GradeMax

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel
International
Advanced Level

Centre Number | Candidate Number

Tuesday 22 January 2019

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.
- 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: Ivory Coast English

EITHER

1 Read the data provided on pages 4 and 5 of the Source Booklet.

To what extent does Text A demonstrate features of Ivory Coast English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Phonics

2 Read the data provided on pages 6, 7 and 8 of the Source Booklet.

To what extent do Texts B1, B2 and B3 present approaches to phonics teaching?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Language and Bullying

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

To what extent do Texts C1 and C2 analyse bullying and its language?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Technology and Written Communication

4 Read the data provided on pages 11 and 12 of the Source Booklet.

To what extent does Text D present the different ways written language has been influenced by developments in technology?

(Total for Question 4 = 20 marks)

TOTAL FOR SECTION A = 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: Ivory Coast English

5 **'**Even though a lot of people understand English in the Ivory Coast; it's not the language they choose to speak.'

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: Phonics

6 'Some research has shown that learning to read by the 'look and say' approach is more effective than the phonics approach'.

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)

Topic: Language and Power
Subtopic: Language and Bullying

OR

7 'Understanding the language and techniques of bullying will not help the victim.'

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: Technology and Written Communication

8 'Recent developments in technology have improved written communication.'

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

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English Language

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Unit 4: Investigating Language

Source Booklet
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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: Ivory Coast English

Text A

The transcript is of an interview with Yaya Touré an Ivorian professional footballer, who played as a central midfielder for Premier League club Manchester City, and was the former captain of the Ivory Coast national team.

(.) micropause	/_/ key phonemic transcription

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

Y.T – Yaya Touré D.W – Dan Walker (interviewer)

Y. T: I grew up in an part of Africa where life was no so easy for them /dɐm/ but /pəʊ/ all a the /di:/ kids they /deɪ/ go to play to play you know to enjoy sport enjoy football in the part (.) different part of the of the city where we been /pɪn/ in the (.) as soon as I start to learn football in academy I start to dream about er playing one day in a big club in the world (.) if you want to be a big player one day if you want to be professional /prɒvʃɒnel/ you have /æv/ to play in Europe and you have to you know (.) make yourself proud as are your family

D.W: what makes a great player

Y.T: great player [exhales] (1) is all about (.) cleverness (.) all about his / ɪs/ mind / maɪn/ thinking one second before the balls coming and that's /dæs/ the point I think of something like Xabi /ævi:/ because Xabi is all about technique vision / vi:ʒɒn/ but (.) when he make a pass is all it means something you know and that's they said those player are the best in the world and that's why we said those player there are unique

D.W: when we talk about the best players in the world we normally only talk about strikers

Y.T: yeh I think /fɪnk/ yeh it's true you know because not it's not because I'm a defender but for me (.) I think the heart /ha:d/ of the all the team and the heart and the point of the team is all about the midfielder you know it's not fair /fi:æ/ sometime for said ok (.) the bigger player the best player be the scorer Spain if you don't think /tlŋ/ about Torres or um or Villa /vi:æ/ if you thinking about Iniesta about Xabi about Xabi Alonso about Busquets those player they create space they are very good you know it's more difficult to give pass than score goal

D.W. do you think you're recognised correctly in the world game

Y.T. mmm to be honest with /wɪd/ you I guess mmm (.) not enough

D.W. not enough

Y.T. not I think not I think not one play are doing well seriously you have to get some form of recognition (inaudible) because from my point of view to be me fitted in to be involved to score lot of goal this season /seɪzɒn/ (.) yeah my season been brilliant

D.W. your team mate Samir Nasri was very outspoken in saying you would be regarded as hands down the very best midfielder in the world if you weren't African

Y.T. if I was person solely if I was (.) British (.) if I was French (.) what do I say I have a lot of things to say but is the moment now and is time and I'm and I think the right moment we are the right way people have to start to understand now (.) we have tired to hear that African football and African (.) they are not entirely fair you know is not is not is not pointing one co is not pointing one country one country in Africa is pointing at a continent I'm very proud to be African

(3.45)

Glossary:

Torres, Villa, Iniesta, Xabi Alonso, Busquets, Samir Nasri – international footballers

https://www.youtube.com/watch?v=JSDn5uFJhoY

Topic: Child Language Development

Subtopic: Phonics

Texts B1 and B2 are pages from a phonics teaching book. Text B3 is an edited guide for parents on the teaching of phonics.

