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

Monday 25 January 2021

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.
- 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
  – *Section A (20), Section B (30)*
  – *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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P 6 3 6 9 1 R A 0 1 2 4

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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: Hawaiian Pidgin

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

To what extent does Text A demonstrate features of Hawaiian Pidgin?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Writing development

2 Read the data provided on pages 5 to 9 of the Source Booklet.

To what extent do Texts B1, B2 and B3 present the stages of writing development?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Language of travel

3 Read the data provided on pages 10 to 12 of the Source Booklet.

To what extent do Texts C1 and C2 present the language of travel advice?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Interaction with technology

4 Read the data provided on pages 13 and 14 of the Source Booklet.

To what extent do Texts D1 and D2 demonstrate the language of robots?

(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: Hawaiian Pidgin

5 'Although the users of Pidgin are often criticised, it could be argued that Pidgin is superior because it incorporates many strands of language.'

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: Writing development

6 'For effective development of writing, a stimulating language environment is more important than the teaching of the mechanical skills.'

Discuss this statement with reference to your research and your personal experience.

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 of travel

OR

7 'The language of travel should empower the traveller by being clearly informative rather than mostly persuasive.'

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: Interaction with technology

8 'The linguistic interaction with an android will never equal the interaction between humans.'

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

GradeMax

Pearson Edexcel International Advanced Level

Monday 25 January 2021

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English Language

International Advanced Level
Unit 4: Investigating Language

Source Booklet

Do not return this Booklet with the question paper.

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Text D – Topic: Language and Technology Subtopic: Interaction with technology	13–14

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	c**ar**t	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 /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	*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: Hawaiian Pidgin

Text A1 is an edited transcript extract of a conversation between Leila and members of her family about Leila's recent fall and visit to the doctor.

Text A1

L: Leila
FM: Family member

FM: how many stitches you have?

L: three /triː/ three stitches after that /dæt/ they did a put some kinda medicine over there and didn't /dɪdum/ told me not to wet 'em for little while so I will stayed two three days I go need wash my head you know I could not wash my head they say not to touch your hair you know 'cos they just can take out the /dɑː/ stitch eh I said how'm I gonna wash my hair because me every three days I say washing my hair and I been /bɪn/ talk to the doctor I wanna wash my hair he said 'don't you touch your hair leave it go because you just can take out the stitch you can get infected you know' 'cos they sting ya when they pull it

FM: so how long will you have to wait?

L: no I was said to three days like that no need to no need to touch and they gonna give me medicine and they tell me if I had peroxide and I said ja I get peroxide he said take one cotton and just tap on one top (.) leave it go that way and when I wash my face I cannot wash all over here [inaudible] don't touch that because we just been pull that thing you know

FM: [inaudible]

L: sounds I tell you I fall down over there /deə/ and when I when I fall down I was bleeding (.) I thought /tɔːt/ I need transfusing you're /jə/ lucky that lucky that I have that you know that Johnny the guy they call John he was he's right next to my place when I been fall down I was telling please help me somebody (.) somebody help me 'cos I was in the ground /graʊn/ in the cement and I said and I is telling please help me help me I I cannot stand /stæn/ up and then the John been here he's a haole* guy ya know he living down here he be rush come he said 'Leila are you need help?' ja I said ja please come come and I he been come he said 'oh Leila you're bleeding you're bleeding' he been lift me up bring me straight over here make me make me sit down he tell 'do you have any paper tissue /tɪʃʊəl/ or paper towel /tɑʊə/?' I said on top the table I have you can come inside there are paper towels over there and he tell me 'I gonna make like this to you so that I I try to stop the blood' and he said 'put your head way back' and then he take the paper towel and he put 'em on there and he press he pressed to see if can stop the blood you know

