GradeMax

Pearson Edexcel International Advanced Level

Thursday 6 June 2019

Afternoon (Time: 2 hours) | Paper Reference **WEN04/01**

English Language

International Advanced Level
Unit 4: Investigating Language

Source Booklet

Do not return this Source Booklet with the question paper.

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English Phonemic Reference Sheet

Vowels					
k**i**t	dr**e**ss	tr**a**p	**o**	str**u**t	f**oo**t
ɪ	e	æ	ɒ	ʌ	ʊ
l**e**tt**er**	fl**ee**ce	b**a**th	th**ough**t	g**oo**se	n**ur**se
ə	iː	ɑː	ɔː	uː	ɜː

Diacritics: /ː/ = **l**ength 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
Glotta**l** stop		Syllabic /**l**/ bott**le**		Syllabic /n/ fatt**en**	
ʔ		l̩		n̩	

Topic: Global English

Subtopic: South Korean English

Texts A1 and A2 are transcripts of two female students, who were born in South Korea. They are both in their 20s and are currently living in the US. The student in A1 has been in the US for four years while the student in A2 has only recently moved there.

Text A1

Ok (.) um (.) I'm from Korea so almost four years ago I came to America (.) and also I have rai er raised in coun (.) countryside in South Korea but er I moved to the small city with my sister to get a /geræ/ education over there so I got education high school and college (.) in university and then I came to America (.) actually um the student in living in Korea (.) they start to learn English from middle school (.) but we usually just learned you know grammar things except (.) you know how to speak English how to listen how to write write so before I came to United States you know I've never met how can I say I've never even spoken with you know American you know (.) how do you I just you (.) know studied lots of grammars I had a Korean English teacher so just they taught /tɔːd/ us just how to you know grammar and you know grammar things so um after I came to United States and I had a lotsa lot of troubles in in how to speak English um now it's it's kind of /kaɪndə/ is not really difficult for me because I have a lot er of er American er friend I usually go to er American church so I met them from there and also er after I know their culture and so [inaudible] their thoughts and everything it's easier for me

Text A2

I was born in Gwanganli (.) South /saʊs/ Korea but I (.) my family moved to Haeundae (.) Haeundae (.) in (.) at the /də/ time of IMF* and then and then we uh we started to live with my grandparent (.) parents there uh and um when I became to twenty /tweni:/ uh I I go to /gəʊdu:/ the Sookmyung Women's University in Seoul so uh currently I have lived with my other sister in Seoul and also I went to the private private institution for studying English in Korea uh I when I have when I had free time then I hung out with my boyfriend a lot we spent a lot of time together but [laugh] I recently broke up with him and umm these /di:z/ days I like to go to yoga class umm this is my first time to being in USA at first I was very embarrassed that hmm people say hello each other even though they /deɪ/ are acquaintance each other so (.) I was scared to mmm talk to other people with that I don't know but now I get used to it and I'm very happy to know you people

Glossary

IMF - the financial crisis that occurred in Korea at the end of the 1990s

(Source: Private Source)

Topic: Child Language Development

Subtopic: Parent and child play

Text B1 is a transcript of a 4-year-old girl playing with her mother at home. B2 is a transcript of a 4-year-old boy playing with his father at home.

Text B1

D: daughter M: mother

Mother and daughter are playing house.

D: want to play house?

M: I'd love to

D: you're the mum

M: oh (.) okay (.) what are you?

D: I'm the kid

M: okay

[Child points to the table]

D: you have to stand up, and you (.) you have to sit right here and do (.) and do the things that you're supposed to do.

M: what kind of things am I supposed to do?

D: you (.) you have to (.) you hafta, um, you hafta (.) you hafta do the (.) you hafta (.) you hafta (.) you hafta call somebody

M: oh, okay (.) can I do right here with this?

[Mother picks up toy phone]

D: yeah

M: who should I call?

D: um your friend

M: what's her name?

D: um

M: which friend should I call?

D: you have to call Lilly

M: Lilly?

D: yeah

(Source: http://courses.education.illinois.edu/edpsy313/mtpa/mtpa.html)

Text B2

S: son F: father

Father and son are completing a jigsaw puzzle.

F: are these all the pieces? No, here's some more

S: some are (.) some are in there [points to the box] //

F: // you need the corner pieces first (.) you need four corners (.) look for the corners

S: they're all messed up

F: that's ok (.) let's (.) we can (.) actually, let's tip them on the floor, it'll be easier to find them

[father tips the jigsaw pieces on the floor and runs his hands through them]

S: there's a corner //

F: // here's a corner, I'll put it on the mat (.) we we need to look at the um lid to see the picture

[father lifts up the box lid]

F: can you see (.) what piece is it?