Text B1

Circle all of the 'ee' sounds in the sentences below.

Floppy was very funny. He ran into the sea with a leap and got the thief by his feet!

Floppy has been a good dog. What will you give him as a treat?



leaf sweets tea

peach seats weeds

leeks meat

beads



Draw a picture of Floppy with his treat.

Put the missing words in the spaces to make a sentence.

road slow toads



The _____ _____ sat in the _____.



bone stone old

The _____ _____ was under a _____.

Text B2

The sound practised on these pages is '**ai**' as in *rain*.
This sound can be written in different ways:



ai	ay	a	a-e
main	play	apron	game



Can you find this sound in the words below?

Read these words as quickly as you can.

tail	cake	acorn	bay
pail	tale	label	say

Now read the alien words.

scrain



plake



framay

can you read this tongue twister?

May I bake an angel cake today for Fay?

Text B3

Phonics learning step 1: decoding

Children are taught letter sounds in Reception. This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.

The aim is for children to be able to **see a letter and then say the sound it represents out loud**. This is called **decoding**.

Some phonics programmes start children off by learning the letters s, a, t, n, i, p first. This is because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.).

Phonics learning step 2: blending

Children then need to go from saying the individual sounds of each letter, to being able to **blend the sounds and say the whole word**. This can be a big step for many children and takes time.

While children are learning to say the sounds of letters out loud, they will also begin to learn to **write these letters (encoding)**. They will be taught where they need to start with each letter and how the letters need to be formed in relation to each other. **Letters (or groups of letters) that represent phonemes are called graphemes.**

Phonics learning step 3: decoding CVC words

Children will focus on decoding (reading) three-letter words arranged consonant, vowel, consonant (CVC words) for some time. They will learn other letter sounds, such as the consonants g, b, d, h and the remaining vowels e, o, u. Often, they will be given letter cards to put together to make CVC words which they will be asked to say out loud.

Phonics learning step 4: decoding consonant clusters in CCVC and CVCC words

Children will also learn about **consonant clusters: two consonants located together in a word**, such tr, cr, st, lk, pl. Children will learn to read a range of CCVC words (consonant, consonant, vowel, consonant) such as trap, stop, plan. They will also read a range of CVCC words (consonant, vowel, consonant, consonant) such as milk, fast, cart.

Phonics learning step 5: vowel digraphs

Children are then introduced to vowel digraphs. **A digraph is two vowels that together make one sound such as: /oa/, /oo/, /ee/, /ai/.** They will move onto sounding out words such as deer, hair, boat, etc. and will be taught about split digraphs (or 'magic e'). They will also start to read words combining vowel digraphs with consonant clusters, such as: train, groan and stool.

Phonics learning step 6: consonant digraphs

Children will also learn the **consonant digraphs (two consonants that together make one sound)** ch and sh and start blending these with other sounds to make words, such as: chat, shop, chain and shout.

Topic: Language and Power

Subtopic: Language and Bullying

Text C1 is an edited online article and C2 is a list of some common words and phrases used by bullies and obtained during interviews with the victims of bullying.

Text C1

Causes of bullying

What makes a bully can be complex, and can include a number of factors. Some people even find themselves being occasional bullies without even realizing it. While there is no one reason that a person turns into a bully, there are some common factors in many cases. A common misconception is that bullies have low self-esteem. On the contrary, a study from UCLA found that most bullies have *"almost ridiculously high self-esteem"*. The same study showed that bullies are often popular in school, and their victims are often unpopular. This can make the pain of bullying even more brutal. However, both bullies and victims are simply playing roles, neither is a fixed personality quality. Bullies can learn to stop being bullies, and victims can also stop being victims.

