Please check the examination details below before entering your candidate information

Candidate surname | Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Friday 14 June 2024

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.

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: Gullah

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

To what extent is Text A representative of Gullah?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: The Role of the Caregiver

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 to support successful language acquisition in children?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Debates

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 debates?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Language of Computers

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 the language featured in computer discourse?

(Total for Question 4 = 20 marks)

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** ⊠

P 7 5 7 1 5 A 0 3 2 4

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TOTAL FOR SECTION A = 20 MARKS

P 7 5 7 1 5 A 0 1 2 2 4

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: Gullah

5 'It is believed that Gullah has survived for 400 years due to the geographic isolation of its speakers, but more effort is required to preserve the language in the face of globalisation'.

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: The Role of the Caregiver

6 'The quality of interactions with caregivers is not important. As long as children are exposed to some form of language, they will successfully acquire it'.

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: Debates

7 'The most successful debaters are those who have the strongest knowledge and understanding – their use of language isn't nearly as important'.

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: Language of Computers

8 'The rapid development of computer technology has provoked profound linguistic and cultural change, which is ongoing'.

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)

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** ⊠

P 7 5 7 1 5 A 0 1 5 2 4

P 7 5 7 1 5 A 0 1 6 2 4

P 7 5 7 1 5 A 0 1 7 2 4

P 7 5 7 1 5 A 0 1 8 2 4

P 7 5 7 1 5 A 0 1 9 2 4

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

P 7 5 7 1 5 A 0 2 4 2 4

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International Advanced Level
UNIT 4: Investigating Language

Source Booklet
Do not return this Booklet with the question paper.

Turn over ▶

P 7 5 7 1 5 A

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CONTENTS

English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	thought	goose	nurse
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

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: Gullah

Text A is a speaker from a group of storytellers called the Geechee Gullah Ring Shouters who travel the United States of America educating people on Gullah English. All members of the group are from the Gullah Geechee community and have Gullah Geechee ancestry. The speaker is addressing an audience, explaining the origins of Gullah English as well as speaking some of the language.

(.) micro pause	(1) timed pause
/_/ key phonemic transcription	

Text A

as we travel (.) we like to let our young folks know (.) that we once upon a time we had a language all we own (1) all we own (1) well (1) first of all (.) we are the Geechee Gullah Ring Shouters (.) we are embracing (1) preserving (1) and protecting our precious heritage (.) we want our young folks to know that they have a heritage of courage hope faith love and determination (.) why because we have always been led by divine inspiration (1) now hatred is not what we teach (1) but heritage is what we preach (1) and we want our young folks to know that if they don't know where they came from (.) when they get where they're going they won't know how to act or what to do (1) so this is why we travel across the countryside (.) let them /em/ know that once upon a time we had a language all of our own (.) and we came across the deep blue sea from mother Africa they put us on different plantations and er they had us all messed up (.) different tribes different plantations (.) so we got a short form of words that masters use to say and then we put our own language together (1) had we maintain our language we could stand /stæn/ on the grocery line hold a conversation (.) like some of us do now and no one would know what we was talking about (.) you see you see our ethnic group they having /hævɪn/ fun (.) you don't know if they talking about /baʊt/ you now or not because they are laughing /læfɪn/ and then when they go to school they speak English (1) but we should have maintained our language because you know why (.) I remember /membə/ like yesterday (.) when I first had to go to school (.) you know what I done night before /fɔː/ (.) I go to the /de/ dresser {inaudible} and /æn/ I get my /miː/ frock (1) and I brung them /em/ out into the front room and you know I lay it out on the long chair (1) next to my /mæ/ brothers breeches /brɪtʃɪz/ and his /hiː/ brogans (3) and for the next morning (.) I get up and I/æ/ hoist the window /wɪndə/

Glossary

frock – dress
long chair – sofa
breeches – trousers
brogans – boots

Topic: Child Language Development

Subtopic: The Role of the Caregiver

Texts B1 and B2 are excerpts from a child interacting with her mother and aunt at different ages. In B1 the interactions take place indoors and the child is talking about her holiday and the garden outside. In B2 she is playing with her sand and water pit in the garden.

