GradeMax

Write your name here

Surname	Other names

Pearson Edexcel
International Advanced Level

Centre Number | | | | | |

Candidate Number | | | | |

English Language

International Advanced Level
Unit 4: Investigating Language

Tuesday 20 June 2017 – Morning
Time: 2 hours

Paper Reference
WEN04/01

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.

Topic: Global English
Subtopic: Australian English

EITHER

1 Read the data provided on page 5 of the Source Booklet.

To what extent does Text A demonstrate features of Australian English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Child directed speech

2 Read the data provided on page 6 of the Source Booklet.

To what extent does Text B demonstrate features of child directed speech?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Language of charities

3 Read the data provided on pages 7-9 of the Source Booklet.

To what extent are Texts C1, C2 and C3 representative of the language of charity promotional material?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Language of online gaming

4 Read the data provided on pages 10-11 of the Source Booklet.

To what extent does Text D demonstrate features of modern gaming language?

(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.

Topic: Global English
Subtopic: Australian English

EITHER

5 In 1926, a former Director of Education in New South Wales said about the Australian language:

'If we must follow a dialect of English in Australia, why not follow one of the charming ones? Why follow the ugliest that exists?'

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: Child directed speech

6 According to linguist, Professor David Crystal:

'Children do sometimes imitate their parents and others around them … but a great deal of what they say could not possibly have come from the language of adults.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant theories.

(Total for Question 6 = 30 marks)

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OR

Topic: Language and Power
Subtopic: Language of charities

7 'Charity advertising manipulates our emotions. It can have a negative or positive effect on how we respond.'

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 online gaming

8 'Playing digital games motivates players and develops social skills, such as collaboration. It also encourages the use of new language in a non-threatening environment.'

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** ☒

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

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GradeMax

Pearson Edexcel
International Advanced Level

English Language

International Advanced Level
Unit 4: Investigating Language

Tuesday 20 June 2017 – Morning
Source Booklet

Paper Reference
WEN04/01

Do not return this Source Booklet with the question paper.

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C2 – Save the Children	8
C3 – Amnesty International UK	9
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English Phonemic Reference Sheet

Vowels					
k**i**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	b**a**th	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: Australian English

Text A

The speaker is a white young woman of 20, currently studying at university. She has always lived in Robina, a suburb of Brisbane, a city in the state of Queensland, Australia.

(.) micropause	/_ / key phonemic transcription
[ ] paralinguistic feature	(2) longer pause (number of seconds indicated)

* *The English Phonemic Reference Sheet has been included to help you understand the key phonemic transcriptions.*

So I come from a suburb of Brisbane (.) Robina (.) um ah (.) its a not bad place to grow up (.) its a large town (.) well city but it feels like a town compared to places /plɑɪsəz/ like Sydney and Melbourne (.) um (.) people my age generally (.) like (.) so Im 20 (.) um (.) people my age still have their same friends they grew up from in high school /skuːl/ (.) um we go to the same places (1) theres a load /ləʊd/of places to go out at Brisbane but (.) um once you do know people in Brizzy you tend to find that every time you go you can see the same people (.) um I got loads /ləʊdz/of rellies as my familys quite large (.) we have big family dinners and we go out into town and I see mates /mɑɪts/ (.) its like (.) it feels like a really small community atmosphere (2) whatre the best things (.) the best things about Brizzy (.) I spose (.) the beaches (.) surfing /sɜːfɪn/ and the coffee shops (.) thats pretty much all we do when weve time at weekend (.) it gets very /veriː/ hot in the day so we go down most arvos to drink swim surf (.) just living in bathers /bɑɪðəz/ and thongs (1) theres heaps of amazing /ɒmeɪzɪn/ places to eat (.) Im a real health fanatic (.) I live on smoothies and salad my fav dish is avo /ɑːvəʊ/ salad (.) local markets are great to buy fresh stuff (.) there loads of fish stalls selling fresh salmon and prawns (.) if youre a back packer you wont have trouble eatin (1) shopping is ace and theres loads of neat boutiques near beach (.) theyre kinda pricey but quality (2) I work part time in Robina in a coffee shop called Steam and Bean (.) Im also at uni studyin for a degree in history /hɪstɔːriː/ (.) its funny cos I dont like coffee [laughs] a friend whos over from UK says the coffee is better than there (.) she loves the Mugaccino and flat white (1) specially when I make it [laughs] (2) what do I want to do when I finish uni (.) um (.) tough one (.) surf [laughs] I will probs go and travel id like to see England and visit my friends (.) ones in London so that would be cool

