



Mark Scheme (Results)

Summer 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.

UNIT 4: Investigating Language

Topic: Global Language

Subtopic: Irish English

Section A

Question Number 1	Indicative Content
	<p>Candidates should comment on the language features and identify them as forms used by speakers of Irish 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">• substitution of vowel /ə/ with /ɔ/, e.g. first /fɔs/• substitution of /θ/ with consonant /t/, e.g. Maynooth /mænut/ and think /tɪŋk/• rolling /r/, e.g. Clare /kleər/ and forty /fɔrti/• substitution of vowel /u/ with /ə/, e.g. you /yə/• substitution vowel /aʊ/ with /u/, e.g. ground /grund/• deletion of /ð/, e.g. them /em/• elision present, e.g. it was /twɒs/. <p>Grammar and syntax:</p> <ul style="list-style-type: none">• non-standard order, e.g. 'could it be done'; 'bring in it'• non-standard tense, e.g. 'many of them wasn't'• non-standard preposition 'for' used as infinitive to, e.g. 'pay men for cut it'• omission of determiner 'the', e.g. 'good in one at start of the day'• candidates can explore the variation in syntax with the difference between Standard British English and the language of the speaker. <p>Lexis:</p> <ul style="list-style-type: none">• proper nouns for Irish places, e.g. 'County Clare'; 'Maynooth'• dialect lexis for cutting/to cut, e.g. 'throwing'• semantic field of farming, e.g. 'reaper'; 'crop'; 'harvest'. <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>

UNIT 4: Investigating Language
Topic: Child Language Development
Subtopic: Writing Frames

Section A

Question Number 2	Indicative Content
	<p>Candidates should show an awareness of the stages of writing development and the language features present when using writing frames.</p> <p>Candidates should comment on as many levels and frameworks as possible.</p> <p>Graphology: Across Texts B1-B3 this may include:</p> <ul style="list-style-type: none"> • consistency of letter size and spacing • use of cursive • capitalisation • punctuation • formatting, structure and layout of writing frames, e.g. fill in missing words, missing letters and sentence starters for sequencing events. <p>Phonology and orthography:</p> <p>B1</p> <ul style="list-style-type: none"> • evidence of phonetic spelling, e.g. 'wot'; 'gowld, coyns' • missing letter in chest, e.g. 'chst' • evidence of sounding-out approach when writing letters, e.g. '/f/(.) /ul/ full'. <p>B2</p> <ul style="list-style-type: none"> • evidence of phonetic spelling, e.g. 'vizit' • evidence of learned spelling 'wh' diagraph for /w/ phoneme, e.g. 'whent' • is able to spell some multi-syllable words, e.g. 'curiosity'; 'planetarium' • letters 'o' substituted with 'a' in dinosaurs, e.g. 'dinasaur's'. <p>Grammar and syntax:</p> <p>B1</p> <ul style="list-style-type: none"> • able to form interrogatives, but misses question mark, e.g. 'wot is in that chst' • able to write subordinate clause, e.g. 'that it was full' • able to use present tense and past tense forms accurately, e.g. 'is'; 'was'. <p>B2</p> <ul style="list-style-type: none"> • able to form simple declarative using past tense, e.g. 'I came to my cusns house...'

B3

- writing has developed to be able to write for a specific function and convey detailed information
- longer sentences with main clause and use of subordinate clause, with 'because' conjunction prompt in writing frame, e.g. '**because** it was scary'
- largely declarative providing information on what he did at the centre for life
- some use of adverbials to reflect place, e.g. '*in a cage*'
- repetitive first-person plural sentence formation, e.g. '*we went*'; '*we arrived*'.

Lexis:**B1**

- can write simple modified noun phrase, e.g. '*gowld, coyns*'
- can use demonstrative pronoun 'that', e.g. '*that chst*'.

B3

- frequent use of concrete nouns to depict things seen on the trip, e.g. '*dinasaurs*'; '*planetarium*'; '*T-rex*'
- repeated use of verb '*went*' to demonstrate past actions.

