

Mark Scheme (Results)

January 2026

Pearson Edexcel International Advanced Level
in English Language (WEN04/01)
UNIT 4: Investigating Language

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- 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 Saint Kitts English. They should demonstrate awareness of the historical and social background of this variety 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/, them /dem/ and together /tugedə/ • substitution of vowel /ɜ:/ with /ɔ/ in: first /fɔs/ • substitution of /θ/ with consonant /t/ in: things /tiŋs/ and thieving /ti:vɪn/ • substitution of vowel /ɔ:/ with /æ/ in: always /ælwɛɪz/ • substitution of 'of' with /æ/ in: out of /æ/ • substitution of vowel /ə/ with /æ/ in: elder /eldæ/. <p>Grammar and syntax:</p> <ul style="list-style-type: none"> • non-standard personal pronouns, e.g. 'well me growing' • non-standard use of demonstrative pronouns, e.g. 'them times' • deletion of preposition, e.g. 'go look cane' • non-standard reflexive pronoun, e.g. 'weself' • non-standard tense, e.g. 'come from school', 'finish school', 'gone running', 'we didn't looking' • deletion of verb, e.g. 'that ripe' • non-standard suffix -s for plural and possession, e.g. 'mine's', 'sometime we go', 'peoples' • candidates can explore the variation in syntax with the difference between Standard English and Saint Kitts English grammar. In this variety there are similar features to other creolised Englishes. <p>Lexis:</p> <ul style="list-style-type: none"> • non-standard phrases, e.g. 'weed up', 'mole up', 'them as me'. <p>Discourse:</p> <ul style="list-style-type: none"> • 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. <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 language features present between siblings aged 2 to 8 years old.</p> <p>Candidates should comment on as many levels and frameworks as possible.</p> <p>Phonology:</p> <ul style="list-style-type: none"> • deletion of phoneme /t/ in: what's /wɒs/ • substitution of phoneme /r/ with /w/ in: ruler /wulə/ and rabbit /wæbɪt/ • deletion of consonant /ð/ in: then /en/ • syllable reduction in: because /kɒs/. <p>Grammar and syntax:</p> <ul style="list-style-type: none"> • Willow uses imperatives to repeat instructions from Mum and encourage Joseph to explore his environment, e.g. 'leave it', 'turn around look at that rabbit' • use of declaratives to inform and acquire names of objects, e.g. 'it's a ruler' • interrogatives to engage Joseph while playing, e.g. 'where do you want to put it' • tag questions support Joseph in conversations with adults and encourage a response, e.g. 'it's chick isn't it' • ellipsis to shorten constructions, e.g. 'want that' • Joseph is at early post-telegraphic stage of development and able to make full constructions, e.g. 'that's my chick', 'tractor with a scooper on the back' • Joseph has acquired negation, e.g. 'not on the roof' • Willow uses subordinate clauses to provide reasoning for actions and detailed instructions when directing Joseph through play, e.g. 'they have to stop (.) because there's a train coming but this time he just goes straight into the train'. <p>Lexis:</p> <ul style="list-style-type: none"> • lexical field of traffic while playing, e.g. 'truck', 'road', 'sign', 'pothole' • some use of modifiers to ensure clear communication, e.g. 'a new train track', 'traffic lights' • Joseph has acquired some function words e.g. 'there', 'on' • Joseph deletes article, e.g. 'was that (.) ruler', 'it's trac (.) tractor' • Willow has longer utterances as her vocabulary and conversational skills are more advanced than Joseph's. <p>Discourse and pragmatics:</p> <ul style="list-style-type: none"> • Willow's turn-taking is longer when engaging in play as she takes a dominant role directing Joseph through the road system • discourse markers are present, e.g. 'ok', 'so' • Willow shows politeness when controlling the play and instructing Joseph e.g. 'can I show you how to do it first' • caregivers have some input in the interactions to offer encouragement or further prompts to communicate, e.g. 'Dad: where would you like Willow to put the sticker'. <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 3	Indicative Content
	<p>Candidates should show an awareness of the language used in public safety communications to warn the public of danger and to take appropriate actions to stay safe. They may comment on the way language choices and rhetoric can influence the general public to respond to safety information.</p> <p>Grammar and syntax:</p> <p>C1</p> <ul style="list-style-type: none"> subordinate clauses demonstrate consequences of not following advice, e.g. 'If you don't follow the rules' variety of sentence types to convey a wide range of information modal verbs highlight obligation, e.g. 'I must', 'you should' inclusive pronouns used to unite public in call to action, e.g. 'we must do'. <p>C2</p> <ul style="list-style-type: none"> modal verbs show possibility of destruction, e.g. 'may damage' imperatives issue clear instructions, e.g. 'Stay indoors' adverbials of time and place to provide details of locations and timings of events, e.g. 'in your area', 'on Saturday 07 December' direct address to engage audience, e.g. 'You are asked'. <p>Lexis and semantics:</p> <p>C1</p> <ul style="list-style-type: none"> modifiers to address audience and show severity of situation, e.g. 'the British people', 'the critical thing' emotive language to persuade, e.g. 'a vulnerable person' intensifiers to emphasise the ease and importance of following guidance, e.g. 'very limited purposes', 'a very simple instruction', 'absolutely necessary' lexical field of power, e.g. 'complying', 'enforce', 'police'. <p>C2</p> <ul style="list-style-type: none"> modified noun phrases to clarify danger, e.g. 'a RED warning', 'Extremely strong winds' lexical field of weather, e.g. 'wind', 'storm', 'waves' proper nouns to be clear on exact locations to avoid or where events are happening, e.g. 'Plymouth City Council', 'Torpoint Ferry slipway', 'Keyham'. <p>Discourse and pragmatics:</p> <ul style="list-style-type: none"> repetition of sentence constructions in C1 emphasises actions that the public can no longer do C1 utilises politeness features to recognise public efforts so far, e.g. 'I thank you all' C1 highlights consequences if rules are not followed to ensure compliance and exert control, e.g. 'fines', 'dispersing gatherings' C2 opens message with 'Emergency Alert' to grab attention C2 messages are short and direct to convey key information quickly C2 directs reader to website to get further information as purpose of alert is to provide initial information to a wide audience as soon as possible.