Glossary

rellies – relatives/family

bathers – swimming costumes

thongs – flip flops

arvos – afternoons

avo – avocado

Topic: Child Language Development
Subtopic: Child directed speech

Text B

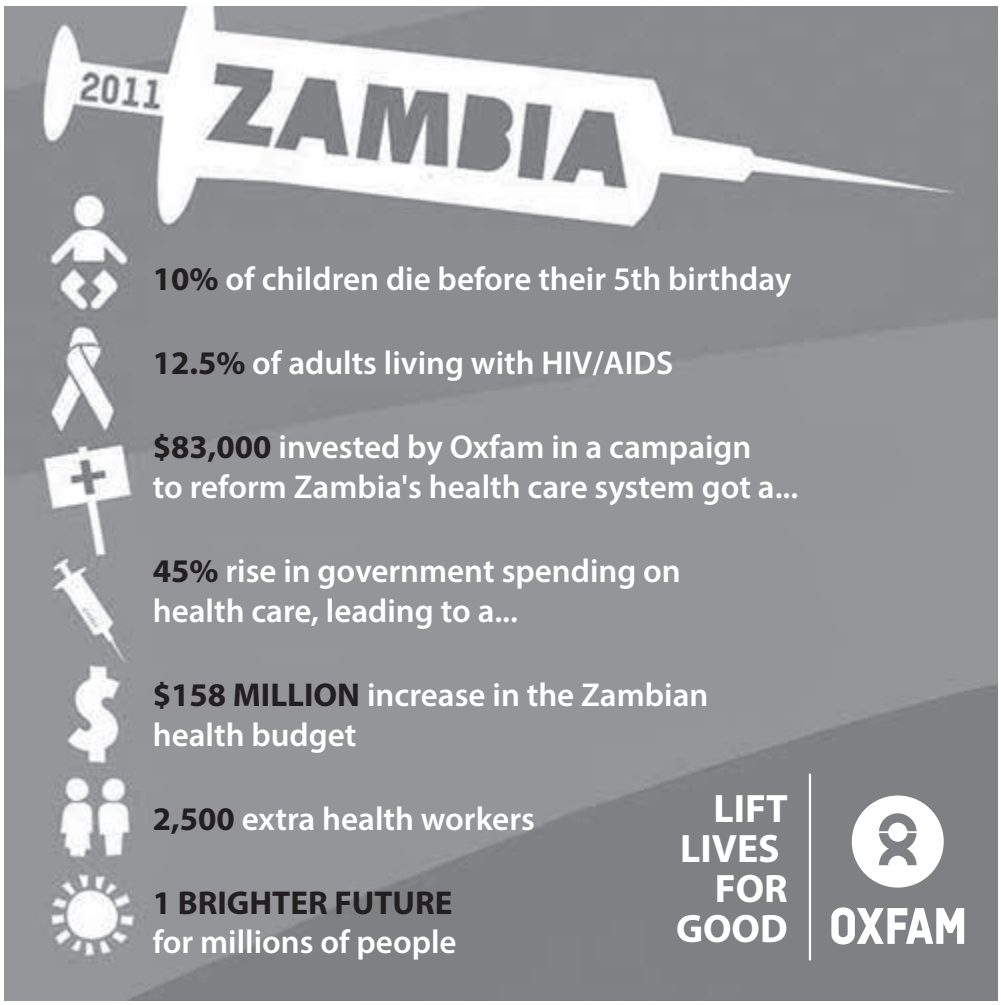
This is a transcript of a conversation between Maddy (aged 3 years 1 month) and her childminder, Jan. It was recorded in Jan's home. Maddy and Jan are reading a book with pictures.

J = Jan	M = Maddy	
(.) micropause	(2) longer pause (number of seconds indicated)	/_ / key phonemic translation
[ ] paralinguistic features	**Words read from the book are in bold**	ll ll overlaps

