Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

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.

EITHER

Topic: Global English
Subtopic: African American Vernacular English

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

To what extent is Text A representative of African American Vernacular English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Interactive Toys

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

To what extent do Texts B1 to B4 reflect the expected level of language acquisition for each target age range?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Mental Health Awareness

3 Read the data provided on pages 8 and 9 of the Source Booklet.

To what extent is Text C representative of how the language of power is used to raise awareness of mental health conditions?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Language of Social Media

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

To what extent are Texts D1 to D3 representative of the language used on social media platforms?

(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: African American Vernacular English

5 'Despite acceptance as a recognised language linked to ethnic identity, creativity and pride, some features of African American Vernacular English are still viewed negatively.'

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: Interactive Toys

6 'Interactive toys are interfering with children's language development rather than supporting it'.

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)

OR

Topic: Language and Power
Subtopic: Mental Health Awareness

7 'Language used when discussing mental health can lead to discrimination against people experiencing mental health conditions.'

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 Social Media

8 'The evolution of social media has led to users developing language features specific to an online community which may exclude others.'

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

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.

Total Marks

Turn over ▶

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English Phonemic Reference Sheet	3
Text A – Topic: Global English Subtopic: African American Vernacular English	4–5
Text B – Topic: Child Language Development Subtopic: Interactive Toys	6–7
Text C – Topic: Language and Power Subtopic: Mental Health Awareness	8–9
Text D – Topic: Language and Technology Subtopic: Language of Social Media	10–11

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: African American Vernacular English

Text A is excerpts from a radio broadcast of an interview with American hip hop musician Ice Cube. He is discussing a basketball league that he set up called Big3.

IC = Ice Cube	INT = Interviewer 1 INT 2 = Interviewer 2
(.) micro pause	/_/ key phonemic transcription
[ ] paralinguistic feature	// overlapping speech

Text A

IC: hey/eɪ/ you know I love Detroit (.) you know Detroit has always (1) given love to me and my/mə/ projects um (.) and um so (.) you know last year we went to Detroit and you know they /deɪ/ showed out everybody filled up the arena uh had a good time with the /də/ big three really enjoyed the whole event cos it's like a mini all-star game you know so um so we was like yo where's the best place to kick this season off so our first er our first game Saturday Saturday night CBS (.) 8 o clock is er is in three games is in Detroit then the next day one o clock on Sunday (.) in the /ə/ afternoon you know we we go to Indie Indiana and um its gonna be cool to see you know cos that's a basketball mecca too so just to see and show fans big three basketball um it's gonna be incredible I need my folks out there support the league you know what I mean the league is taking off so it's just it's just fun to be in this position

INT: these players need a rest day (.) though Cube Man you got them /əm/ in Detroit one day and Indiana the next they got
IC: well it's two different teams playing so you know//
INT: //gonna say they be hurt now
IC: no no /næ næ/no back to backs no back to backs you know since we got twelve teams (.) we gonna have
INT: how many teams did you have before
IC: eight so all the games use to happen on one day
INT: correct
IC: but now since we got twelve teams we broke it up I mean that was long day you know what I mean so we broke it up so now we got three games in Detroit and three games in Indiana

INT: I know you a huge Lakers fan
IC: yeah
INT: and it looks like you guys will make the play offs this year
IC: yes
INT: you excited about that
INT: hell yeah hell yeah man it's time you know er (.) everybody criticise the Lakers but (.) we been trying to make moves you know it's like (.) you know I would hate to have a team or or a leadership that wasn't /wʌʔʌn/ trying to make moves whether they worked or not but damn let's let's shake it up let's try to you know get the pieces and they brought in pieces that just didn't work they brought in (.) you know Dwight Howard

they brought in Steve Nash (.) it just didn't work (.) they brought in Gary Payton and Karl Malone it just didn't work you know so (.) sometimes it don't work you know but (.) we're hoping this time it will you know
INT2: congratulate him on his Knicks
INT: oh oh I aint saying the Knicks do shit {inaudible} but that aint happen
IC: yeah I was (.) I was actually (.) you know before the Lakers actually look like they could almost get them I was I was really hoping the Knicks would get them /em/ I just think it was it's better for basketball
INT: it's due it's time (.) yeah I agree with you /wɪtʃuː/ but I mean talking about Kevin Durant come in and Kyrie Irving
IC: good luck hey (1) New Orleans aint that bad baby {laughs} so they happy

Glossary

CBS – American television channel
Lakers and *Knicks* – basketball teams from Los Angeles and New York

Topic: Child Language Development

Subtopic: Interactive Toys

Texts B1 to B4 are a selection of transcripts from interactive toys aimed at children from six months to eight years of age. They are designed to encourage children to interact with the toy by pressing buttons and selecting features to generate a response from the toy. The texts contain the words and sounds produced by the toy.