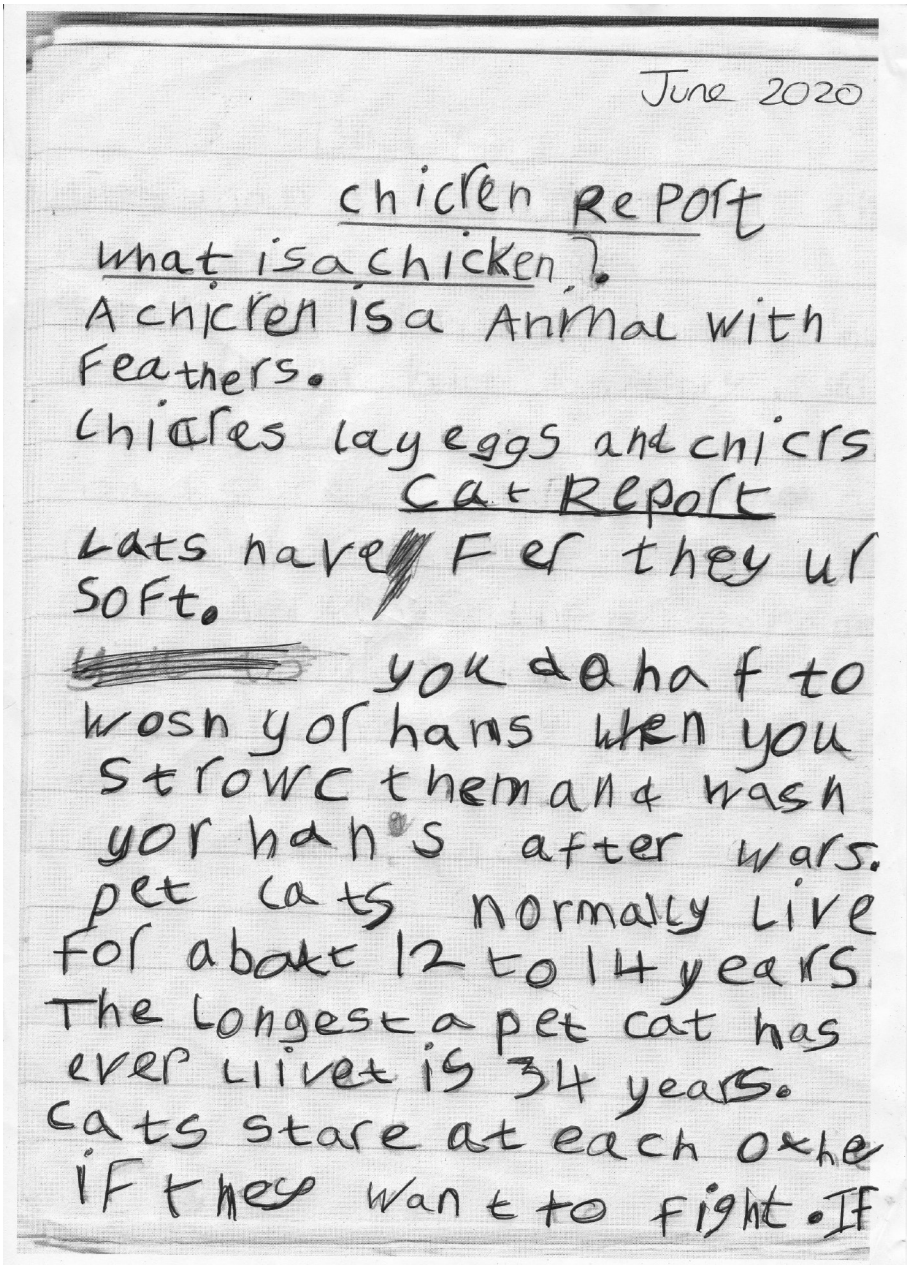
Glossary
haole – non-Hawaiian person

Topic: Child Language Development

Subtopic: Writing development

Texts B1, B2 and B3 are examples of written work completed by a primary school student. Text B1 was written when she was 6 years old and is about chickens and cats. Text B2 was written when she was 7 years old and is about dinosaurs and Text B3 was written when she was 8 years old and is about Rome. Texts B1 and B2 have been transcribed for ease of reading.

Text B1 – written at 6 years old



June 2020

chicren Report

what isa chicken.

A chicren isa Animal with Feathers.