S: red

F: there's two red (.) a red edge bit and um a red um blob thing (.)

S: it's the blob

F: yeah, (.) see if you can find the other red one or another corner (.) I'll pick out all the pieces with edges

S: what's this bit dad?

F: dunno, it's blue um sky I think (.) it's not a corner

Glossary

jigsaw puzzle – a puzzle consisting of a picture printed on cardboard or wood and cut into various pieces of different shapes that have to be fitted back together

Topic: Language and Power

Subtopic: Women and campaigning

Text C is a message published on the UN Women's website by UN Women Executive Director Phumzile Mlambo-Ngcuka and addressed to followers of the website. She is a South African politician and United Nations official. The message was published on International Women's Day, 8 March 2017.

Text C

Women in the Changing World of Work: Planet 50-50 by 2030

Across the world, too many women and girls spend too many hours on household responsibilities–typically more than double the time spent by men and boys. They look after younger siblings, older family members, deal with illness in the family and manage the house. In many cases this unequal division of labour is at the expense of women's and girls' learning, of paid work, sports, or engagement in civic or community leadership. This shapes the norms of relative disadvantage and advantage, of where women and men are positioned in the economy, of what they are skilled to do and where they will work.

This is the unchanging world of unrewarded work, a globally familiar scene of withered futures, where girls and their mothers sustain the family with free labour, with lives whose trajectories are very different from the men of the household.

We want to construct a different world of work for women. As they grow up, girls must be exposed to a broad range of careers, and encouraged to make choices that lead beyond the traditional service and care options to jobs in industry, art, public service, modern agriculture and science.

We have to start change at home and in the earliest days of school, so that there are no places in a child's environment where they learn that girls must be less, have less, and dream smaller than boys.

This will take adjustments in parenting, curricula, educational settings, and channels for everyday stereotypes like TV, advertising and entertainment; it will take determined steps to protect young girls from harmful cultural practices like early marriage, and from all forms of violence.

Women and girls must be ready to be part of the digital revolution. Currently only 18 per cent of undergraduate computer science degrees are held by women. We must see a significant shift in girls all over the world taking STEM subjects, if women are to compete successfully for high-paying new jobs. Currently just 25 per cent of the digital industries' workforce are women.

Achieving equality in the workplace will require an expansion of decent work and employment opportunities, involving governments' targeted efforts to promote women's participation in economic life, the support of important collectives like trade unions, and the voices of women themselves in framing solutions to overcome current barriers to women's participation, as examined by the UN Secretary-General's High-level Panel on Women's Economic Empowerment. The stakes are high: advancing women's equality could boost global GDP by US$12 trillion by 2025.

It also requires a determined focus on removing the discrimination women face on multiple and intersecting fronts over and above their gender: sexual orientation, disability, older age, and race. Wage inequality follows these: the average gender wage gap is 23 per cent but this rises to 40 per cent for African American women in the United States. In the European Union, elderly women are 37 per cent more likely to live in poverty than elderly men.

Addressing the injustices will take resolve and flexibility from both public and private sector employers. Incentives will be needed to recruit and retain female workers; like expanded maternity benefits for women that also support their re-entry into work, adoption of the Women's Empowerment Principles, and direct representation at decision-making levels. Accompanying this, important changes in the provision of benefits for new fathers are needed, along with the cultural shifts that make uptake of paternity and parental leave a viable choice, and thus a real shared benefit for the family.

In this complexity there are simple, big changes that must be made: for men to parent, for women to participate and for girls to be free to grow up equal to boys. Adjustments must happen on all sides if we are to increase the number of people able to engage in decent work, to keep this pool inclusive, and to realize the benefits that will come to all from the equal world envisaged in our Agenda 2030 for Sustainable Development.

Glossary:
STEM – science, technology, engineering and maths

Topic: Language and Technology

Subtopic: Language of blogs

Texts D1, D2 and D3 are entries taken from three different blogs. D1 is an edited excerpt from a blog by Erin Hallett about stress and anxiety, D2 is from Jeremycooksblogspot, a blog by a trainee chef and D3 is from the music blog thebluemoment.com by Richard Williams, a Guardian journalist.

Text D1

DON'T WORRY: By Erin Hallett

October 30, 2017

What is the difference between stress and anxiety?

