

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel International Advanced Level

Tuesday 13 June 2023

Afternoon (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.

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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: Barbadian English

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

To what extent is Text A representative of Barbadian English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Children's Television

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

To what extent are Texts B1 to B4 representative of language used in television shows for children?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Public Apologies

- 3** Read the data provided on page 7 of the Source Booklet.

To what extent are Texts C1 and C2 representative of language used in public apologies?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Radio Sports Commentary

- 4** Read the data provided on page 8 of the Source Booklet.

To what extent are Texts D1 and D2 representative of the language used by radio sports commentators?

(Total for Question 4 = 20 marks)



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TOTAL FOR SECTION A = 20 MARKS

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: Barbadian English

- 5 'Despite Barbados being located within the Caribbean, Barbadian English has more in common with dialects of English in the UK than it does with Caribbean English-based creoles.'

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: Children's Television

- 6 'Evidence suggests that exposing children to television too early can cause delays in speech development.'

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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Topic: Language and Power
Subtopic: Public Apologies

OR

- 7** 'The language of public apologies appears to be mainly concerned with restoring a positive public image.'

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: Radio Sports Commentary

- 8** 'Despite increased audience engagement in sport due to advances in visual technologies, many experts still say that the language of sports radio offers a better experience than sports TV.'

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



Pearson Edexcel International Advanced Level**Tuesday 13 June 2023**

Afternoon (Time: 2 hours)

Paper
reference**WEN04/01****English Language****International Advanced Level****UNIT 4: Investigating Language****Source Booklet****Do not return this Booklet with the question paper.***Turn over* ►**P72901A**©2023 Pearson Education Ltd.
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Subtopic: Radio Sports Commentary	



English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	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		ɫ		ŋ	

Topic: Global English

Subtopic: Barbadian English

Text A is an excerpt from a YouTube video on gaming by a speaker of Barbadian English. The speaker is giving a review of his experience switching from using a PlayStation 4 controller to using a steering wheel to drive in the game GT Sport. The speaker was narrating over gaming footage of him competing in a car race and providing commentary on his use of the controls.

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

Text A

say yo family what going on it's your boy Flint it's 2020 people and /æn/we moving up (.) we moving up but before I get into the contents of this video I just want to welcome all my new subscribers um to the channel (.) welcome big up yourself thanks for subscribing um if you want to /wɒnə/ be notified every single time I upload a new video you go to hit that notification bell so no waste no time anyway people we moving up from controller to steering wheel (.) and is a big step (.) as you can see so far in this race up to this point it was pretty good (.) except (.) for /fɪr/ the like beginning right (.) up to this point it was pretty good I was driving clean and everything /efriθɪŋ/ wasn't too fast but I was driving clean and then (.) this happen (.) I end up off track tried to correct myself looking /lʊkɪn/ like it was going to /gʌnə/ happen and then get ram in to the barricade (.) anyways that's a small issue (.) I learning (.) is a steering wheel (.) people (.) is a big step up from using a controller to steering wheel (.) you got to /gɒtə/ do a whole lot more stuff plus the steering wheel that I have has (.) force feedback so that means that anything that basically happen to the /dɪ/ car I can feel it in the steering wheel (.) so if the car is sliding I can feel it if the car go on the curb or the grass I can feel it if somebody nudge me I can feel it (.) if the um if the car is not turning too um clean or whatever I'm going to feel it so I got to get use to feeling that force feedback and not reacting to that because if you react to it or if you let go of the steering thinking that somethings going wrong you will end up (.) in the barricade (.) or far off the track depending on what track you driving /draɪvɪn/ but anyways people I just say the first is that I got to get accustomed to the steering wheel (.) I also got to get accustomed to the pedals (.) because /kɒz/ I'm not accustomed to that (.) when using controller you're just twiddling your fingers basically your fingers get so good (.) at that you only end up basically using four fingers to race but as you can see I got to get accustomed to the pedals {car crashes} ah at this point I still fully on the controller /trəʊlə/ I didn't gas right out I ain't brake up to now

Glossary

barricade – barriers on the edge of the racetrack

Topic: Child Language Development

Subtopic: Children's Television

Texts B1 to B4 are excerpts from children's television shows targeted for different age groups. Text B1 is the opening to *In the Night Garden*, which is aimed at children aged 1 to 6 years old. Text B2 is a TV show teaching an alphabet song and Text B3 is a cartoon teaching numbers. Both Text B2 and Text B3 are aimed at pre-school children. Text B4 is an excerpt from a TV show called *Let's Play* aimed at children aged 3 to 7 years old.