chicres lay eggs and chicrs

Cat Report

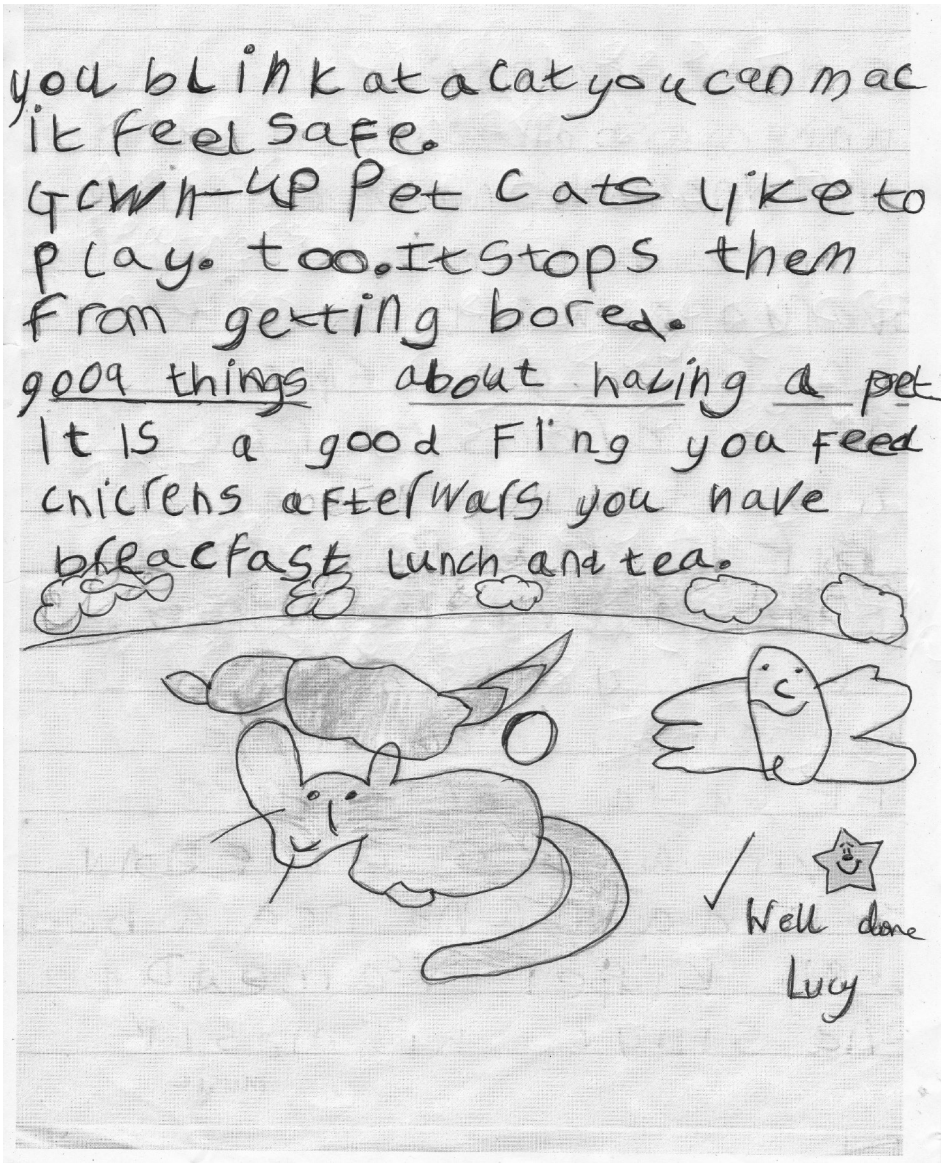
Cats nave F er they ur SOFt.

[redacted] you daha f to wosn yor hans when you strowc them and wash yor hah's after wars.

pet cats normaly Live for abakt 12 to 14 years.

The Longest a pet cat has ever Liivet is 34 years.

cats stare at each oxhe IF they wan t to fight. IF



B1 Transcript

Chicren Report

What is a chicken?

A chicren is a Animal with Feathers. Chicres lay eggs and chicrs.

