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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

Friday 8 June 2018 – Afternoon
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.

EITHER

Topic: Global English
Subtopic: Jamaican English

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

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

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Nursery rhymes

2 Read the data provided on pages 5–7 of the Source Booklet.

To what extent do Texts B1, B2 and B3 demonstrate features of nursery rhymes?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Language of political speeches

3 Read the data provided on page 8 of the Source Booklet.

To what extent does Text C demonstrate features of the language of political speeches?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Language of online instant messaging

4 Read the data provided on pages 9–11 of the Source Booklet.

To what extent does Text D demonstrate features of online instant messaging?

(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: Jamaican English

5 **'**The languages of Jamaica reflect the country's diverse history and culture.'

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: Nursery rhymes

6 'Singing nursery rhymes with young children can boost their language development.'

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)

OR

Topic: Language and Power
Subtopic: Language of political speeches

7 'Political leaders have relied on spoken rhetoric to manipulate their audience'.

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 instant messaging

8 **'**Speakers communicate differently via online instant messaging compared to face-to-face conversations.'

Discuss this statement with reference to your research.

You should consider:

- relevant language frameworks and levels
- any relevant concepts and theories.

(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

English Language

International Advanced Level
Unit 4: Investigating Language

Friday 8 June 2018 – Afternoon
Source Booklet

Paper Reference
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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	*a*ː	ɔː	uː	ɜː
Diacritics /ː/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark / : / 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	*a*ɪ	*a*ʊ	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: Jamaican English

Text A

The speaker is a 17-year-old woman of African-Jamaican ethnicity. She was a student. She was born in Kingston, Jamaica.

(.) micropause	/_ / key phonemic transcription

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

In Jamaica /dʒa:miɛkæ/ there /deər/ there is one (.) specific language which is called a Patwa /pætwa:/ (.) that everybody is accustomed /a:kʌstɒmd/ to right we are born knowing the Patwa instead of Standard English but some persons think that based on how how Jamaicans /dʒa:miɛkæns/ speak different Jamaicans speak (.) um there are different patwas but that is not so it is based (.) it is their accent which persons think that but the accent has a lot to do with /wIt/ where we come from (.)

Jamaica has fourteen parishes (.) the /də/ urban /ʊərba:n/ area is classified is is classified as Kingston and St Andrew persons outside of Kingston and St Andrew their areas are classified as the (.) rural area for mostly in the for mostly in rural areas the accent differs for example in St Elizabeth /seint i:lɪzæbet/ they have a deeper accent for those /dəʊz/ who live in Clarendon or Saint Ann or Montego Bay so the accents have a lot to do with the way we speak and how we sound /saʊwn/ and that (.) that sometimes (.) give people the idea that um there are lots of different there are lots of different patwas but there is just one Patwa and (.) meaning /mi:ni:/ in a case where St Elizabeth accents is deeper as in they have a stronger Patwa like 'mi ne naa guu don de' (.) its very is much stronger than persons living in the town area the urban area (.) which sometimes /sɒmtaɪm/ they try to talk the English but they mix it up like for example (.) 'mi neva did a go' I wasnt going to (.) its its not they dont give a proper pronunciation of the English words

(Source: http://www.dialectsarchive.com/jamaica-10)

Topic: Child Language Development

Subtopic: Nursery rhymes

Text B1

Hickory dickory dock

Hickory dickory dock
The mouse ran up the clock
The clock struck one,
The mouse ran down
Hickory dickory dock!

Hickory dickory dock
The mouse ran up the clock
The clock struck two,
He hid in a shoe
Hickory dickory dock!

Hickory dickory dock
The mouse ran up the clock
The clock struck three,
The mouse said, "Gee!"
Hickory dickory dock!

Hickory dickory dock
The mouse ran up the clock
The clock struck four,
He ran out the door
Hickory dickory dock!

Text B2

If you're happy and you know it

If you're happy and you know it, clap your hands.
Clap, Clap.
If you're happy and you know it, clap your hands.
Clap, Clap.
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands.
Clap, Clap.
If you're angry and you know it, stamp your feet.
Stomp, Stomp.
If you're angry and you know it, stamp your feet.
Stomp, Stomp.
If you're angry and you know it, then your feet will surely show it.
If you're angry and you know it, stamp your feet.
Stomp, Stomp.
If you're happy and you know it, shout "Hooray!"
"Hoo-ray!"
If you're happy and you know it, shout "Hooray!"
"Hoo-ray!"
If you're happy and you know it, then your voice will surely show it.
If you're happy and you know it, shout "Hooray!"
"Hoo-ray!"

Text B3

Old MacDonald had a farm

Old MacDonald had a farm, E-I-E-I-O
And on that farm he had some chickens, E-I-E-I-O
With a "cluck, cluck" here
And a "cluck, cluck" there,
Here a "cluck", there a "cluck"
Everywhere a "cluck, cluck"
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O
And on that farm he had some cows, E-I-E-I-O
With a "moo, moo" here
And a "moo, moo" there,
Here a "moo" there a "moo"
Everywhere a "moo, moo"
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O
And on that farm he had some horses, E-I-E-I-O
With a "neigh, neigh" here
And a "neigh, neigh" there,
Here a "neigh" there a "neigh"
Everywhere a "neigh, neigh"
Old MacDonald had a farm, E-I-E-I-O.