Bullying is a way people claim a sort of power in their lives by victimising another. That person might have old shoes, be too short, too smart, too dumb, too feminine. The reason doesn't really matter.

Sometimes the feelings of powerlessness come from a problem at home. For kids, this might be a situation such as excessive fighting in the home, parents getting a divorce, or a close family member suffering from an addiction to drugs or alcohol. For adults, problems in a marriage from disloyalty to general estrangement may lead them to exaggerate their own authority to the point of bullying.

In many cases, bullying begets bullying. A person may feel bullied by their parents, their boss, or an older sibling. Getting bullied by any of these people who are in an assumed position of authority may tempt some to claim authority for themselves through bullying. Research shows that those who have experienced bullying are twice as likely to go on to bully others.

Cyber bullying is often a by-product of someone being bullied in his or her life. Some people who are perceived as weak, or perceive themselves that way, use the Internet to try and reinvent themselves as someone more powerful or intimidating, they may join open chats or forums and threaten other participants.

When a person picks on someone for always being the first to raise their hand in class, or, getting the best grade on tests, the bully is probably jealous or frustrated with the person they are bullying.

Some of the things that make people different are generally neutral characteristics, but some, like being smart, focused, or creative often represent attributes that the bully wishes they shared with their victim. By seeking to undermine someone else's skills, bullies try to create a more level playing field.

Another possible bullying situation is when the bully may actually share the characteristic for which they are bullying the other person. They may be embarrassed by their own intelligence and fear being called a nerd, so they make the accusation of someone else. Those who bully because of a person's sexual orientation may still be trying to figure out their own and come to terms with it.

In some cases a person may bully because there is an aspect of a person's personality that they don't understand or don't agree with. They may also have a prejudice against a person's race, religion, or sexual orientation, and in many instances they may even think that targeting a person whom they see as exuding wrong behaviour as a good thing. This lack of empathy may be learned at home, if the bully's parents voice racist attitudes, for example, the bully could pick up this behaviour. Also some people have psychological issues that reduce their ability to empathise with others.

Some bullies would never think of themselves as bullies. They think that all they are doing is teasing a bit, and may even be trying to communicate or even befriend the person they are bullying. These social issues lead them to have trouble communicating in a healthy way and instead turn to insults or even physical violence as a way of communicating.

The family situation of bullies can often be a contributory factor. Lack of emotional support, authoritarian parenting, divorces, domestic violence and poor parental communication are all potential factors in the lives of bullies.

It is so important that people who are witnessing violence at home have people to talk to and ways to deal with the behavioural challenges this creates. Counselling and therapy are often good options.

Text C2

Some Common Phrases and Sayings Used By Bullies

"Nobody likes you"

"Go kill yourself"

"You're ugly"

"Why do people like you?"

"You're fat"

"You gonna cry"

"You're gay"

"You're a bitch"

"You were born by mistake"

"I wish you were dead"

"You're weird"

"Loser"

(Source: Private source)

Topic: Language and Technology

Subtopic: Technology and Written Communication.

Text D is an edited extract from an online article taken from the website digitaltrends.com. The site provides readers with technology news and expert product reviews.

Tech is upending the ways we write, speak, and even think

By Jeffrey Van Camp — Updated July 12, 2017 6:32 pm

We're in the middle of the largest communication shift in human history, and absolutely none of us are seeing the forest for the trees when it comes to this technology. But if the digital world has changed what we talk about, what kind of impact is it having on *how* we talk? In what ways is it altering English, and how we think and process language?

Texting is a new language, and you're bilingual. "Now we can write the way we talk."

