Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Wednesday 22 January 2025

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: Nigerian English

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

To what extent is Text A representative of Nigerian English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Managing Behaviour

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 caregivers and children when behaviour is being managed?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Organisational Leadership

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 by leaders in an organisation?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: E-Health Communication

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

To what extent are Texts D1 to D3 representative of language used in electronic health communication?

(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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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: Nigerian English

5 'Speakers of Nigerian English should embrace its unique linguistic features and cultural expressions, rather than striving for conformity to Standard English.'

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: Managing Behaviour

6 'The use of positive language is more effective than negative language when managing children's behaviour.'

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)

OR

Topic: Language and Power
Subtopic: Organisational Leadership

7 'The language of leadership is more effective when it is authoritative and commanding than when it is collaborative and informal.'

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: E-Health Communication

8 'While efforts have been made to make the language of e-health communication accessible to all patients, challenges remain before it can be considered fully inclusive.'

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

Pearson Edexcel International Advanced Level

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English Language

International Advanced Level

UNIT 4: Investigating Language

Source Booklet

Do not return this Booklet with the question paper.

Turn over

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English Phonemic Reference Sheet

Vowels					
ki**t**	dr**e**ss	tr**a**p	l**o**t	str**u**t	f**oo**t
ɪ	e	æ	ɒ	ʌ	ʊ
lett**er**	fl**ee**ce	c**a**rt	th**ou**ght	g**oo**se	n**ur**se
ə	iː	ɑː	ɔː	uː	ɜː
Diacritics /ː/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /ː/ in this case.					

Diphthongs							
f**a**ce	g**oa**t	pr**i**ce	m**ou**th	ch**oi**ce	n**ea**r	sq**ua**re	c**u**re
eɪ	əʊ	ɑɪ	ɑʊ	ɔɪ	ɪə	eə	ʊə

Consonants					
pip	**b**id	**t**ack	**d**oor	**c**ake	**g**ood
p	b	t	d	k	g
chain	**j**am	**f**ly	**v**ase	**th**ing	**th**is
tʃ	dʒ	f	v	θ	ð
say	**z**oo	**sh**oe	trea**s**ure	**h**ouse	**m**ark
s	z	ʃ	ʒ	h	m
not	si**ng**	**l**ot	**r**ose	**y**et	**w**itch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bott**le**		Syllabic /n/ fatt**en**	
ʔ		l̩		n̩	

Topic: Global English

Subtopic: Nigerian English

Text A presents members of the public who speak Nigerian English who are being interviewed for a YouTube *news channel. Each speaker is responding to the question,`What should be the top priority in the national budget?' The respondents all state that it should be healthcare.*

(.) micro pause	/_/ key phonemic transcription

Text A

Speaker 1: let them first go in the health centre /sentæ/because (.) many things even look at the area you are living mosquito malaria typhoid that is the major problem we are facing so let them focus on (.) medical cen health centre so we need it

Speaker 2: focus on primary healthcare that what's very close to us (.) very close because /kɒs/ sometimes go to general hospital (.) they will not allow you to even to get card countless of any other thing /tɪŋ/ (.) so that at least family healthcare for all local local governments (.) because without money (.) give them equipment give them drugs (.) everything so that (.) nobody will be rushing to general hospital

Speaker 3: the sector that needs more money (.) to me (.) is er (.) health I mean because the people fall sick (.) daily on daily basis (.) so if they have free medical er treatment (.) you go to the hospital you'll be treated free (.) and er there will be there will be a reduction in the rate of er sickness

Speaker 4: um is to equip the hospitals and make sure we have good doctors (.) if we have equipment here and we have good doctors and nurses who can take care of people (.) people won't be going /gəʊɪn/ abroad those who have the money who be going abroad for treatment

Speaker 1: they are the leader they have the money to go and take care of theirself if they send their children to abroad to take good care of theirself money come to the shop and health care centre but we the public we can't be able to make it (.) it's not like I'm I'm I'm I'm I'm I'm I'm sounding bitter much but why I'm sounding bitter is that they /deɪ/ should do the right thing (.) we are suffering in this country

Speaker 3: if you are look er at one hundred million to build a centre it's how to manage it (.) if not (.) for instance for the er women that put to bed they pay over everything at the end of it you request for this addition you request for that addition you apply for this you know you are probably not going to use it it's not governmental you provide all those /dəʊs/ things at the end those nurses /nɔ:sɪs/ and doctors will keep all those things

Speaker 2: they should get build a health centre all over the /di:/ place so that they can be able we can be able to go there and er collect er drugs and take care of our body because going to a general hospital is a stress to all of us (.) to get card alone is very is a a stress

Glossary

card – health card designed to help card holders pay for treatments and medications

Topic: Child Language Development

Subtopic: Managing Behaviour

Texts B1 and B2 are excerpts from parenting videos posted online showing children being disciplined by a parent.