J: all right (.) shall we read your book now Maddy
M: ok
J: whats the picture Maddz (2) is it a house (2)
M: yeah house (.) look (.) look it me house /haʊs/
J: my house Maddy (.) it looks like your house its got a blue front door (.) what else can you see
M: that /dæt/ up top chimney /tɪmiː/ [points at the picture]
J: is it a chimney
M: yeah chimney /tɪmiː/ with /wɪv/ grey smoke /məʊk/ there there
J: yeah there is smoke coming out of the chimney well done (1) **Here is Harry's house, how many windows can you see?** (.) how many windows are there Maddy
M: four with /wɪv/ curtains /kɜːtənz/
J: thats right there are curtains at the window pretty blue curtains (1) what colour curtains have you got Maddy (1)
M: yellow /leɪaʊ/ I got curtains /kɜːtənz/ in bedroom
J: yeah (.) yes (.) yellow with flowers on (.) shall we turn over the page (.) you turn over the page Maddy [Maddy turns the page] oh I like this page why do I like this page Maddz
M: cos it you car
J: yes the picture looks like my car [laughs] its a pretty colour
M: your car pink (.) I like pink (.) my dress pink like Barbie [stands and twirls round holding dress] you like dress
J: I love your dress Maddy (.) you look like a princess (1) lets read the words under the picture (.) **Here is Caty's car, what colour is Caty's** ll**car?**ll
M: llpinkll
J: this is easy for you (.) you know all the answers (.) do you want to read another book
M: no (.) me want this book
J: ok [turns the page] **Here is Fred's farm, what animals can you see?**
M: cows (.) horses (.) pigs (.) sheeps (.) dogs
J: well done (.) there are lots of animals (.) which is your favourite
M: I like horses /hɔːsɪz/ cos /kɒz/ I pat em
J: you mean stroke them (.) can you say stroke them
M: stroke /stəʊk/
J: good try (.) strrroke can you say that
M: stroke /stəʊk/ stroke /strəʊk/ em
J: well done (.) stroke the horse (1) lets turn to the next page
M: I do it [turns the page]
J: ok (2) **Here is Lucy's lighthouse.**

Topic: Language and Power
Subtopic: Language of charities

Text C1



Text C2

Save the Children

Home | Jobs | Media | Policy & Research | Contact

NO CHILD **BORN TO** DIE

About Us | **News** | **Get Involved** | **Shop** | **Donate**



DONATE MONTHLY TO HELP SAVE LIVES



PLEASE DONATE TO HELP SYRIA'S CHILDREN



HOW YOU CAN GET INVOLVED IN 2016

BEING **ACCOUNTABLE** TO YOU
Our Supporter Promise
Highlights of our latest Annual Report
Pay at Save the Children
Accountability and Transparency Report

GET OUR **EMAIL UPDATES**

Mr | First Name | Last Name

Your email address...

SIGN UP

GIVE MONTHLY
Your regular support helps children grow and survive beyond the crucial age of five

VOLUNTEER
Improve job prospects and gain experience. Give time and help us save lives

FUNDRAISE FOR US
Join a run or walk, tackle a challenge event, or support one of our mass fundraising events

GO SHOPPING
Send your friends a stylish e-card, buy a life-saving Wishlist gift, or find a high street shop

CAMPAIGN
Take action with us as we ask governments around the world to put children first

LATEST BLOGS

Refugee children in Europe at risk as temperatures plummet to -27°c

Read your wonderful welcome messages for child refugees

Refugee crisis: Britain can do more for child refugees who have already suffered so much

action2015: The people power of the past year can give us all reason to be hopeful

What it's like to be an emergency response nurse

Yemen: The Unknown Crisis

LATEST ON TWITTER

Save the Children UK@savechildrenuk
Watch team member @kirstjmcneill on @VictoriaLIVE now, talking about fostering child refugees. #RefugeesWelcome
Expand

Victoria Derbyshire
@VictoriaLIVE
Karen a foster carer in Yorkshire has offered a home to a teenage boy who fled Afghanistan. Watch #VictoriaLIVE 9.15 Retweeted by Save the Children UK
Show Media

Save the Children UK@savechildrenuk
As temperatures plummet, we're providing warm clothes for child refugees forced to sleep in the freezing cold > save.tc/XgUdm
Expand

WHERE **YOUR MONEY** GOES

For every £1 we receive, we spend 88p on our activities to benefit children, 11p to raise the next £1 and 1p on governance and other costs. **Find out more**.

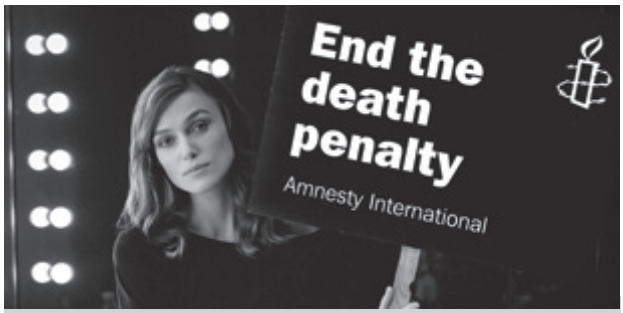
IN THE MEDIA

- The Huffington Post
- BBC
- The Guardian
- The Independent
- Daily Mail

Text C3

Amnesty International UK / Get Involved

Ways to give



Donate now
Supporting Amnesty with a regular gift is the best way you can help us achieve long-term goals. Your money helps support our work in many different ways. £3 per month helps us put pressure on politicians and policy makers to protect human rights around the world. While £10 per month enables us to send researchers around the world to investigate reports of torture and abuse.