	<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>
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Section A

Question Number 4	Indicative Content
	<p>Candidates should show an awareness of linguistic features present within discourse relating to cameras and photography.</p> <p>Grammar and syntax:</p> <p>D1</p> <ul style="list-style-type: none"> • short simple sentences to convey key camera features, e.g. 'So easy to use' • ellipsis present to focus on key details, e.g. 'A real buy', 'Has prefocused lens'. <p>D2</p> <ul style="list-style-type: none"> • imperatives to instruct on best equipment to use, e.g. 'Use a remote or cable release' • adverbials suggest timings for best results, e.g. 'At twilight' • subordinate clauses provide reasoning for techniques, e.g. 'To lessen its effect' • variety of sentence types and functions to convey detailed engaging information • modal verbs highlight the certainty in the effects created by the techniques used, e.g. 'will be blurred'. <p>D3</p> <ul style="list-style-type: none"> • direct address to engage audience and direct through task, e.g. 'your iPhone's camera' • inclusive pronouns make audience feel they are doing the task with instructor, e.g. 'when we tap it', 'let's turn on'. <p>Lexis and semantics:</p> <p>D1</p> <ul style="list-style-type: none"> • connotations of guns in camera instructions, e.g. 'Just load, aim, shoot' • lexical field of camera technology, e.g. 'eye-level finder', 'negatives', 'snapshots' • proper nouns of brand names of cameras, e.g. 'Kodacolor 620 Films', 'Kodak 127', 'Brownie' • modified noun phrases describe functionality, e.g. 'handy carrying strap', 'plunger shutter release' • adjectives highlight positive qualities, e.g. 'excellent snapshots', 'vertical brilliant view finders' • informal conversational terms, e.g. 'a sure "hit" ... for you'. <p>D2</p> <ul style="list-style-type: none"> • lexical field of camera equipment and technical terminology for processes, e.g. 'macro lens', 'tripod', 'Digital noise' • modified noun phrases to specific techniques, e.g. 'long exposures', 'traffic trails', 'a standard zoom' • common camera abbreviations, e.g. 'ISO'. <p>D3</p> <ul style="list-style-type: none"> • lexical field of smart phone technology, e.g. 'app', 'iPhone', 'files', 'edit your photos' • subject specific language to photographs, e.g. 'resolution', 'megapixels' • informal conversational language, e.g. 'keep in mind', 'run you quickly through'. <p>Discourse and pragmatics:</p> <p>D1–D3</p> <ul style="list-style-type: none"> • D1 informs on best features of cameras, D2 provides a written guide on how to take photos which users can follow at their own pace. D3 is an online tutorial providing visual instruction and demonstrations. D2 is more descriptive in its instruction while D3 has examples of spatial deixis as the tutor directs the audience around the camera, e.g. 'this Pro Default option here'

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| | <ul style="list-style-type: none">• the language features across all texts show the variation in technical language with D1 referencing analogue features 'film', 'negatives', D2 referring to settings linked to digital cameras 'ISO' and D3 mentioning settings linked to iPhone's 'app'• all texts have informal elements with D3 being the most conversational as audiences are doing the actions in time with the instructor as they watch the video, e.g. 'but more on that in just a moment'. |
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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 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 <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	General understanding <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	Clear relevant application <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	Discriminating controlled application <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	Critical and evaluative <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. 				

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 Saint Kitts 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, phonology, syntax, lexis and semantics• influence of social, historical and cultural changes that have impacted the development of Saint Kitts English, e.g. colonisation and education. <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 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 communication and social development• the effects of communicating with older siblings from an early age on language use/conversational skills. <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 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 safety communications in order to warn of danger• comparison of the language of power used in safety communications in order to ensure compliance with safety advice/instruction• the influence of social, historical, and cultural factors on the language used in public safety communications• 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• analysis of language used in photography discourse and how it reflects the technology and skill of the user• consideration of the historical, digital, and cultural development of language used in photography discourse• how the evolution of camera technology and photographic techniques has provided opportunities to make photography more accessible but still requires knowledge of technical language• 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 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 <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	General understanding <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	Clear relevant application <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	Discriminating controlled application <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	Critical and evaluative <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. Evaluates connections across data. Critically applies theories, concepts and methods to data. 				