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

Text B1– aged 2 years and 4 months

Aunt: are you going somewhere sunny
Child: Mammy
Mother: Mammy going on holiday (.) who else is going on holiday
Child: Steve /iːv/
Mother: Steve and who else is going on holiday
Child: Nanny
Mother: Nanny (1) and
Child: Scott /stɒt/
Mother: not Scott because where is Scott
Child: ships
Mother: yeah Scott's on the ships what's Scott doing on the ship
Child: work the ships
Mother: yes he's working on the ships (.) who else is going on holiday woof woof woof (.) woof woof woof {makes panting noises}
Child: doggy
Mother: Ted
Child: Ted
Mother: yeah we're going to Whitby /wɪtbiː/
Child: Whitby /wɪpiː/
Mother: Whitby /wɪtbiː/
Child: ah Whitby /wuːpiː/
Aunt: Whitby (.) how long are you going on holiday
Child: a holiday (.) three weeks /wiː/ day
Mother: three weeks today we're going
Aunt: three weeks today wow that's not a long time at all (.) you going to be having a
Child: {points outside} the grass are long
Mother: the grass is long
Child: grow fast /fæs/
Mother: we've been watering the seeds haven't we (.) yes grass seed
Child: yes grass seed
Mother: and what do we have to do to the birdies
Child: peck /pɪk/ peck /pɪk/
Mother: they peck peck /pek/ don't they so do we chase them
Child: yes (2) chase
Mother: chase
Child: yes chase
Mother: chase the birdies
Child: yes outside

Text B2 – aged 3 years and 5 months

Aunt: what is that {points to toy}
Child: it's got no batteries /bætəri:s/ in it
Aunt: ah so is it working
Child: no it's it's got no batteries in it
Aunt: is it broken
Child: yeah it is a little bit
Mother: it is a little bit isn't it
Aunt: what's this {points to bottle}
Child: it's washing liquid /lɪkwɪd/
Aunt: washing up liquid
Child: yes we're cleaning it (.) Mam can you help me
Mother: yes
Aunt: what are you going to do with that {points to bowl}
Child: um I'm washing it I'm washing it
Mother: you want to put it in the sink sweetheart
Child: look {scrubs bowl}
Aunt: is it clean
Child: not yet {scrubs} little bit more (4) then scrub it in with my hands (.) then scrub it with my hands
Aunt: oh
Child: I scrubbing with my hands now
Aunt: very good
Child: Mam can you scrub it with your hands
Mother: yeah but I'm going to dip it in here {dips bowl in water}
Child: no I was washing it first (1) hey (.) hey I want to wash it first (2) Mam (.) can you do that for me {points to another bowl}
Mother: ok
Child: now it's your turn (.) have to scrub in that that first (.) no you got it the wrong way Mam (.) Mammy got it on the wrong way (1) then scrub with your hands (1) then put it in there /neə/ (1) good girl (.) good girl
Mother: thank you
Child: done (.) clean (1) as new

Topic: Language and Power

Subtopic: Debates

Text C1 is from a debate between environmental activists and sceptics. They are debating whether global warming should be society's number one concern. Text C2 is from a debate between university students considering whether environmental concerns outweigh economic growth.

(.) micro pause	//_// overlapping speech
{} paralinguistic feature	(1) timed pause

Text C1

Activist 1: I think it's time to change how we live I really do (.) which we have seen how changing our habits changing the resources that we use and what we pump into the air and how we reversed that hole in the ozone (.) we've seen how it can change and we can change it but we are going to have to make changes

Sceptic: well I don't believe that climate change is our biggest problem because I don't believe that man has anything to do with it (.) climate has changed since before man existed on the planet and will continue when man is gone

Activist 2: as a professional climate scientist who's done this for fifty years (.) I'm afraid you're not correct um the climate evidence is very very clear (.) and probably the clearest evidence of all comes from ancient records where you can actually see what the planet was like before humans were involved (.) this is why climate scientists 99% on almost every study of climate scientists shows that we are as unanimous as the scientific community ever gets (.) and the evidence is real and that it's happening and it's happening on every scale from the ice caps to the ocean (.) every place we look we get the same answer

Sceptic: no I'm not a climate scientist but I know a lot of them (.) and I've heard um exactly the opposite argument made (.) thousands of scientists just in the United States signed a letter saying man has little if any effect on climate (.) and so that's //clearly//

Activist 2: //but they're not all climate scientists//

Sceptic: //oh yes they are//

Activist 2: no who are actually doing climate research and publishing it

Sceptic: yes they are

Activist 2: I don't believe it

Text C2

Speaker 1: therefore I conclude that economic concerns outweigh environmental (.) um and no economic growth outweighs environmental concerns and I now stand over for cross examine

Chair: yes (.) thank you

Speaker 2: ok so (.) your first contention states that economic growth results in environmental pro protection but you give really no examples to this besides like a kitchen metaphor can you give me like a real-world example where economic growth has resulted in environmental protection

Speaker 1: yes (.) because with economic growth we can now have new technology

Speaker 2: for just things like that have already happened

Speaker 1: ok {laughs} what I'm saying is I wouldn't (.) with economic growth new technology can be invented to help best prevent // more damage//

Speaker 2: //so//

Speaker 1: to the environmental concerns and then with that I think more technology like I said new inventions we're always looking for new ways to improve and we're not going to rely on old tech old ways to fix the problem that we already have