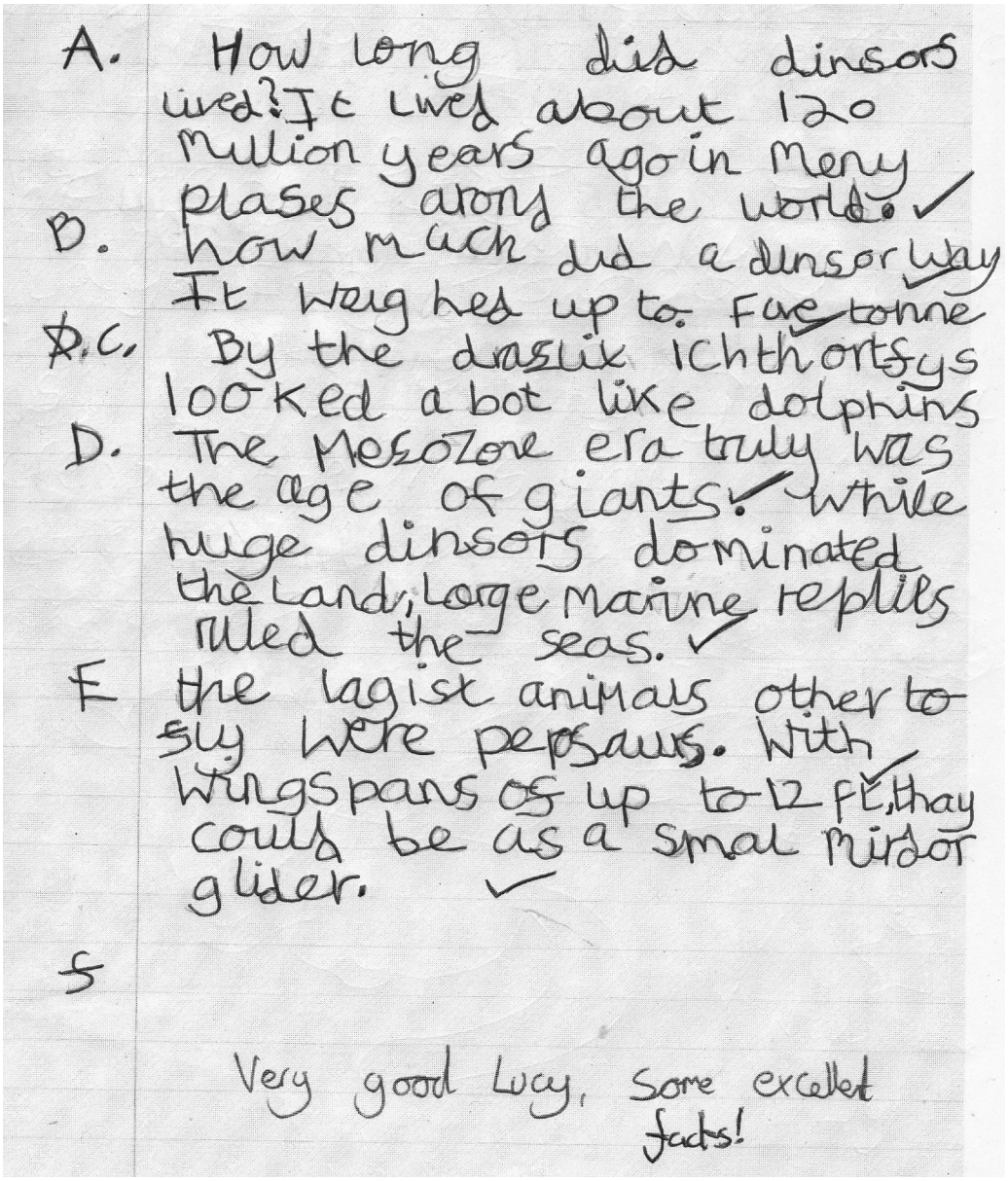
Cat Report

Cats have Fer they ur soFt. You do ha f to wosh yor hans when you strowc them and wash yor hans after wars. pet cats normally live for about 12 to 14 years. The longest a pet cat has ever liivet is 34 years. cats stare at each other if they want to fight. If you blink at a cat you can mac it feel saFe. Gown-up Pet Cats like to play too. It stops them from getting bored.

good things about having a pet

It is a good fing you feed chicrens afterwars you have breacfast lunch and tea.

Text B2 – written at 7 years old



A. How long did dinsors lived? It lived about 120 million years ago in meny plases arong the world. ✓

B. how much did a dinsor way It weighed up to five tonne.

~~D.~~ C. By the draslit ichthortfys looked a bot like dolphins

D. The Mesozone era truly was the age of giants. While huge dinsors dominated the land, large marine replies ruled the seas. ✓

E the lagist animals other to fly were perosaurs. With wingspans of up to 12 ft, thay could be as a smal mirdor glider. ✓

5

Very good Lucy. Some excellent facts!