Anxiety UK describes stress as, "…the feelings that people experience when the demands made on them are greater than their ability to cope." They describe Generalized Anxiety Disorder (GAD) as, "..the thing that makes GAD different from "normal worry" is that the worry is prolonged (it lasts for over 6 months), and the level of worry is out of proportion to the risk."

I saw stress as a by-product of success. It was short, sharp and exciting. When I felt the most stressed, it often led to an achievement in my professional or personal life.

I understand now that I was using stress to mask my anxiety. I didn't want to be labelled as "anxious". Anxiety was for the weak; it was a perpetual state of exhausting irrationality.

Growing up, like most people with an anxiety disorder, I constantly heard "don't worry" from well-meaning family and friends. Being a worrier was my accepted quirk and I took it seriously. I worried about my parents leaving me, about the food I ate, school tests I had to take, our house burning down in the middle of the night, and of course illnesses. Sometimes I could make myself physically ill from worrying.

As I moved into my 20s and then 30s, I was used to living with a somewhat constant state of unease. Mental illness wasn't something I really acknowledged, much less understood. I believed people with mental illnesses were unable to function, took handfuls of pills that made them foggy and incoherent, or wandered around shouting at themselves. My anxiety really took hold in my late 30s. I will never forget lying on my couch, flattened by the aches and nausea that are common physical symptoms of anxiety, and thinking I was definitely going to die. An ad about anxiety medication came on the television and the voiceover listed the ways anxiety could present itself. I remember thinking they were describing me. It was only a few seconds, but those seconds were the start of me legitimizing my illness.

(Source: https://healthymindscanada.ca/dont-worry/)

Text D2

{I Have Some Splainin To Do...}

Dearest Reader,

My absence is... unappetizing.
I know, I left you at the turn of the my 19th birthday! What a cliffhanger!
So, lets play Catch-up.
I'm living in an apartment with three roommates in Manhattan.
Im working/Interning at Prune (restaurant).
I never know when I'm going to be home to do my hours and as a result the blog has suffered.
I attended the James Beard Awards (more on that to come).
I had a mental breakdown as to whether or not to return to culinary school.
I'm returning to culinary school (in September).
JeremyCooks is going to be featured in a German Textbook.
Just a fun fact
Work is great! Work is hard... I'm tired, restless, and my feet are in constant pain.
Welcome to the industry.
A new look for JC is on the way along with all new recipes, adventures and interviews!
I'll do my best to be here more often.

Cheers,

- J

(Source: http://jeremycooks.blogspot.co.uk/)

Text D3

Nov 7 On a Monday night in Berlin

If you're ever at a loose end in Berlin on a Monday night, my advice would be to head for A-Trane, the jazz club in Charlottenburg, where Andreas Schmidt, a pianist, composer and teacher at the city's Jazz Institut, holds a weekly free-admission session featuring a changing cast of friends and students.

Last night he began his set with a quintet featuring two young tenor saxophonists, Nicholas Biello and Marc Doffey, the bassist Oliver Potratz and the drummer Ivars Aratyunun, playing a deceptive simply Schmidt original, "Closing Partners", on which the instrumental combination and the all-round deftness and intelligence brought to mind Tony Williams's first two Blue Note albums, *Life Time* and *Spring*, which teamed the tenors of Wayne Shorter and Sam Rivers.

(Source: https://thebluemoment.com/2017/11/)

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Please check the examination details below before entering your candidate information

Candidate surname	Other names

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Advanced Level

Centre Number | | | | | |

Candidate Number | | | | |

Thursday 6 June 2019

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.

Topic: Global English
Subtopic: South Korean English

EITHER

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

To what extent do Texts A1 and A2 demonstrate features of English spoken by South Koreans?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Parent and child play

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

To what extent do Texts B1 and B2 demonstrate the language of parent and child when playing?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Women and campaigning

3 Read the data provided on pages 7 and 8 of the Source Booklet.

To what extent does Text C demonstrate the language of campaigning?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Language of blogs

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

To what extent do Texts D1, D2 and D3 demonstrate the diversity of the language of blogs?

(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.

Topic: Global English
Subtopic: South Korean English

EITHER

5 'Despite its problems, the use of Konglish enables young people to communicate internationally.'

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: Parent and child play

6 'Play focused on gender stereotypes can limit children's 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)

Topic: Language and Power
Subtopic: Women and campaigning

OR

7 'The language used by women to campaign for their rights has had to change over time.'

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 blogs

8 'The lack of rules and controls on blogs should contribute to readers questioning the reliability of what is written.'

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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