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

B1 – *In the Night Garden*

voiceover (singing): the night is black and the stars are bright and the sea is dark and deep

narrator: but someone I know is safe and snug and they're drifting off to sleep (.) round and round a little boat no bigger than your hand (.) out on the ocean far away from land (.) take the little sail down (.) light the little light (.) this is the way to the garden in the night {music plays} In the Night Garden (2) Iggle Piggle iggle onk we are going to catch (3) {train appears} the Ninky Nonk {train circles around} oh no it's the Ninky Nonk {train drives off} catch the Ninky Nonk {music plays as train arrives at a house} who's here {doorbell sound followed by door opening} the Pontipines {small characters come out of the house} the Pontipines are friends of mine although they're only small and even when there's ten of them they're hardly there at all

B2 – Pre-school learning songs. Presenters dress as animals and dance as they sing.

presenter 1: hi kids (.) what's your favourite animal (.) {capital 'A' appears on screen} a /eɪ/ a /æ/ a a alligator (.) a /eɪ/ a /eɪ/

presenter 2: b /bi:/ {capital 'B' appears on screen} b /b/ b b butterfly (.) b /bi:/ b

presenter 3: c /si:/ {capital 'C' appears on screen} c /k/ c c cow (.) c /si:/ c

presenter 1: d /di:/ {capital 'D' appears on screen} d /d/ d d dog ruff ruff (.) d /di:/ d

B3 – A cartoon with a crocodile

narrator: hello there friendly crocodile (.) may we inspect your perfect smile and count your teeth {crocodile opens mouth} one two three {mouth snaps shut} ooh no no dear croc (.) we're not your tea (4) {crocodile's mouth opens} four five six seven {numbers appear at the top of the screen} eight nine ten {crocodile growls and moves mouth} did I just see him twitch again (1) I thought I did (.) I think you're right but surely friendly crocs don't bite (.) they do you say well (.) lets be sure we'll only count another four (.) eleven twelve thirteen fourteen {crocodile's mouth snaps shut} ooh croccy (.) ooh you really are extremely mean

B4 – A TV show called *Let's Play*

presenter: well now this is interesting (.) we're wearing hospital scrubs (.) can you guess what we are playing today (.) of course (.) we're playing doctors who work in hospitals and make people who are unwell feel better (.) so what do we need to know {pushes button and an animation begins to play}

voiceover: doctors help to make you feel better if you are ill or injured (.) they sometimes need special tools to help them find out what's wrong and when doctors want to find out what's wrong inside patients' bodies they use a stethoscope to listen (1) sometimes doctors give patients crutches to help them be steady on their feet (1) and doctors often use bandages to keep bones straight and strong {animation ends}

presenter: and do we need anything else {object appears} sticky tape (.) I wonder what this is for (.) well I guess it'll come in handy (.) okay we've got everything we need let's go

Topic: Language and Power

Subtopic: Public Apologies

Texts C1 and C2 are apologies made by public figures. Text C1 is an extract from a resignation letter from a British politician who breached social distancing rules during the Covid-19 pandemic. Text C2 is a statement from the CEO of United Airlines posted on the airline's Twitter account addressing an incident where staff aggressively removed a passenger from an overbooked flight.

C1

I am writing to resign as Secretary of State for Health and Social Care. We have worked so hard as a country to fight the pandemic. The last thing I would want is for my private life to distract attention from the single-minded focus that is leading us out of this crisis. I want to reiterate my apology for breaking the guidance, and apologise to my family and loved ones for putting them through this. I also need to be with my children at this time. We owe it to people who have sacrificed so much in this pandemic to be honest when we have let them down as I have done by breaching the guidance.

The NHS is the best gift a nation has ever given itself, and the dedication and courage of the NHS staff and the ceaseless work of the officials in the Department is something we should all be proud of. We didn't get every decision right but I know people understand how hard it is to deal with the unknown, making the difficult trade-offs between freedom, prosperity and health that we have faced.

I am so proud that Britain avoided the catastrophe of an overwhelmed NHS and that through foresight and brilliant science we have led the world in the vaccination effort so we stand on the brink of a return to normality.

It has been the honour of my life to serve in your cabinet as Secretary of State and I am incredibly proud of what we have achieved. I will of course continue to support you in whatever way I can from the back benches and I would like to thank you for your unwavering support, your leadership and your optimism, particularly as we worked together to overcome this awful disease.

C2

The truly horrific event that occurred on this flight has elicited many responses from all of us: outrage, anger, disappointment. I share all of those sentiments, and one above all: my deepest apologies for what happened. Like you, I continue to be disturbed by what happened on this flight and I deeply apologize to the customer forcibly removed and to all the customers aboard. No one should ever be mistreated this way.