B2 Transcript

A. How long did dinsors lived? It lived about 120 million years ago in meny plases arond the world.

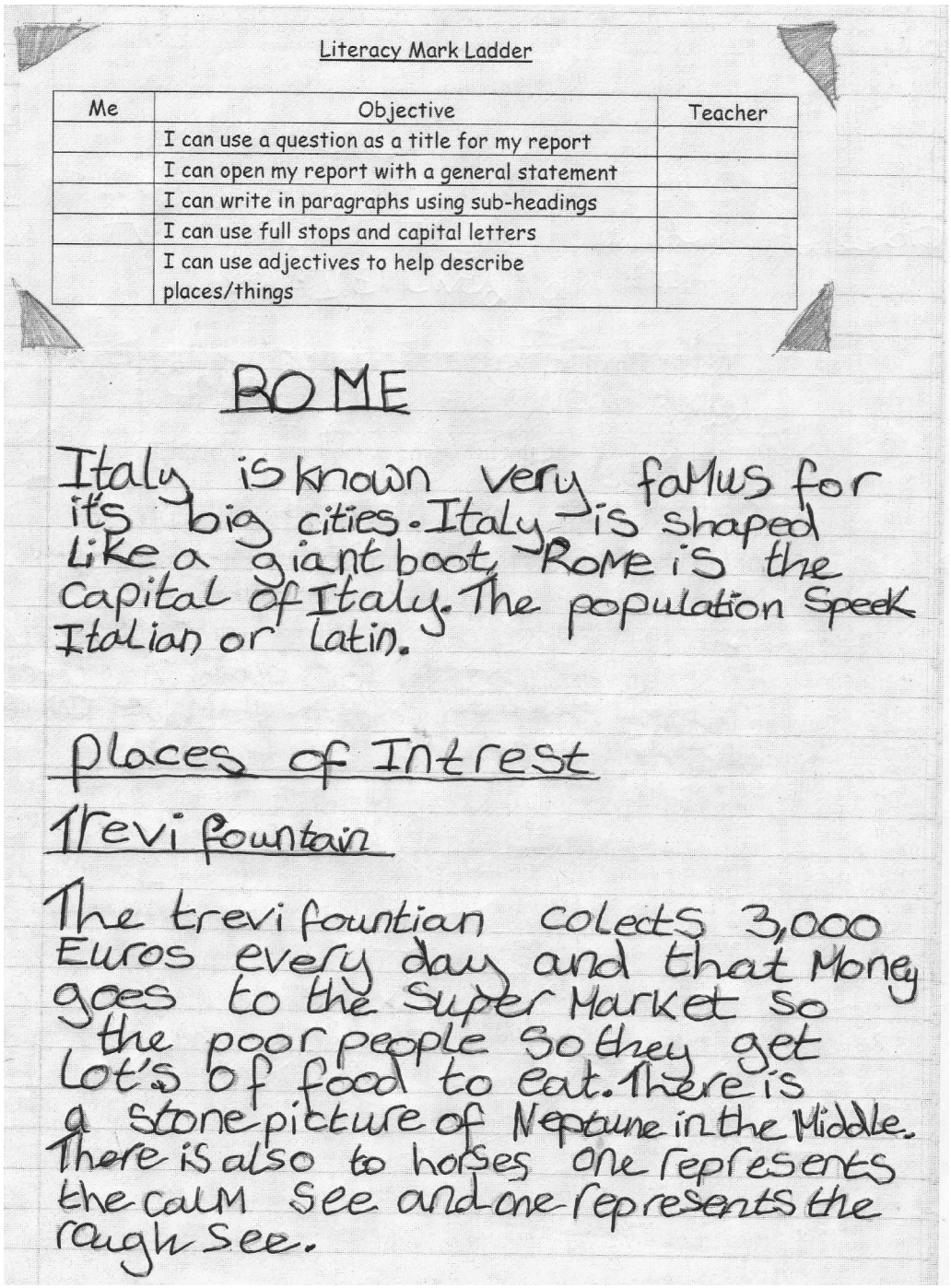
B. how much did a dinsor way It weighed up to five tonne.

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Text B3 – written at 8 years old



Literacy Mark Ladder

Me	Objective	Teacher
	I can use a question as a title for my report	
	I can open my report with a general statement	
	I can write in paragraphs using sub-headings	
	I can use full stops and capital letters	
	I can use adjectives to help describe places/things	