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

B1 The children are aged between 2 and 3 years old. Troy and Nicholas are twin brothers sitting at a table playing a fishing game. Their mother is supervising the activity.

Mother: oh which one do you have (1) the orange fish (1) where does the orange fish go Nicholas {Nicholas throws fish on the floor} oh (1) can you pick it up for me {Nicholas shrugs shoulders and sighs} is that frustrating {Troy runs over and picks it up and hands it to Nicholas} Troy'll do it for us Troy is so helpful say thank you Troy {Nicholas places fish on table} Nicholas say thank you {Nicholas sighs and shows Mother the fish} I will help you but you have to say thank you
Nicholas: I don't {throws fish on the floor}
Troy: {runs over to pick it up} Troy /tru:/ will help /hel/
Mother: Troy will help
Nicholas: no {hits Troy}
Mother: time out {Nicholas is taken to a quiet spot}

1 minute later

Troy: {points to where Nicholas is} a time /ti:/ out
Mother: Nicholas is on a time out
Troy: yes
Mother: why
Troy: er
Mother: because he hit Mommy
Troy: yes
Mother: no he hit you actually (.) you were helping and he hit you {timer sounds} so let's get Nicholas out of time out ok let's get er let's see {starts walking to where Nicholas is sitting}
Nicholas: Mommy (.) Mommy
Mother: here's our 2 minute time out buzzer {turns off timer}
Nicholas: Mommy
Mother: Nicholas do you know why you are on a time out
Nicholas: yes
Mother: why
Nicholas: hit chair
Mother: you hit Troy (.) we don't hit Troy (.) come here I want you to say sorry to Troy ok {Nicholas gets up and walks towards Mother and starts to cry} come here {wipes eyes} he was just trying to help you alright give me a kiss {kisses cheek} I love you (.) alright let's go say sorry to Troy ok and then we can go back fishing {walks over to where Troy is playing}
Nicholas: sorry /sɔɪ/ Troy
Mother: Troy can you guys give each other a hug give each other a hug {children hug} ah ah ok let's play let's go back to fishing {children return to their game at the table} ok much better

B2 The child is aged 4 years. She is sitting having breakfast with her mother and sister. She has just returned to the table after having some time alone in her bedroom after an incident.

Mother: how are you feeling now
Child: good
Mother: ok what helped
Child: I went to my feel better spot
Mother: when you went to your feel better spot (.) did you do anything there
Child: um not really (.) just wait in there
Mother: yeah
Child: yeah
Mother: are you ready to solve the problem
Child: yeah
Mother: ok so why were so what happened
Child: well first I'm going to /gʊnə/ pour my oatmeal milk {pours milk on cereal}
Mother: ok
Child: ok /k/ I'm ready
Mother: ok so what was the problem
Child: I was screaming and hitting
Sister: you weren't hitting but you (.) you kicked my sleeping bag which knocked the glass of water over
Mother: and you screamed at me
Child: I said I screamed at you and I knocked the water bottle water glass and (.) and
Mother: yeah (1) but what was it that you were so frustrated about (1)
Child: er
Mother: what was going on with the cereal
Child: I didn't want it in this bowl but
Mother: ok so you didn't want it in that bowl and you were really really upset with me (.) so you take responsibility for
Child: I take responsibility for not wanting the spoon but actually wanted it and I take responsibility for not wanting the strawberries
Mother: ok so here's what I'll say honey (.) it's ok if you want a different bowl (.) it's ok if you change your mind and you don't want strawberries but it's not ok to scream at us or to call me meanie or to kick your sister's water over (.) so that's what you take responsibility for is (.) treating us like that right yeah but it's ok to change your change your mind if you want something different (.) we just don't solve problems by screaming {child nods yes} or knocking stuff over so instead how could we solve that problem

Topic: Language and Power

Subtopic: Organisational Leadership

Texts C1 and C2 are both communications sent by leaders at a UK university. C1 is an email from the Vice Chancellor to all staff after a successful enrolment period. Text C2 contains a post from a senior manager on an online group forum on Microsoft Teams *for an administrative department called Student Services. The post can be seen by all staff who are members of that department.*

C1

Dear Colleagues
This time last year I was just three weeks into my role at the University and experienced my first Confirmation and Clearing campaign. I recall being hugely impressed with the scale and collective endeavour from colleagues across all areas of the University to deliver this activity. One year in, I can honestly say I am even more impressed. I have seen first-hand the effort that goes in to making our Clearing and Confirmation campaign one of the best – if not the best – in the sector.

I was able to spend the day at our hotline base in the Business and Law Building where I had the chance to meet and chat with many colleagues. Several members of the University's Board of Governors including our Chair also joined me to see our work in action on the day and hear about our extensive preparations. They, as I, left filled with a sense of pride and respect for the work that goes in to making this day happen. We saw a stellar example of the University on its best day, where we all pull together for the same goal.