I want you to know that we take full responsibility and we will work to make it right.

It's never too late to do the right thing. I have committed to our customers and our employees that we are going to fix what's broken so this never happens again. This will include a thorough review of crew movement, our policies for incentivizing volunteers in these situations, how we handle oversold situations and an examination of how we partner with airport authorities and local law enforcement. We'll communicate the results of our review by April 30th.

I promise you we will do better.

Glossary

NHS – National Health Service

Topic: Language and Technology

Subtopic: Radio Sports Commentary

Text D1 is the radio commentary from a Manchester United versus Liverpool football match.
Text D2 is the radio commentary for the 2021 Formula 1 Grand Prix taking place in Budapest, Hungary. Both excerpts are taken from the start of the events.

(.) micro pause

(2) timed pause

bold= stress

Text D1

commentator 1: Liverpool unbeaten this season unbeaten in twelve matches in all competitions this season and twenty one in all (.) if you stretch back into last season (.) and very good winners in Madrid against the Spanish champions on Wednesday (1) Robertson sending a pass forward Maguire comes across chests it down (.) and then er Lindelof will clear (.) took a deflection Firmino heads it forward Jota keeps it in actually on the left wing number twenty Diogo Jota (.) on the bench the last couple of matches came on and was **heavily** involved in Madrid the other evening both in the winning of the penalty (.) and in the **conceding** of the penalty that **never** was to Atletico de Madrid for which er (.) I thought the place was going to go mad Firmino plays it through to Salah this could be dangerous {crowd noise rises} Salah there and **Keita one on one and scores and** Liverpool have an early lead here in the **fifth** minute this time its Salah who **set** it up just a little pass to his right in to the area to Keita and a **composed** finish from him and it's Manchester United nil Liverpool **one**

commentator 2: that is **some** finish that is **some** start by Liverpool what a **lovely** ball from Salah but some really good play down the left hand side Jota and Milner little triangles nice little play nice little held up play from Firmino (.) onside Salah this is going for the centre of the goal Shaw **has** to come over from his **left** back spot **leaves** the space in the **left** back spot that he vacated for Keita (.) Keita's going **straight** down the centre of the pitch (.) **straight** towards the penalty spot and just slides it past the keeper it's a **very** good finish it's an amazing start by Liverpool

Text D2

commentator: all of the cars now are lining up (.) on the grid (.) Hamilton is trailing Max Verstappen in the Championship by eight points if the race finishes like this Hamilton would take the **lead** of the Championship (.) and Antonio Giovinazzi in the Alpha Romeo is gambling he's coming to the pits to change on to dry tyres I don't think that's gonna /gʌnə/ work out for him but all the cars are now lined up on the grid ready to go in the Hungarian Grand Prix (.) Hamilton versus Verstappen round two coming up Verstappen is third on the grid Hamilton's on pole as the race gets underway and it's a pretty /prɪ::tɪ/ decent start from Hamilton Bottass has got away very badly indeed (.) and Lando Norris is going to the inside of the Mercedes (.) **Bottass** has been all the way back down to fifth place already so Hamilton leads Verstappen is second and **Bottass** hits **Norris** and **Norris** hits **Verstappen** (.) and Verstappen has been hit again on the opening lap of the Grand Prix it's **still** going but he's got damage Bottass is going to be out of the running Hamilton has a **huge** lead and Estaban Ocon in the **Alpine** is up into second place Sebastian Vettel in the Aston Martin is up into third position (.) Valtteri Bottass got it all wrong at the first corner (.) went into the back of Norris who went into the back of Verstappen who halfway around this opening lap is down in about the tenth or twelfth position (.) **disaster** for the championship leader **again**

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Source information:

Text A: https://www.youtube.com/watch?v=Y_lwspQ9E1c

Text B1: <https://www.youtube.com/watch?v=mU6CcYVFogM&t=188s>

Text B2: <https://www.youtube.com/watch?v=cmDSPaQUyeg>

Text B3: <https://www.youtube.com/watch?v=4HUCJliVbsw>

Text B4: <https://www.youtube.com/watch?v=qJSBULah8W8>

Text C1: <https://www.gov.uk/government/publications/matt-hancocks-resignation-letter-and-the-prime-ministers-response>

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Text C2: https://twitter.com/united?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Text D1: <https://www.youtube.com/watch?v=1pX-TKgqwiQ&t=211s>

Text D2: <https://www.youtube.com/watch?v=dmv2PXbAZOg>