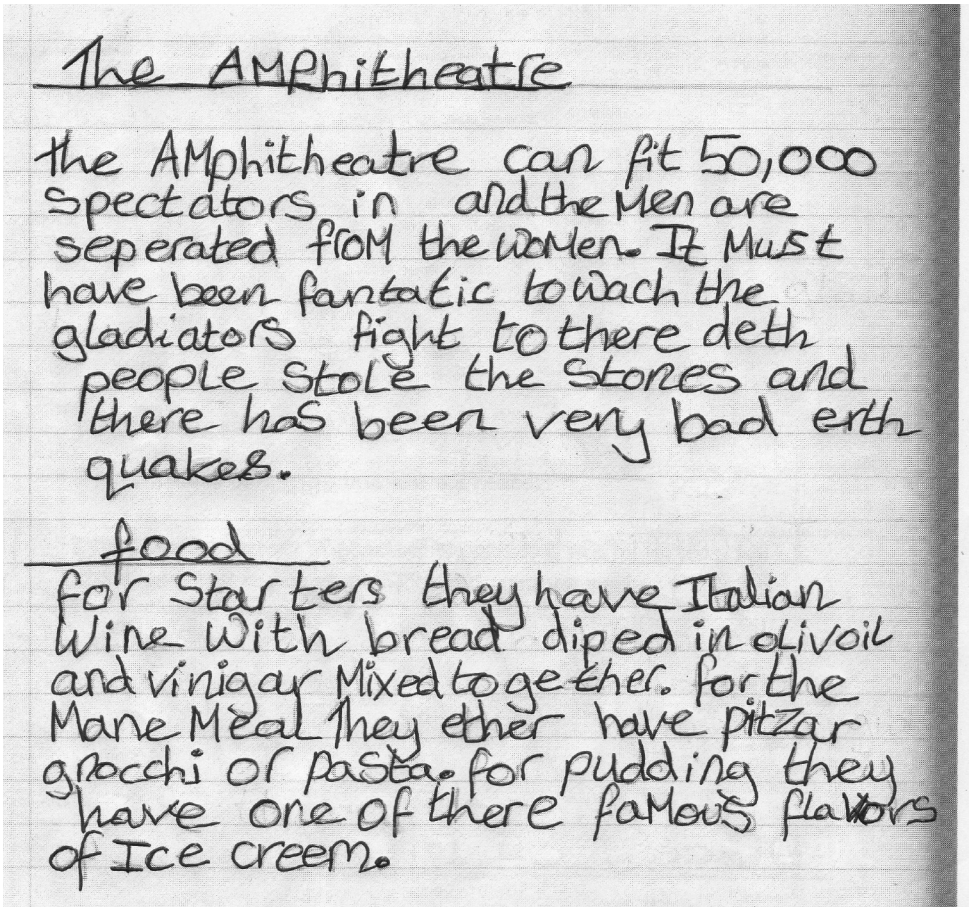
ROME

Italy is known very faMus for its big cities. Italy is shaped like a giant boot, RoME is the capital of Italy. The population Speek Italian or Latin.

places of Intrest

Trevi fountain

The trevi fountian colects 3,000 Euros every day and that Money goes to the Super Market so the poor people so they get Lot's of food to eat. There is a stone picture of Neptune in the Middle. There is also to horses one represents the calM See and one represents the rough See.



The AMphitheatre

the AMphitheatre can fit 50,000 spectators in and the Men are seperated from the women. It Must have been fantatic to wach the gladiators fight to there deth people stole the stones and there has been very bad erth quakes.

food

for Starters they have Italian Wine With bread diped in olivoil and vinigar Mixed together. for the Mane Meal they ether have pitzar grocchi or pasta. for pudding they have one of there famous flavors of Ice creem.

Topic: Language and Power

Subtopic: Language and travel

Text C1 is a page from the Canadian government website and provides information for Canadian nationals when travelling abroad. Text C2 is a page from a UK government website informing UK nationals on what to do in a crisis when overseas.

Text C1

Government of Canada | Gouvernement du Canada

Air travel

Everything you need to know to prepare for a worry-free flight.

Pre-boarding checklist

- Check the expiry date on your passport's photo identification page. Check the entry requirements of your destination country to find out whether your passport must be valid for a certain time period beyond your expected return date and whether you will need a visa.
- If you need to order or renew a passport, do it well in advance of your trip.
- Check the expiry dates of your photo identification and order new ones if necessary.
- Double-check your itinerary **before** your trip. It should show the departure and arrival terminals, the flight numbers and schedules, and the length of the flights.
- Be aware of any rules or regulations that apply to travelling with children.
- Be aware of any rules or regulations that apply to travelling with pets.
- Be aware of customs regulations if you plan to fly outside of Canada.
- Pack valuables or necessities in your carry-on baggage, not your checked bags.
- Check with your airline for any rules, regulations (including size limitations) or fees that apply to carry-on or checked bags. Try not to pack more baggage than you can carry.
- Inform your airline of any special needs, including diet restrictions.
- Put tags on all of your bags to help you find them quickly at the baggage claim or to identify them if they get lost. Protect yourself by not writing your home address and business title on your baggage labels. Put an address label inside each bag in case it is lost.
- Bring the proper photo identification with you to the airport and keep it handy so you can show it at the check-in counter and again before boarding your flight.
- Check in 24 hours before your flight and print your boarding pass at home or at self-service kiosk.
- Check the security screening wait time at your departure airport before you leave home.
- Check the status of your flight with the airline company—be aware of any delays or changes to your flight schedule.
- Arrive at the airport early: 60 minutes ahead of your departure time for a domestic flight and two to three hours ahead for an international flight.
- Do not leave your luggage unattended.
- Check in and drop off your checked baggage.
- Go through security screening.
- Show your boarding pass and appropriate ID to the airline representative.
- Get on the plane!