I would like to thank you all for once again doing a simply fantastic job. This is a crucial day in our recruitment cycle and thanks to your collective efforts we are on course to meet our targets across the University. I have confidence that we will.

Each and every one of you plays a key part in making this University the real success it is. Yesterday was yet another reason for me to feel honoured to be a part of our university. On behalf of the Board of Governors and the University Executive, thank you.

Best wishes

Professor Xxxx Xxxxxxx

Glossary

Clearing and Confirmation – main enrolment period for UK universities after A Level results are released

C2

[09/10 16:26] David (staff)

Your help to keep our students safe

Hi Team,

As we are now well into the swing of the new year, the campus feels very busy and vibrant again. We know the vast majority of our students have a great time at University but sadly this is not the case for everyone.

I know you are aware but I thought I would re-iterate about not giving out student details as it is so easy to do, especially when we are all busy.

Some friends/relatives can be persuasive, but stick to your guns, remember we can't even confirm someone is a student never mind provide any additional details. No matter how persistent/angry the person can be.

In particular, please keep vigilant when dealing with email/phone conversations, ensure it is the student you are corresponding with. Always communicate via the student email address where possible, if that is not possible ensure it is the email address we have on SITS.

Many thanks for your help

David

(7 likes)

Glossary

SITS – an IT system which records student information

Topic: Language and Technology

Subtopic: E-Health Communication

Text D1 contains text messages from dental practices sent to their patients. Text D2 contains information from the Check Your Symptoms page on the mobile app for the National Health Service (NHS) in the UK. Text D3 is from an NHS website promoting the Better Health Campaign with details on how to stop smoking.

D1

Dear Parent/Guardian of George, your appointment on 10/09/2020 has been postponed, we are unable to reschedule any appointments at present – we will continue to update via email. Please note that we are still open for telephone triage cases, Thank you.

Dear MRS MONTY, We are sorry about the delay for your Maxillofacial outpatient appointment at Leighton Hospital. Please take 1 minute to let us know whether or not you still need this appointment via the secure link below. The link will expire in 7 days. Thank you for your help. Your response helps us to manage our waiting lists.
Please complete this questionnaire: https://leighton.nhs.uk/c/d-8f69n6xxkg
Corporate at University Hospital of Leighton

Dental appt at Beacons Dental Practice with Mr. Benns at 09:45 on 19/05/23 If you cant make it call us on 0127 672 XXX Please reply OK to confirm or CANCEL to cancel this appointment

Hi Isabella, I have called you but there was no reply. Kindly ring back at your convenience. I shall also retry after an interval. Thanks, Dr. D Day

Glossary

triage – assessment to determine the urgency of treatment
Maxillofacial – dental surgery

D2

Check your symptoms

If you're worried about a symptom, answer some questions and we will tell you what to do next.
Depending on your symptoms, we might advise you to:

- call 999 or go to A&E in an emergency
- go to an urgent treatment centre
- see an evening and weekend (out-of-hours) GP
- book a call back from a nurse
- get urgent specialist support, for dental or mental health problems
- contact your own GP surgery
- see a pharmacist for help with a minor illness
- look after yourself at home

British Sign Language (BSL) Speakers can make a video call to 999.

Deaf people can use 18000 to contact 999 using text relay.

Glossary

A&E – Accident and Emergency department of a hospital
GP – General Practitioner, a community doctor

D3

Download the free NHS Quit Smoking app

Use the NHS Quit Smoking app to help you quit smoking and start breathing easier. The app allows you to:

- track your progress
- see how much you're saving
- get daily support

If you can make it to 28 days smoke-free, you're 5 times more likely to quit for good!

Quitting tips

You have made a great decision to give up smoking. Here are some tips to help you succeed.
Once you have picked your quit date, remember to add it to your calendar.

1. List your reasons to quit.
2. Tell people you're quitting.
3. If you have tried to quit before, remember what worked.
4. Use stop smoking aids.
5. Have a plan if you are tempted to smoke.
6. List your smoking triggers and how to avoid them.
7. Keep cravings at bay by keeping busy.
8. Exercise away the urge.
9. Join the Facebook group for support and advice.

Good luck. Throw away all your cigarettes before you start. Remember, there is never "just 1 cigarette". You can do it!

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Source information:

Text A: https://www.youtube.com/watch?v=OtermM-Ybv8
Texts B1: https://www.youtube.com/watch?v=EPCIJl8P0q0
Text B2: https://www.youtube.com/watch?v=IRExr0XxcZE
Text C1 & C2: Private Source
Text D1: Private Source
Text D2: NHS App- 111 Online Check your symptoms
Text D3: https://www.nhs.uk/better-health/quit-smoking/