Find a sponsored event
Join Team Amnesty and get involved in a marathon, a parachute jump or any sponsored event and stand up as an individual at risk for another individual at risk somewhere in the world. We offer runs, jumps, cycles, treks, triathlons or you can do your own thing. And we are here to support you all the way with advice, tips, vests and t-shirts.



Fundraise for us
Whether you are an experienced fundraiser or organising your first event our downloadable guide has everything you need. From practical advice on booking venues to tips from other fundraisers it is jam packed with information to help you get started right through to putting on a great event. Download or order your copy of our fundraising guide now.

Topic: Language and Technology
Subtopic: Language of online gaming

Text D

The transcript is from a live multi-player online racing game. The speakers A and B whose identities and ages are unknown are both young males. They are playing in the same room.

A = player 1	B = player 2	capital letters = shouting
(.) micropause	(2) longer pause (number of seconds indicated)	[ ] paralinguistic features
Clipping	GAME = computerised voice of game narrator	

GAME: here we go (.) complete the laps to win
A: ok lets go
B: too much rev (.) ive spun ive spun
A: sick start [laughter] use turbo to catch up
B: ok (.) wow that really works (.) thanks
A: hope you like my tail lights thats all youll see from me from now on (.) lap 1 down
B: funny (.) NOT [laughter] (.) using turbo again
GAME: missile launcher applied
A: wicked thats more like it (.) look at me go ive blasted Mater out of the way
B: help (.) stuck in a bush
A: [laughter] thats why im Lightning (.) can speed backwards
GAME: WARNING high level weapon in play
A: whoops i cant stop spinning out
B: try slidin into the bend then accelerate (.) or press x to jump
A: cheers (1) sliding worked (.) oops hit the barrier
B: [laughter] yes now ive got enough to customise (.) im pittin on the next lap
GAME: here is a GPS compass just follow the compass
B: i love the graphics (.) like being in London (.) just smashed through Buck Palace
A: cool (.) can you drive through water
B: dont know give it a go
A: im jumping off a bridge (.) NOOO (1) no you cant it just restarts
B: 3 laps down still number 1
GAME: WARNING high level weapon in play
B: you cant keep blastin everyone out the way
A: you can smash statues for extra bonus
B: try going backwards or on two wheels and then use turbo it helps smash lampposts (.) the question marks add up your score
GAME: WARNING high level weapons in play
A: NOOO (.) ive been zapped by someone (2) im last (.) rubbish (.) the driver in the blue car keeps taking me out im fed up with them (.) oh come on (.) someones rammed me off the road now
B: [laughter] tough (.) ill take them out for you (.) try using the oil slick that will get em
A: ok
GAME: oil slick acquired
A: hope it works ill use turbo and see if i can catch up (.) im two laps behind
B: ill try to block so you can turbo ahead
A: cheers i can cut through the park to save time
B: mind the train tracks (.) if Eurostar hits you it loses time

GAME: WARNING high level weapons in play
A: ok (.) someones using weapons again (.) this is getting stupid why cant we just race
B: only 3 laps to go (.) up to 2nd place the red is still first
A: you shouldnt have pitted to upgrade weapons
B: thought itd help
A: watch out for the zap they are targeting you
B: a bad loser (.) can we just play us two
A: ok next game
B: 1 lap left
A: go for it ill block other cars or use weapons to cover you
B: cheers

Glossary

Mater - character from the game

Lightning - character from the game

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Sources taken/adapted from:

Text A: private source – permission obtained for use
Text B: private source – permission obtained for use
Text C1: http://www.oxfam.org.uk/what-we-do/countries-we-work-in/zambia?pscid=ps_ggl_2014_Prospects_brand_BROAD&gclid=CjwKEAiA9JW2BRDxtaq2ruDg22oSJACgtTxcyX4HKn9d4FkCsWss2vztfN3J_ql3PP6q2XDCHS2EXBoCJKrw_wcB&dclid=COmbxsT_gcsCFcVS2wod1RcKOw
Text C2: http://www.savethechildren.org.uk/get-involved
Text C3: https://www.amnesty.org.uk/ways-to-give
Text D: https://www.youtube.com/watch?v=ZQ8-4-k768o

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