Discourse and pragmatics:

- in B1, the writing frame provides a part of a story with missing sections for the child to input words and complete sentences independently. The sentence starts to scaffold a narrative for the child to finish developing their grammatical skills
- in B1, the mother provides support and encouragement throughout the task with backchannelling ('yeah') and instructions ('put that it was full')
- in B1, the child sounds out the phonemes as they write the corresponding letter to aid their spelling
- in B2, the writing frame provides the opportunity to develop letter recognition and practise spelling by filling in the missing letters in the word 'came'
- in B2, repetition is used instructing the writing of 'came' three times to reinforce the spelling and word recognition
- in B3, adverbial sentence starters are provided to act as prompts to help the child write a sequence of events, e.g. '**First**'; '**Then**'; '**Next**'; '**Finally**'
- in B2 and B3, the teacher provides positive reinforcement in their comments praising Oliver's efforts. They also provide opportunities for Oliver to make corrections
- all texts offer free writing opportunities where the child can write their own sentences.

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: Language of Complaints

Section A

Question Number 3	Indicative Content
	<p>Candidates should show an awareness of the language used when making and responding to complaints. They may comment on the way language choices and rhetoric can influence the power dynamics between the participants.</p> <p>Grammar and syntax:</p> <p>C1</p> <ul style="list-style-type: none"> • declarative sentences throughout to convey information relating to issue • use of direct speech to quote from previous communication with hotel, e.g. 'broken bed castors/wheels' • range of compound and complex sentences to convey details and reasoning for complaint • subordinate clause to outline consequences of inaction, e.g. 'If I do not receive a resolution' • adverbials of time and manner to show sequence of events and emphasise the lack of effort made by hotel, e.g. 'during my stay'; 'simply advised'. <p>C2</p> <ul style="list-style-type: none"> • declarative sentences providing details on actions taken and explanation of poor service by travel consultant • modal verbs show obligation to customer, the recommended actions of Heather and certainty of compensation, e.g. 'must apologise'; 'she should have done'; 'I will be sending you' • collective pronoun to represent the company, e.g. 'we would' • mixture of past, present and future tenses as the email explains the events of the error, present situation and future actions to prevent it happening again. <p>Lexis and semantics:</p> <p>C1</p> <ul style="list-style-type: none"> • formal terms of address and sign-off reflect impersonal, distant relationship, e.g. 'Dear Sir or Madam'; 'Kind regards' • formal lexis shows serious nature of communication, e.g. 'regarding'; 'requesting'; 'retained' • lexical field shows negativity of experience, e.g. 'dissatisfied'; 'troubling'; 'unreasonable'; 'disruptive' • modified noun phrases provide detail relating to the complaint, e.g. 'the full refund'; 'excellent condition'; 'a satisfactory explanation'. <p>C2</p> <ul style="list-style-type: none"> • polite formal terms of address using addressee's name to show respect and make it more personal, e.g. 'Dear Mr James' • formal lexis used to show professionalism, e.g. 'investigated'; 'assure' • lexis demonstrates that the company takes accountability for the error, e.g. 'mistake'; 'rectify'; 'apologise'

- capitalisation of negative emphasises that this is not how the company operates, and the error was a one-off, e.g. 'NOT'
- lexical field of optimism reflects the company wants the customer to use it again, e.g. 'hope'; 'opportunity'; 'restore your faith'.

Discourse and pragmatics:

- both texts maintain a formal tone throughout and use a letter format
- C2's sign-off shows management position to demonstrate the complaint was taken seriously and has been escalated to a high level
- in C2, politeness marker 'Thank you for your email' reflects an appreciation of the complaint so the staff issue can be dealt with and reassures the customer he did the right thing
- in C1, discourse markers direct the reader through a variety of issues in the complaint, e.g. 'I am writing'; 'To clarify'; 'Aside from'
- both texts have a formal professional tone but C1's tone is more negative as it details the impact of the poor service and dissatisfaction with the experience. While C2 is more apologetic, hopeful and polite as they attempt to make amends
- in C1, there is an underlying threat of the situation getting worse if action is not taken.

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.

