

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				
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Pearson Edexcel International Advanced Level Monday 15 January 2024									
Morning (Time: 2 hours)					Paper reference		WEN04/01		
English Language International Advanced Level UNIT 4: Investigating Language									
You must have: Source Booklet (enclosed)								Total Marks	

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ONE** question from Section A and **ONE** question from Section B.
- You must answer on the same topic in both sections.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ONE question from Section A.

You must answer on the same topic in both Section A and Section B.

Write your answer in the space provided.

EITHER

Topic: Global English

Subtopic: Afro-Seminole Creole

- 1** Read the data provided on page 4 of the Source Booklet.

To what extent is Text A representative of Afro-Seminole Creole?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development

Subtopic: Role-Play

- 2** Read the data provided on pages 5 and 6 of the Source Booklet.

To what extent are Texts B1 and B2 representative of language used by children and their caregivers during role-play?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power

Subtopic: Fundraising

- 3** Read the data provided on pages 7 and 8 of the Source Booklet.

To what extent are Texts C1 and C2 representative of language used in fundraising appeals?

(Total for Question 3 = 20 marks)

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OR

Topic: Language and Technology

Subtopic: The Printing Press

- 4** Read the data provided on pages 9 and 10 of the Source Booklet.

To what extent are Texts D1, D2 and D3 representative of English printed in the 17th century?

(Total for Question 4 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 1 ☐

Question 2 ☐

Question 3 ☐

Question 4 ☐

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P 7 3 6 1 1 A 0 5 2 8

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TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer ONE question from Section B.

You must answer on the same topic in both Section A and Section B.

Write your answer in the space provided.

EITHER

Topic: Global English

Subtopic: Afro-Seminole Creole

- 5** 'Although lingua francas have streamlined global communication, it is still important to preserve varieties which are facing extinction.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 5 = 30 marks)

OR

Topic: Child Language Development

Subtopic: Role-play

- 6** 'The contribution of role-play activities to facilitating and reinforcing the growth of communication skills and social development cannot be overstated.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 6 = 30 marks)

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OR

Topic: Language and Power**Subtopic: Fundraising**

- 7 'Fundraising requests are more successful if they avoid aggressive communication tactics.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 7 = 30 marks)

OR

Topic: Language and Technology**Subtopic: The Printing Press**

- 8 'The introduction of the printing press to England is given too much credit for the standardisation of the English language.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant social, historical and cultural factors.

(Total for Question 8 = 30 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number:

Question 5 ☒

Question 6 ☐

Question 7 ☐

Question 8 ☐

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TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 50 MARKS



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Pearson Edexcel International Advanced Level

Monday 15 January 2024

Morning (Time: 2 hours)

Paper
reference

WEN04/01

English Language

International Advanced Level

UNIT 4: Investigating Language

Do not return this Booklet with the question paper.

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English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	thought	goose	nurse
ə	i:	a:	ɔ:	u:	ɜ:

Diacritics: /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Topic: Global English

Subtopic: Afro-Seminole Creole

Text A is a speaker of Afro-Seminole Creole who is discussing memories of her childhood growing up in her community in Texas.

(.) micro pause	timed pause
/_/ key phonemic transcription	

Text A

the other bull them /dem/ the big old /əʊl/ grandma bull with the big hump on the back (.) they come they smell around there (.) and I don't /dəʊ/ know why I don't know why but then they begin they start to fight (.) they (.) come back they back up and they run into each other (.) I was a little /lɪdl/ biddy girl (.) and I remember I was so I was so scared that I but I had to see I was up against the fence just a watch up and the watch up and the watch (.) and I remember real really (.) good my /mi/ daddy been come to the kitchen door (.) and he been yell at me be yell (.) get away from the fence the bull going /gəʊn/ come and crush you /yə/(1) well I didn't /dɪn/ know but my daddy been said so I back up little bit back up the minute I back up (1) big grandma bull come rolling (.) bam hit the fence (.) hit the fence (.) hit the fence where I was (.) woo lordy (.) but I was okay I was good here I am (.) in Mexico in the little village we no been have washing machine and no (.) my /mi/ mama and my my my aunty my aunt Alice been and /æn/ pile up all the clothes and lay the sheet out on the ground and put out all the clothes (.) seven children we had seven children /tʃɪlren/ my mama had and they /deɪ/ fold it up tie it up put the big up (.) they pick them big up and they put them up in the truck and we go on to the indian creek (1) and that's where my mama been wash the clothes in the indian creek (.) my mama been make the fire for the clothes that she boiled /bɔɪld/ she boiled the clothes the white ones and she will scrub it on the scrub it on the board in the in the water /wɔtæ/ and my mama be rinsing the water and hang up the clothes and been hang the clothes up in the tree up on in the fence and me and /æn/ my brother we been little we been the little ones of the family and we play and we play all day in the water waiting for the water to get warm it never get warm (.) that water (.) was cold cold cold spring water spring water (.) and when we bring we been bring the watermelon /wɔtmɪlæn/ the watermelon was hot because /cɒs/ the sun been hot (.) so (.) we get the watermelon put them in the water because /cɒs/ the water been cold cold (.) and the water (.) make the watermelon cold

Topic: Child Language Development

Subtopic: Role-Play

Texts B1 and B2 are excerpts from the same child engaged in role-play at different ages. The child is a girl named Frankie, and the caregivers present in her role-plays are her mother and aunt.