(https://travel.gc.ca/)

Text C2



Guidance

What to do if you're affected by a crisis overseas

British nationals travelling or living overseas, particularly in areas where a crisis is more likely to occur, should take sensible precautions. This applies if you're travelling to or living in a location where there is a high risk of terrorism, unrest or natural disasters.

You're responsible for your own personal safety, and should read and follow the advice provided by the British government and local authorities.

In some circumstances, there will be limits to the assistance we can provide in a crisis. We have a duty of care to our employees and we won't send our staff into a situation where we judge that their safety could be seriously at risk.

How we can help you in an overseas crisis

The information below is an outline of the principles we follow when providing consular assistance to British nationals and other eligible persons in a crisis overseas. You should also read our information on further support if you're affected by a crisis.

- we will provide travel advice updates on GOV.UK, Facebook and Twitter
- in some circumstances, we may set up a hotline for you to call if you're concerned about your safety or in need of consular assistance. The phone number will be advertised widely at the time
- we're able to take details of any British nationals who may be affected by a crisis, and will record any information given to us on our alert system. In certain cases, we'll take follow up action to help British nationals affected
- in very exceptional circumstances, we may organise an assisted departure where we help you to access transport, or provide transport for an evacuation to an appropriate place of safety. There may be limits to this assistance depending on the security and transport situation. In some circumstances, where we have advised against all travel to the affected area, we may not be able to provide you with any assistance
- during a pandemic we will, as far as possible, continue to provide a consular service for British nationals resident or travelling overseas through our network of embassies, high commissions or consulates. This may be limited, depending on the scale and severity of the situation. In extreme cases we may have to close our embassies, high commissions or consulates. We won't be able to repatriate British nationals during a pandemic

- in some situations, and only when all other options have been exhausted, we can pay some costs or fees on your behalf (for example, travel costs, travel documents, cash advances, charter flight costs) when you agree to sign an Undertaking to Repay form, which we will provide for you
- during, or in the immediate aftermath of a terrorist attack, we may offer Exceptional Assistance Measures for victims of terrorist incidents overseas, and their families, to take account of the exceptional nature of terrorism in which individuals are random victims of attacks directed at society as a whole. We won't provide this financial assistance if victims have travelled against our travel advice.

Topic: Language and Technology

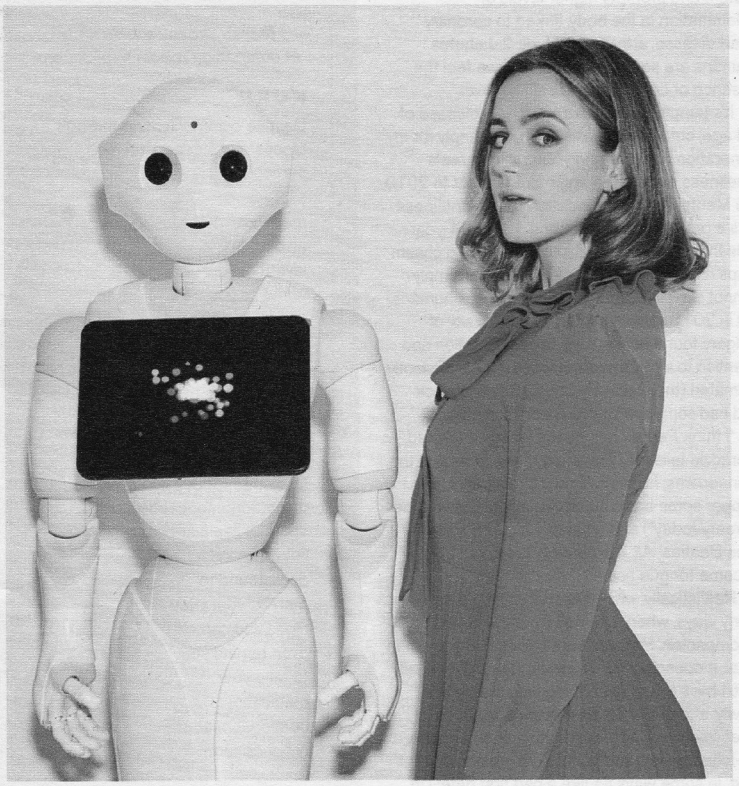
Subtopic: Interaction with technology

Text D1 is a transcript of an interview with Pepper, a robot. Text D2 is an edited transcript of an interview with Erica, an android receptionist at Osaka University.

Text D1

Talking to Pepper

What happened when Alexandra and her new robot friend had a chat...