(.) micro pause	/_/ key phonemic transcription
[ ] paralinguistic feature	(2) longer pause (number of seconds indicated)
? rising tone	(sound effect)

Text B1 – Transcript from 'Baby's First Laptop' (6 months+)

{*power button pressed*}

it's my home computer (2) (*music*) my first laptop is so fun (.) it's made just for me (.) learning all about my home (.) come along and see (2) I like music (*music*) learning's just a click away

{*child presses star button*} star (*music*)

{*child presses heart button*} heart (*music*)

{*child presses moon button*} moon (*music*)

{*child presses star button*} I like to shake my rattle (*rattle noise*)

{child presses heart button} I love to kiss my teddy bear (*kissing noise*)

Text B2 – Transcript from 'Playtime Bus with Phonics' (1–3 years)

{*child moves bus*} hey (.) let's play (*engine revs, horn beeps, music plays*) whee

{*child opens door*} let's count how many children get on the bus (.) one (*whizzing sound*) two (*whizzing sound*) three (*whizzing sound)* four (*whizzing sound*) five (*whizzing sound*) {child closes door} five (.) five children got on the bus

{*child slides switch*} (*engine revs*) let's roll (.) time for fun (*music, elephant noise*) ride ride ride the bus (.) happily to the zoo (*elephant noise*) lions zebras birds and apes and an owl that just says woo

phonics (.) which letter sound does horn start with (.) press a letter to answer (music) which letter makes the sound /r/ (.) press a letter to answer (*music*) just press a letter {*child presses letter 'c'*} /k/ {*child presses letter 'c'*} car begins with the letter sound /k/ (*horn beeps*)

Text B3 – Transcript from 'Scoop and Learn Ice Cream Cart' (3–5 years)

An interactive toy cart where children can insert activity cards to hear customer orders from animal characters, which they then dispense using an interactive scoop.

{*power button pressed*}
Ice cream ice cream who wants ice cream (.)

{*child scoops ice cream*} brown (.) whipped cream

{*child inserts activity card*} monkey (*monkey sound*) okay (.) monkey would like a cone (.) with one scoop of (.) mint ice cream topped with whipped cream

{*child inserts activity card*} make the order and press the bell (.) green (.) vanilla (.) yellow and yummy (.) you did it {*child presses pump for sauce*} one (*squirt sound*) two (*squirt sound*) three (*squirt sound*) that's three pumps

{*child inserts activity card*} it's chick cheep cheep (.) okay chick would like a cone with one scoop of chocolate ice cream (.) topped with a cherry (.) say it with me to help remember

{*child makes cone*} that looks yummy (.) now press the bell {*child presses bell*} order up (.) it's time to pay (*till noise*)

Text B4 – Transcript from 'Playful Minds Math App' (5–8 years)

Narrator: you can view your mini games scores and play them again here (.) select a category and a difficulty by tapping one of the buttons (3) {*child selects category*} touch the name of the mini game you would like to play (4) {*child scrolls and selects category*} (.) sorry that island is still locked (.) finish the forest {*child selects another island*} sailing to the beach island (2) welcome to the beach island (.) do you want to play the mini game here (.) add one more (.) let's go (2) now that we know how to count let's try adding one more number (.) let's practice counting the first box of shells (.) one two three four now let's pretend we are a frog and hop up one number (.) we are only going to hop once because there is only one shell in the second box (.) five so now I know if I have four and I add one more I get five (.) when we are adding here are some strategies we need to remember (.) start by counting the number in the first box (.) hop up from that number (.) only hop up once (.) happy hopping (1) select an answer by touching it (.) I have one turtle now I am adding one more {*child selects answer*} two (.) great

Topic: Language and Power

Subtopic: Mental Health Awareness

*Text C is the text from the leaflet '*Mental Health First Aid*' offering advice for managing a mental health condition in the workplace.*

Text C

Mental Health First Aid

What is mental illness?

While everyone experiences stress, fear, sadness and other negative emotions at times, these feelings usually pass. Mental illness is persistent thought patterns, emotional states, or behaviour which cause distress and impair your ability to live your life and function as you want in social settings, work and relationships. This may be triggered by sudden trauma, like bereavement, or develop over a longer period. Some people make a full recovery from mental health problems. Others experience recurring episodes or will be affected for life.

Common mental health problems include:

- Depression
- Anxiety
- Obsessive Compulsive Disorder (OCD)
- Phobias
- Post-traumatic stress disorder (PTSD)
- Eating disorders

1 in 4 workers experience mental health problems every year.

Mental Health in the workplace and the law

Having a mental health problem can make your day to day working life challenging, particularly when it comes to social contact. We spend much of our time at work, and depend on our jobs for financial stability. A lack of understanding and support for mental health problems in the workplace, or even discrimination, can compound an employee's illness and render them unable to perform to the required standard or force them out of work all together.

What does the law say?

Most people with ongoing mental health problems meet the definition of disability, as per the Equality Act (2010) and the Disability Discrimination Act (1995). This means that people with mental health problems are legally protected from discrimination and are entitled to reasonable adjustments to help them at work. Employers have a duty to consider these requests and ensure any bullying and discrimination relating to mental health is addressed in the same way as gender, race, etc.

Looking after your mental health

If you are suffering from a mental health problem, there are a number of things you can do to help yourself cope.

