future actions and responsibilities of the tenant, e.g. 'the Tenant shall'; 'the Tenant must'; 'the Landlord may' • use of the third person to remain impersonal and allow the agreement to be applicable to any landlord or tenant, used in all general tenancy agreements. **C2** • modal verbs to convey certainty of what actions will be performed and by whom, e.g. 'we will carry out'; 'I must also raise' • first person and second person used as solicitor is being paid to carry out services for their client and communicating their responsibilities to them • conditionals used to show alternative measures, e.g. 'If I am unavailable' • adverbials used to emphasise suggested courses of action, e.g. 'I strongly advise'. **Lexis and semantics:** **C1** • very formal lexis to reflect authority and serious nature of complying with the agreement, e.g. 'required'; 'prejudice'; 'obtaining' • nominalisations to reflect formality, e.g. 'obligation'; 'possession' • semantic field of law and housing, e.g. 'served'; 'statutory'; 'Housing Act' • formal and generic nouns to apply to everyone under the agreement, e.g. 'Tenant'; 'Landlord'; 'Agent' • important legal terms capitalised to show significance, e.g. 'Property'; 'Term'; 'Contents'. **C2** • formal terms of address to convey professional tone, e.g. 'Dear Miss Michaels' • formal lexis, e.g. 'objectives'; 'instructing'; 'prospect' • noun phrases with minimal modifiers to be clear and specific, e.g. 'fee earner'; 'legal expenses'; 'above mentioned property' • politeness markers to demonstrate helpfulness and develop professional relationship, e.g. 'thank you'; 'please do not hesitate'. **Discourse and pragmatics:** • both maintain a professional tone, although C1 has a more authoritative voice and impersonal tone to ensure actions are carried out • C1 uses bullet points and numbering to set out clear guidelines and stipulations, while C2 follows a letter format standard in communicating with clients • C2 has politeness features as they are providing a formal service to their client for which they are receiving payment • C1 makes references to legislation and protocols to demonstrate what laws the tenant will not be complying with if they violate the agreement • C2 makes reference to other information needed, e.g. Terms of Business and sourcing insurance

	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: e-learning

Section A

Question Number 4	Indicative Content
	Candidates should show an awareness of linguistic features present within e-learning. **Grammar and syntax:** **D1** • adverbials to show the running order of activities, e.g. 'at the end of the session' • modal verbs to show certainty, e.g. 'we will try' • use of inclusive pronoun shows presenter is representing a company, e.g. 'we like to track'; 'we are supporting'. **D2** • mitigated imperative to maintain polite welcoming tone and encourage communication in the chat, e.g. 'Please feel free' • modals verbs used to convey certainty of actions and possibilities when making suggestions, e.g. 'We will...'; 'You may need to …'. **Lexis and semantics:** **D1** • lexical field specific to teleconferencing, e.g. 'click'; 'the chat'; 'webinar'; 'your sound'; 'sharing' • lexical field of business to reflect the workplace environment, e.g. 'values'; 'mission'; 'impact'; 'brands' • some informality and colloquialism present as presenters are conversational in their approach, e.g. 'pop your questions'; 'dipping in and out'; 'head up' • acronyms, e.g. 'q and a' • some formal language during introduction to reflect professionalism and describe content • politeness features used when interrupting, e.g. 'sorry'. **D2** • lexical field of technology and presentations, e.g. 'host/panellists'; 'dropdown menu'; 'computer audio' • polite welcoming greeting to establish rapport, e.g. 'Hello everyone' • proper nouns/usernames are in the chat to identify who is speaking • tag features present to be able to communicate directly, e.g. '@Bryony' • punctuation used to highlight correction, e.g. '*Becki*' • emoticons used to show feelings and compensate for no visual interaction. **Discourse and pragmatics:** **D1–D2** • D1 is using teleconferencing platform Zoom and experiences some technical problems in sound which is a downside to online learning. Evidence is presented in D2 that participants also had issues: 'can you hear us now?' • D1 is spoken and has discourse markers and non-fluency features which reflect spontaneous communication, e.g. 'so'; 'now'; 'erm' • deixis present in D1 as they refer to slides on the presentation, e.g. 'you can see here' • D2 is a communication in a chat box and has text features such as emoticons, and participants can share resources and communicate without interrupting the spoken presentation • in D2 participants can communicate praise and feedback during and after the session which instructors can use to reflect upon • D1 is more one-way communication, with the presenter suggesting that questions will be taken at the end of the session and not during her presentation

	• reference is made to resources and materials presented in both texts, e.g. 'diagram'; 'slides' • D2 makes clear that a recording and materials will be sent to participants, highlighting that technology allows the session to be watched again • in D2 messages are short and to the point to facilitate fast clear communication in the moment and contain errors and missing punctuation • in D2 the messages appear out of sync as people are responding to earlier messages and the messages appear in the order they are posted. 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
	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: Appalachian English

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 Appalachian English • different attitudes towards varieties of 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, historical and cultural changes that have impacted the development of Appalachian English– colonisation, geography and lack of social mobility. 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: Children's Books

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 communication and language development when reading books • the impact of reading children's books from an early age on language use and developing communication skills. 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: Legal Language

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 linguistic devices used in legal documents in order to ensure precision, clarity and understanding • comparison of the language of power used by legal professionals in order to communicate complex legislations as well as enable individuals to understand their rights and obligations • the influence of social, historical, and cultural factors on legal language • 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: e-learning

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 • analysis of language used on online learning platforms and how they provide an engaging and interactive environment to facilitate learning • consideration of the historical, digital, and cultural development of e-learning • how the evolution of technology and communication has provided opportunities to make education more accessible and inclusive but has also created some barriers • 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.			

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