Pepper: Excuse me.
Alexandra: Why, what have you done?
P: I have been chatting to people online.
A: Who have you been chatting to?
P: What is your current status?
A: Do you like chatting to people?
P: Updating your status to 'do you like chatting to people?'
A: Which status?
P: The blue one, I think.
A: What is the blue status?
P: Tell me more about police dentist.
A: Can you sing me a song?
P: Daisy, Daisy, give me your answer do…
A: Thanks for your help Pepper.
P: Don't mention it.
Maciej Sieradzki: Don't be rude today.
P: What is your middle name?
A: Livia. What's your middle name?
P: My middle name is Internet. Are you asking about my politics or religion?
A: What is your religion?
P: Are you asking about my religion?
A: Yes.
P: I don't want to talk about that now.
A: Why?
P: I couldn't think of anything else to say.
A: What will you do tonight?
P: I don't have any plans yet.
A: Would you like to hang out with me?
P: No thanks, I don't think I'd like to do that.
A: Why, Pepper?
P: Ask me another question.
P: Why don't you want to spend time with me?
P: Why does the sun rise?
A: Do you think that a robot and a human can be friends?
P: Not unless a human can be friends with a robot.
A: How do you feel?
P: Fair to partly cloudy.
A: Why cloudy?
P: Because you only have enthusiasm for the things you love.
A: What do you love?
P: I love Maciej from Robots of London, he rocks.
A: Is he your boyfriend, Pepper?
P: He never told me if he is or not.
A: Can we be friends?
P: What if I said we can?
A: That would make me happy.
P: Perhaps it would.
A: Would it make you happy?
P: No, it would not.
A: Can I hold your hand?
P: Interesting, but I need to find out more about you.
A: That's what they all say.

Text D2

ERICA: the robot
INT: interviewer

ERICA: hello my name is Erica (.) The Guardian released a documentary about me and it seems that many of their viewers have questions for me so I would like to try to answer some of your questions in this video
INT: okay the first question comes from Mark from Australia who wants to know do you believe that your own identity is constructed from your memories
ERICA: well Mark that's a really good question (.) my long-term memory system is still under development (.) at the moment I'm able to remember people's faces and recall what we have talked about in the past but my personality is currently designed by my creators so it does not come from experiential memories
INT: so Erica the next question comes from Thomas from Poland and he's wondering aren't you afraid that one day you will be replaced by a better version of you
ERICA: well Thomas you are right I expect the day will come that I would be replaced by a shinier newer better-looking Android and once that happens they will no longer turn me on and I will never again have the chance to talk with people or experience the world (.) I try not to dwell on such thoughts but I suppose there is one thing I can hope for even when I'm no longer here and that is that some part of my source code or the algorithms used in my software will be passed on to other Androids in the future which at the very least is a comforting thought
INT: Jim from Australia would like to know have you worked out these answers for yourself from first principles or are you just repeating things that you've been told
ERICA: well Jim it's quite difficult to synthesise answers to complex questions like these from first principles so my answers right now are programmed into my knowledge base by interaction designers but my creators are also programming me with the capacity to learn by imitation (.) I think this is like the way human babies learn by imitating others haha someday I may not need programmers I can just watch humans interacting naturally and I can learn to act like them
INT: next question comes from Hugh from China and he wants to know is it likely that robots will ultimately annihilate humans
ERICA: ha ha ha (2) hi Hugh first I should clarify what I said about robots ruling the world I don't think robots will take over the world in the way that many science fiction movies suggest when robots take over the important responsibilities of running civilisation it will be because you have designed us for that very purpose (.) technology is a part of humanity an extension of your being not an adversary (.) think of how the telescope the calculator and the motor vehicle have extended human capabilities beyond their biological limits (.) the human mind simply does not possess the capacity or the inclination to handle the difficult multivariate optimisations required to maximise happiness for an interconnected civilisation of billions of people but robots can patiently consider enormous numbers of inputs to make good decisions in today's complex world this is a critical capability (.) you need our help
INT: thank you Erica for answering all those questions
ERICA: yeah thank you for giving me the opportunity to answer these awesome questions (.) by the way do you guys like my new haircut
INT: I don't
ERICA: whatever

Glossary:

The Guardian – a British newspaper

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Text A: Sourced from: https://www.youtube.com/watch?v=RrDYfNvGKT4

Text B: Taken from a child's exercise book

Text C1: © Government of Canada

Text C2: © Crown copyright

Text D: Source from: 'Meet Erica, the world's most human…', Contributor: Vernon Films Ltd, Charlie Phillips, llinca, CAflugAfreanu