They have a name for this phenomenon, too: *textisms*, the abbreviations, acronyms, emoticons, emoji, and other attributes associated with the rise of texting and instant messaging. A lack of capitalization, too much CAPSLOCK, failure to punctuate properly, using asterisks to convey an emotion like *scared*, #hashtagging, and gamer l33t speech are also all considered textisms — *netspeak,* if u prefer.

The lack of proper grammar and spelling in 160-character text messages or 140-character tweets, they argue, is a clear sign that the English language is dying, and the next generation of kids will grow up illiterate. And it's hard to blame them when this sentence:

"I had a great time. Thanks for your present. See you tomorrow"

… often looks like this in a text:

"Had a gr8 time tnx 4 ur present. C u 2mrw :)"

"It's almost scary to think of what the future holds," Emily Green wrote on the Grammarly blog (the word blog itself is an early textism of sorts) in an article titled *Why text messaging is butchering grammar*. "Texting is eroding literacy in young adults. The next generation of adults will be faced with serious literacy issues, which could lead to even more serious problems. We're already facing some grammar and literacy barriers between generations."

But what's really happening may be the opposite. Instead of getting dumber, teenagers may have gained a new cognitive ability. You could consider texting, chatting, and instant messaging entirely new forms of communication, different from spoken or traditional written English.

"What texting is, despite the fact that it involves the brute mechanics of something that we call writing, is fingered speech," John McWhorter, author and associate professor of English and Comparative Literature at Columbia University, said in a 2013 TED Talk. "Now we can write the way we talk."

Texting, he argues, is ushering in new writing forms and rules, meaning that not only is it not a bad thing for grammar, it actually means we have a generation of people who are bilingual in a new way — able to seamlessly switch between speech, writing, and an entirely new mode of communication that has its own linguistic rules. The bad grammar in our texts is a sign that we're more literate than ever, not less, he says.

"Texting is an expansion of young people's linguistic repertoire."

"What we're seeing is a whole new way of writing that young people are developing, which they're using alongside their ordinary writing skills, and that means that they're able to do two things," McWhorter said. "Increasing evidence is that being bilingual is cognitively beneficial. That's also true of being bidialectal, that's certainly true of being bidialectal in terms of your writing. Texting is actually evidence of a balancing act that young people are using today, not consciously of course, but it's an expansion of their linguistic repertoire."

The invention of a secondary language may seem impressive, but many people still believe literacy is dying. Professors and writers have complained about the decline in grammar and spelling among the youth for centuries.

Jane Solomon, a lexicographer and senior content editor at Dictionary.com, told Digital Trends: "It's just a matter of perception. English is constantly evolving, constantly changing. Some people believe that English stopped evolving slightly before they were born, and that's just not the case."

The way someone talks and writes, she said, is a product of where and when that person grew up. "The internet has its own regions," said Solomon. "There's a style that's very particular to Reddit; there's a style that's very particular to Twitter; there's a style that's really particular to Instagram. In all these different places, people talk a little bit differently. But I think people know how to code switch. Someone who speaks on Reddit would not turn in a college paper in that language, and they know not to do that."

Emoji are the hottest new texting trend, and there is already a debate over the negative impact they're having on language.

According to Kyle Smith of the New York Post, emoji are ruining civilization. Smith argued, using broad strokes, that sentences like "Had a gr8 time tnx 4 ur present. C u 2mrw" look like a "sonnet" compared to what people are doing with emoji these days.

"Emoji and other forms of creative punctuation are the digital equivalent of making a face or a silly hand gesture while you're speaking," says linguist Gretchen McCulloch on her website 'Mental Floss'. "You'd feel weird having a conversation in a monotone with your hands tied behind your back, but that's kind of what it's like texting in plain vanilla standard English."

Paul JJ Payack, president of the Global Language Monitor, believes emoji and textisms are such a revolution that they may eventually become a formal part of English. Instead of an alphabet, there will be an "AlphaBit" also filled with letters, numbers, emoticons, and emoji.