Topic: Language and Power

Subtopic: Language of political speeches

Text C

An edited speech by Ban Ki-moon (the eighth Secretary-General of the United Nations from January 2007 to December 2016) at the closing session of the 13th Force Commanders and Heads of Military Components Conference 2015.

Thank you for the opportunity to speak to you. You represent collective security and international solidarity in action. I thank you for your dedication and leadership.

I commend the thousands of peacekeeping troops who serve with honour under your command. Together, you have helped to separate forces, disarm fighters, monitor human rights, provide care and so much more. Our deployments are greater than ever before. Every day, United Nations peacekeepers protect civilians from violence, provide security and support the peace processes that foster sustainable peace. There is a heavy price for this dedication. 2014 was the seventh year in a row that more than 100 peacekeepers lost their lives. We mourn these courageous blue helmets – and we pledge to carry on their work. The Security Council has given you increasingly complex and challenging mandates – often in more and more prohibitive and remote environments. In many cases, peacekeepers are sent where there is no peace to keep. You – and the women and men under your command – are confronted with situations you have never faced before. For many desperate and suffering people, you provide hope in the face of hopeless situations. Peacekeeping is a flagship activity of the United Nations. And your military component is central to peacekeeping. The responsibility is great – but the rewards are even greater.

The global security environment is changing. We are coping with asymmetrical and unconventional threats. I am focused on adapting our operations to rise to these challenges. Earlier this week, I received the report of the High-Level Independent Panel on Peace Operations. The report calls for achievable mandates based on clear analysis. It points out that countries with greater capability should be more involved – including Security Council members. And the recommendations cover many other critical issues, including field support, human rights and accountability. I welcome the report's attention to the very disturbing problem of sexual exploitation and abuse by peacekeepers. I am always outraged to hear reports of sexual abuse involving peacekeepers. I stress my commitment to making our firm zero-tolerance policy into an effective zero-crime reality. I welcome the momentum for stronger action. Everybody must commit to ending this shameful problem – at Headquarters, in the field and among the member states. As Force Commanders, I ask you to lead in creating a culture where such abhorrent behaviour should never happen – and if it does, the perpetrators are identified and punished. I also count on your leadership in ensuring that all peacekeepers uphold the highest standards of integrity in the performance of their official duties – and at all times throughout their deployment. I take my responsibilities extremely seriously. And I expect you to take responsibility for ensuring that all peacekeepers under your command uphold the highest standards of integrity at all times. Anything less is unacceptable.

This Conference has been an important occasion to share experiences. I urge you to carry fresh ideas back to your missions. Let us work together to pursue excellence in the cause of peace. I wish you and all of our blue helmets great success in fulfilling this noble mission. Thank you.

Glossary:
***blue helmets* –** soldiers of the United Nations engaged in peacekeeping

Topic: Language and Technology

Subtopic: Language of online instant messaging

Text D

Extract taken from a WhatsApp chat between brother and sister, James and Amy, and Amy's friend, Kate. James has just arrived in France for a holiday; Amy and Kate are in the UK. All participants are in their early 20s.

Messages you send to this chat and calls are now secured with end-to-end encryption. Tap for more info.

James
Bonjour je suis ici

Kate
Guten tag where r u?

James
Serious im in France you muppet!!!!

Kate
Dont do French

Amy
Have you got my small case I told you not to take it

Kate
School only did german

Amy
Cant fnd case I did german to

James
Umm yeh mum said it was ok to use it
Didn't have anything small only sports bag

Amy
I need it for Saturday so angry niw

Kate
Hated teacher

Amy
Couldve asked me. have to use one of dads old cases now!!

James
ok can I borrow case pls 

Amy
hahaha!! You funny NOT… better buy me something nice

James
sick theres a swimming pool and a jacuzzi

Kate
did you pack your mankini  urgh buy me a pressie too nice bag chanel

Amy
pool wow OMG so lucky im working mosr of hols

James
chanel as if iv only got 200 euros
why do you need a case? Where you going?

Amy
Goin to nans for weekend with mum helping with clearing cupboards

Kate
Want any help? Got nothing on and like yr nan

James
Say hi to her

Amy
Yeh that would be good ill pick you up
Why don't you text her? You havnt been there for ages

Kate
Do I need anything? When you comin back?

James
Sorry miss perfect you sound like mum
I do see her

Amy
Coming back Sun

Kate
Cool

Amy
Shut up James 

Kate
Heh ive just seen a rabbit in the garden

James
What… you are soooo MAD???

Kate
It's a little brown rabbit – cool its just standing there

Amy
Sorry Whats this about a rabbit you got a pet

James
No she thinks shes seen a rabbit – Donnie Darko hahaha too many espressos

Kate
Its in my garden so randm so cute

Glossary
muppet – a playful insult
mankini – a brief swimming costume for men
chanel – a French fashion brand
Donnie Darko – reference to a life-sized rabbit that appears in the film, Donnie Darko

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