UNIT4: Investigating Language
 Topic: Language and Technology
 Subtopic: The Industrial Revolution

Section A

Question Number 4	Indicative Content
	<p>Candidates should show an awareness of linguistic features of technical innovation present in the texts resulting from developments which began during the Industrial Revolution.</p> <p>Grammar and syntax:</p> <p>D1</p> <ul style="list-style-type: none"> adverbials set timeframe of historical events to structure the narrative, e.g. 'From the year...'; 'during these 18 years' multi-clausal sentences reflect 19th century writing style declarative sentences throughout reflect informative function of a historical account. <p>D2</p> <ul style="list-style-type: none"> some ellipsis due to brevity of advert, e.g. 'Samples of' omitting subject and verb declarative simple sentences provide clear statements focusing on the quality of products for sale. <p>D3</p> <ul style="list-style-type: none"> presenter uses past tense as they are discussing historical events declaratives used to inform about the details of working roles and machinery within the mill direct address creates conversational tone and allows audience to imagine themselves working in the mill, e.g. 'you could rise'. <p>Lexis and semantics:</p> <p>Candidates can discuss the etymology and semantic shift in various terms and the creation of specialist terminology to describe inventions and new technical processes.</p> <p>D1</p> <ul style="list-style-type: none"> lexical field of textiles, e.g. 'yarn'; 'linen'; 'cotton'; 'hanks' verbs reflect the methods of both hand and mechanised textile production, e.g. 'weaving'; 'spinning'; 'carding' nouns showcase new inventions and machinery e.g. 'fly-shuttle'; 'jennies'; 'carding engines'. <p>D2</p> <ul style="list-style-type: none"> use of superlatives to emphasise positive qualities of the oil and specify it can be used for variety of machinery, e.g. 'FINEST'; 'Heaviest'; 'most Delicate' heavily pre-modified and post-modified noun phrases to highlight features of product, e.g. 'Manufacturer of Finest Filtered Cylinder Oils'; 'MINERAL OIL of guaranteed purity'; 'Jute Batching Oil' verbs highlight the maintenance required for machinery to function effectively, e.g. 'LUBRICATING'; 'corrode'. <p>D3</p> <ul style="list-style-type: none"> nouns highlight the many specialist roles that were established in a working mill, e.g. 'overlookers'; 'packers'; 'engineer'

- lexical field of production and equipment, e.g. 'mill'; 'water wheel'; 'machines'
- unit of measurement is used which was developed to explain the power of machines compared to old methods of horses, e.g. 'one hundred horsepower'
- noun phrases emphasise the importance of engineers, e.g. 'most highly skilled'; 'highly prized'; 'well paid'.

Discourse and pragmatics:

D1–D3

- D1 demonstrates the transition from manual methods of production to mechanised methods making reference to weaving and hand wheels, then progressing to jennies (spinning jenny) and fly shuttles. Both inventions marked the beginning of industrialising the textile industry bridging the time from manual production to the invention of the power-loom
- D1 describes hand wheels being stored in lumber-rooms reflecting they no longer have a purpose due to new technology
- D2 lists a variety of types of oil and uses positive description of their benefits to ensure machines operate and maintain their condition in order to persuade people to purchase their oil products
- fluency of speech in D3 is reflective of scripted and rehearsed presentation prior to recording the narration
- reference to female workers and child apprentices reflects historical attitudes towards women and child safety laws/regulations
- D1 is a historical account and describes the changes as they happened which contrasts with D3's account which can reflect on the significance of the changes as they know their lasting impact/legacy, e.g. 'it would change the way we worked forever'.

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.
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UNIT 4: Investigating Language

Topic Global English

Subtopic: Irish 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 Irish English• different attitudes towards varieties of English, both nationally and internationally• differences in vocabulary, accent, register and grammar• relevant language frameworks of spoken English – phonology, morphology, syntax, lexis and semantics• influence of social, historical and cultural changes that have impacted the development of Irish 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>

UNIT 4: Investigating Language
Topic: Child Language Development
Subtopic: Writing Frames

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 development of children's writing at various stages• consideration of the possible methods and approaches that support the development of handwriting, lexis, grammar, syntax and narrative form• the impact of using writing frames and how they develop literacy skills in children at home or in 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>

UNIT 4: Investigating Language
Topic: Language and Power
Subtopic: Language of Complaints

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 complaints in order to convey issues and assert dissatisfaction• comparison of the language of power used when handling complaints in order to offer resolutions, manage expectations and maintain customer relationships• the influence of social, historical and cultural factors on the language used in making and handling complaints• 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>

UNIT 4: Investigating Language
Topic: Language and Technology
Subtopic: The Industrial Revolution

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 technical texts and how this reflects the technological advancements during the Industrial Revolution• consideration of the historical, social and cultural development of language during the Industrial Revolution• how industrialisation in Britain has impacted the language nationally and internationally• 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. 			

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