(.) micro pause	/ _ / key phonemic transcription
timed pause	{ } paralinguistic feature

B1– aged 2 years and 7 months. Frankie has a cuddly toy monkey sitting on a chair and is role-playing being at the hairdressers.

Aunt: what are you using the scissors for

Frankie: um (.) cut the hair

Aunt: you're cutting monkey's hair (.) what else does he want done

Frankie: um (.) red /wed/

Aunt: red

Frankie: {starts humming}

Aunt: is there anybody else who wants their hair done at the hairdresser's today

Frankie: um (1) baby /bibi/ shark does /ʃtʊs/

Aunt: who's that

Frankie: baby /bibi/ shark does /stʊs/

Aunt: baby shark does (.) ah ok do you want to put baby shark in the chair

Frankie: yep (.) what /wɒtə/ colour like

Aunt: what colour (.) what colour would he like (.) is he going to choose

Frankie: yep (.) yellow /jeju:/ mask /æsk/ it on

Aunt: what colour does he want

Frankie: yellow /jejəʊ/

Aunt: yellow (.) ah he'll look well he's already got yellow hair so I guess he's going to have a touch up (2) yeah what do you need to do first (2) do you wash his hair

Frankie: yep

Aunt: yeah

Frankie: yip I got some water then /den/

Aunt: you get some water

Frankie: water (.) some water

B2– aged 3 years and 5 months. Frankie is in the garden with her mother and aunt. She has set up 4 chairs to resemble seats in a car and is acting out loading suitcases into the car to go on a trip.

Aunt: where do you want us to go next Frankie

Frankie: going (.) to holiday (.) it's in a holidays and so (.) so (.) I'm putting them /ʊm/ in the boot and we got we can (.) them /ðem/ are for holidays remember /rɪmembæ/

Aunt: okay

Frankie: we need them for holidays

Aunt: so what have we packed in these (.) what have we put in the boot of the car

Frankie: oh I forgot /pɒgɒt/ to pack the suitcases

Aunt: okay

Frankie: shall we swapsies (.) shall we swapsie car seats

Mother: yeah

Frankie: that is yours {points to chair} we swapsies

Aunt: okay

Mother: and where do I sit

Frankie: there {points to another chair}

Mother: right great swapsies

Frankie: yes we've swapsies (.) that's yours can you (.) can you do yours all by yourself

Mother: yes I can (.) {pretends to put on a seatbelt} click click

Frankie: you get in yours

Aunt: okay I'll get in my seat (.) what do I have to do

Frankie: put the seatbelts on

Aunt: okay

Frankie: I don't wear a seatbelt in this car because /cʊs/ it doesn't got the seatbelts in this type of car I said

Aunt: what doesn't it have

Frankie: um it doesn't /dʊsnt/ have seatbelts at all

Aunt: oh no (.) even imaginary ones (.) does it not have a pretend seatbelt that you can put on

Frankie: nope you and (.) you only got seatbelts together and it doesn't have in the driver seat

Aunt: okay

Frankie: beep beep beep beep beep we're here at the airport {jumps off chair} oh no we're at home (.) we're at home

Aunt: are we at home we're not on holiday

Frankie: nope we I forgot to pack the suitcases (.) that's okay (.) mam can you I got I got three other suitcases yours is the pink one

Mother: thank you

Frankie: and yours is the blue one

Aunt: thank you

Frankie: and mine is a purple one

Glossary

swapsies – swap

Topic: Language and Power

Subtopic: Fundraising

Text C1 is taken from the fundraising page of two professional women which was shared on their personal social media and business networks. Text C2 is taken from a personal fundraising page written by a man, shared with friends, family and colleagues.

C1

Hello, we are two mothers living in Glasgow, Scotland, named Sarah and Louise. We are both strong, empowered, independent women working in the fields of education and social services. We are committed to fostering the growth of others and assisting them in realising their potential, which is why we feel obliged to take action to support the Women and Girls Centre in our community.

Aqeela, the founding member of this non-profit organisation, oversees the centre. She has put in countless hours to provide vital protective services and support for women and children who are at risk of domestic abuse. This facility offers a secure environment where women and children can recover, boost their self-esteem, and have the ability to envision a different future. A future built on hope and the understanding that people do not need to live in fear.