Speaker 2: so we've been having economic growth for the past couple of years (.) what is an example in the last couple of years that proves this

Speaker 1: that proves what

Speaker 2: that economic growth really like creates technology

Speaker 1: economic growth because (.) by um {checks notes}

Speaker 2: I just like want an example from the last couple of years

Speaker 1: yeah by increasing tech in economic growth we can now place more funds

Chair: that is time (1) you can answer the question

Speaker 1: I was going to say you can put plenty more funds into research foundations and things like that where we will have more money to allocate to those things in which people can find new technologies

Chair: yeah (.) thank you (3) ok the Chair will now recognise the leader of the government for a rebuttal not to exceed 4 minutes in length

Glossary

rebuttal – a response to challenge evidence or an argument

Topic: Language and Technology

Subtopic: Language of Computers

Text D1 is an extract from the computer operational manual for the Apple 1, the first Apple Computer, which was released in 1976. Text D2 is instructions on how to set up your iPad taken from the Apple Website. Text D3 is an excerpt from a YouTube video where a gamer is reviewing the new PlayStation 5 DualSense controller.

Text D1

The Apple Computer is a complete microprocessor system, consisting of a Mos Technology 6502 microprocessor and support hardware, integral video display electronics, dynamic memory and refresh hardware, and fully regulated power supplies. It contains resident system monitor software, enabling the user, via the keyboard and display, to write, examine, debug, and run programs efficiently; thus being an educational tool for the learning of microprocessor programming, and an aid in the development of software.

The integral video display section and the keyboard interface renders unnecessary the need for an external teletype. The display section contains its own memory, leaving all of RAM for user programs, and the output format is 40 characters/ line, 24 lines/ page, with auto scrolling. Almost any ASCII encoded keyboard will interface directly with the Apple system.

The board has sockets for up to 8K bytes of the 16 pin, 4K type, or RAM, and the system is fully expandable to 65K via the edge connector, the system uses dynamic memory (4K bytes supplied), although static memory may also be used.

Glossary

RAM – random access memory
interface – a device or program enabling a user to communicate with a computer
bytes – a unit of memory size

Text D2

Transfer your apps and info onto your new iPad
When you first turn on your iPad and begin the setup process, you can wirelessly transfer many of your apps, settings, and content from your previous iPad directly to your new iPad—just bring the two devices close together, then follow the onscreen instructions.

Connect to Wi-Fi and set up cellular service

To connect your iPad to your home Wi-Fi network, go to Settings ⚙ > Wi-Fi, turn on Wi-Fi, then choose your network. iPad automatically connects to the internet whenever you're home.
If you have a Wi-Fi + Cellular model, you can activate cellular service on your iPad using an eSIM

(go to Settings ⚙ > Cellular Data). Or, install a nano-SIM provided by your carrier.

Sign in with your Apple ID
Your Apple ID is the account you use to access Apple services such as Apple Music, FaceTime, iCloud, and iMessage. If you don't have an Apple ID, you can create one.

To sign in with your Apple ID, go to Settings ⚙ > Sign in to your iPad. To verify that you're signed in,

go to Settings ⚙ > [*your name*]; your Apple ID appears below your name.

Text D3

(.) micro pause	(1) timed pause

yesterday I went out and picked up a PlayStation 5 DualSense controller which are starting to appear ahead of the console launch (1) if it's not a game intensive PC title like any kind of shooter (.) I'm often playing my other PC games from the comfort of my couch on the TV with a controller (1) although I use the Xbox One controller from time to time the PS4 controller has been my go to on PC mainly because of its D-pad that I find to be much better for 2D games like Platformer (.) that is the main reason why I rushed out to pick up the PS5 DualSense not because I have a PlayStation 5 yet (.) sadly (.) but so I can try it out for day to day PC gaming (1) this is going to be one part a look at how it functions on PC prior to having official support and another part my general impressions or review of how the DualSense feels as a controller overall (1) I'll be specifically not using any third party programs to get this up and running so let's now take a look at what happens when you simply plug in a PS5 controller via USB to your PC

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Source information:

Text A: https://www.youtube.com/watch?v=quDtnrRXTMQ
Texts B1 and B2: Private source
Text C1: https://www.youtube.com/watch?v=6EFHZfISGp4
Text C2: https://youtu.be/_Xiv3Bzr4TA
Text D1: https://archive.org/details/Apple-1_Operation_Manual_1976_Apple_a/page/n2/mode/1up
Text D2: https://support.apple.com/en-gb/guide/ipad/ipadad6ac8d3/ipados
Text D3: https://www.youtube.com/watch?v=cyorpDYJQEk