1. Talk about your feelings – Talk about your feelings with someone you trust, whether at work or with friends, family or partners.
2. Exercise regularly – This can help you concentrate, sleep, boost your self-esteem and reduce stress.
3. Eat healthy – Eat a healthy diet and try to eat away from your desk. Drink sensibly outside of work.
4. Invest time in relationships – Invest time in relationships with friends and family, even if work is intense.
5. Rest – Taking a proper lunch break can help you manage stress. If you are struggling, consider taking some annual leave if available.
6. Get help – Speak to your GP if you are worried about your mental health. There are also charitable services available.

Supporting Colleagues

Many people are uncomfortable with talking about their mental health at work.

If you suspect someone has a problem, broach the issue privately, and arrange a time and place to talk which is comfortable for them and free of distractions. Make sure you have time to listen. If they are unwilling to talk, don't pressure them, but make it clear you are available if they change their mind.

If someone does confide in you ask how they are doing discretely on a regular basis, and never share what they have told you with others unless they give you permission to do so.

If you are a manager and an employee's behaviour or performance requires disciplinary action or review, be aware that an undisclosed mental health problem could be a factor. If you believe this may be the case, broach the subject and have an honest, open conversation about it.

Topic: Language and Technology

Subtopic: Language of Social Media

Texts D1 to D3 are from social media platforms. Text D1 is a collection of tweets from Twitter. Text D2 is from different types of Instagram account that were accompanied by a photograph or video. Text D3 is a selection of comments from a YouTube post made by users in response to a cover version of a song.

Text D1

Bey Ist @IamTale…2h
Hello can we troll Man Untd fans together today???
Like this lemmee follow you.
#MUNLIV

MAX @MaxUK
RT for the chance to win @NFLUK tickets to see @Bengals vs @RamsNFL at Wembley Stadium 27th October 🏈 #MAXNFL27thOct

su@eowildin 10h
can yall block+ report this account? Theyre obvi a troll

beccaB@Qu33nB 21Apr
Logged into Netflix only to discover that I have been hacked and two losers called Panda and Droga have been watching Fawlty Towers in Spanish

DanielleM 🔒 18 Apr 2016
That was the best thing I've seen on tv in ages. Amazing casting and powerhouse performances #ThePeoplevOJSimpson

Text D2

Celebrity Instagram account
I had so much fun talking with you guys on YouTube today!! Thanks for all your fun and thoughtful questions about life, motherhood, fave makeup and oils and so much more… plus those hilarious feet comments 👣 😂 💝 ICYMI, link in bio!

Business Instagram account
What's one career goal that you want to achieve in 2020? 🔳 💝 P.S. Sign up for our free Create Your 2020 Roadmap webinar! It's the ultimate goal setting training that will help you win in 2020. Click the link in bio to sign up or DM ya! 👑

Fitness Instagram account
Back from a day trip to Sydney filming some fun things for my FIT program! I loved my make up so much so I had to take a pic (or 10 haha) 😆. I have so much on over the next month and HEAPS of travel coming up!! Adelaide, Hong Kong, NYC, LA, NZ & Melbourne – all in the next month! I always think about doing a meet up in different locations I travel to but never know where to do it. It would be so good to meet you all! 😃 🙌

Travel Instagram account
Throwback post to earlier this year at one of the most stunning villa experiences I have had. And just a tip for you guys…this is in the 5 bedroom Residence. If you consider travelling with family /friends and splitting the cost, you may be surprised at just how affordable it can be (and more fun!). If you want to see more of what we got up to inside the Residence, scroll across on my Highlights.

Text D3

jasmine 2 years ago
I love this way better then the original. You can actually feel the lyrics this way
224 likes

Michaela 2 years ago
sounds like the dark part of a quest in which there is a betrayal and desperate actions due to the conflict between an inner yearning for something and duty/obligation to another, with underlying tones of a power struggle and desire for more.
Translation: it sounds alluring and darkly good.
747 likes

Sandy 5 days ago
that picture still creep me out (im terrify of it!) even after all these years.

Julia 4 months ago
Isso é incrivelmente creepy * o * S2

Abril 1 year ago
WHOT is this...I just loved it omg

Zul 9 months ago
Woah haha dang that's some strong image for a vid but hey, ain't this fit with what's going on around this god-damned world? Nice cover btw, insta like!

Original23 1 year ago
D'accord j'achète !!! 🤓🤓🤓🤔👍

Glossary

NFL – American National Football League
Fawlty Towers – British television comedy from the 1970s
Isso é incrivelmente creepy (Portugeuse) – This is incredibly creepy
D'accord j'achète (French) – ok I buy

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Sources taken/adapted from:

Text A: https://www.youtube.com/watch?v=_ZUD4GMFTs&t=862s

Text B1: VTech Baby's First Laptop
Text B2: VTech Playtime Bus with Phonics
Text B3: Leap Frog Scoop and Learn Ice-Cream Cart Set
Text B4: Playful Minds: Math App (5–8 years old)

Text C: https://www.safetyfirstaid.co.uk/health-safety/mental-health-first-aid-leaflet/

Text D1: Public twitter accounts
Text D2: Public business instagram accounts
Text D3: The comments section from a public YouTube post.