This is an urgent call for action. Due to damage to the building, the centre's facilities will be unavailable for the next two months, making it impossible for Aqeela and her staff to deliver essential life-saving educational and support services.

Being strong empowered women, we couldn't just stand by and do nothing. We hope to raise £3,000 by March 15th, 2015, to cover the fees for a temporary safe place that the Women and Girls Centre urgently need.

Our aim is to find 150 people to donate £20 each (the cost of 5 cups of coffee) however, every donation is appreciated. We are confident that with your support, we can continue to enhance the lives of mothers and children thanks to this centre.

If you are unable to contribute, kindly share our campaign with others. Any additional monies raised will be used to purchase the necessary resources for the community.

This is your chance to support women who are struggling to survive every day. The work of Aqeela shields women from violence while simultaneously giving them the tools they need to speak up for themselves and their children.

We and the women and children of the support centre thank you for your support.

C2

Hello you lovely, incredibly generous ;-), people!

Thanks for taking the time to visit my JustGiving page.

On September 10, 2017, I'll be doing the Great North Half Marathon to raise money for Breast Cancer Now. Their mission statement is to "save lives through improving early diagnosis, developing new treatments and preventing all types of breast cancer" which is something that we can all get behind.

As most of you know running is something I have become passionate about this last year and it has helped me lose weight, have more energy and transform my fitness. I wanted my first official run where I raised money for charity to be both a large event and have a personal connection. I'll be doing this for my mum who is now in remission from breast cancer and forever grateful for all the support she has received.

The Great North Run is the second-largest half marathon in the world, 57,000 people took part! It's also broadcast live on TV, so you can watch and keep an eye out for me (and make sure I'm earning your donations!). I watched the one from last year, and it's absolutely worth seeing.

Thanks in advance for all of your support!



Topic: Language and Technology

Subtopic: The Printing Press

Text D1 is from a pamphlet printed in 1619 reporting on the execution of three women for witchcraft. Text D2 is from an advert for a coffee house printed in 1690 about a new hot chocolate drink. Text D3 is from the book *The Advice of a Father* printed in 1688.

D1– three women, a mother (Joan Flower) and her two daughters (Margaret and Philippa, spelt ‘Phillip’), were accused of witchcraft in England. They were believed to have caused the death of a nobleman’s two sons by cursing them with illness.

THE WONDERFVL DISCOVERIE OF THE Witchcrafts of *Margaret and Phillip Flower*, daughters of *Ioan Flower* neere *Beuer Caftle*: Executed at Lincolne, March 11.1618.

Who were fpecially arraigned and condemned before Sir *Henry Hobart*, and Sir *Edward Bromley*, Iudges of Assise, for confelling themfelues actors in the deftruction of *Henry Lord Roffe*, with their damnable practices against others the Children of the Right Honourable FRANCIS Earle of *Rutland*.

Together with the feuerall Examinations and Confellions of *Anne Baker*, less *Willomot*, and *Ellen Greene*, Witches in *Leicefterfhire*.

Glossary

arraigned – brought someone to court to face a criminal charge

Assise – a court which administered the civil and criminal law

D2– is advertising a new chocolate-based hot drink available in coffee houses in London. The text outlines the health benefits of the drink.

Of CHOCOLETTE

IT'S a great Cordial both for Aged people, Middle-aged and Young ; it nourisheth the Child in the Womb ; it's a great Corroborator, and it doth not only warm and comfort the Coats of the Stomach, but it doth nourish and restore Nature where it is debilitated and depraved ; it is Hot and Moist in the second Degree , and by that Heat which is Moderate it doth in an Extraordinary manner help Digestion by its warm and strengthening Quality ; if a Man or Woman hath eat a full Meal, and are out of order for want of Digestion , let them take a Cup or two of this and it shall by that Digestive faculty which is inherent in it carry off without any more trouble.

D3– in this extract the author is advising his son on how to be a good father.

72

Know when to cherish, as when
to correct, and steer thy course
according to the nature and temper
of thy child ; if fair means will do,
never use foul ; insinuate into his
mind goodness by degrees ; this
will make him in love with virtue
; for which let him see thou art
more willing to reward him, than
to reprove and punish Vice ; he that
commends his Child when he does
well, teaches him to do better.

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Source information:

Text A: <https://www.youtube.com/watch?v=zLaE0SmZdMo&list=WL&index=16>

Text B1: Private source

Text B2: Private Source

Text C1: Private Source

Text C2: Private Source

Text D1: https://personal.rhul.ac.uk/uhle/001/woodcuts_of_witches.htm

Text D2: https://archive.org/details/nby_185443/Advice-of-a-Father-pp36-37.jpg

Text D3: <https://curiosity.lib.harvard.edu/contagion/catalog/36-990072347720203941>