Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Friday 13 June 2025

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.*
- Plan your answers in the spaces provided. Plans will not be marked unless no other response is provided.

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: Appalachian English

1 Read the data provided on page 5 of the Source Booklet.

To what extent is Text A representative of Appalachian English?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development

Subtopic: Children's Books

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

To what extent are Texts B1 to B4 representative of language used in books for children at different stages of language development?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power

Subtopic: Legal Language

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

To what extent are Texts C1 and C2 representative of language used in legal communication?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology

Subtopic: e-learning

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

To what extent are Texts D1 and D2 representative of language used in online learning platforms?

(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: Appalachian English

5 'While there is value in preserving and celebrating the unique dialect of Appalachian English, speakers may also benefit from being able to communicate effectively in Standard American English'.

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: Children's Books

6 'Children's language acquisition could potentially develop more slowly if they are not regularly exposed to books'.

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: Legal Language

7 'The complexity of legal language hinders, rather than helps, clarity on legal 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 7 = 30 marks)

OR

Topic: Language and Technology

Subtopic: e-learning

8 'Online learning environments challenge learners to adapt to various communication styles and technologies for effective learning, but the lack of face-to-face interaction may lead to misunderstandings'.

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

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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: e-learning	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**a**rt	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	

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Topic: Global English

Subtopic: Appalachian English

Text A consists of speakers of Appalachian English discussing their childhood and way of life for a documentary.

(.) micro pause	(1) timed pause
/_/ key phonemic transcription	{ } paralinguistic feature

Text A

Speaker 1: my uncle he was one legged down here he was a watch tanker he he rode a mule and a buggy for thirty two years on this road going to Robertsville to work on he was a watch tanker (1) I've called him out a many of a time it'd take us a long time to get into town in that old that old buggy (.) he'd count on me to work the brake (1) we'd start go up a hill and I'd kind of /kɑɪnæ/ push the brake on he'd tell that old /əʊl/ mule get up there (.) get (.) me scooting the wheel he'd look back {inaudible} say turn the brakes loose (.) and er he'd take three ears of corn to feed it it lunch (.) and he'd start back home about four o clock (.) probably make about two dollars

Speaker 2: the most of people (.) er lived through this area (.) er all learned all of the old mountain music and the mountain songs and er er well (.) er few people like myself and /æn/ a very few other people are still sings the old ballads (.) they're not too many of us left and er then my family (.) well they're still some of the others that /ðæ/ sings a lot of the some of the mountain music but not a lot of them

Speaker 3: so them old songs back then were (.) there some of them was about all we had back then was a a guitar or a banjo / bændʒə/ (.) they'd have er you need work done around the (1) church house (.) meeting house they'd have pie suppers that are selling /selɪn/ pies down there where we went to school at (.) there'd be a deacon of the church or something /sʊmtɪn/ you know or somebody (.) that get money you know (.) it wasn't a lot of money (.) work on them farm for a day for a dollar yeah or a bushel of corn (.) yeah so that's it (.) nobody grumbled about it

Speaker 1: my first cousin live right down there we was about (.) about twelve years old and his brother was in the service (.) and they bought Chad and Vance a Shelby bicycle (.) that was the name of it Shelby for Christmas (1) we rode it all day we took time about up the highway and I rode it right up here and the road was gravel that was about four thirty to five in the evening it lasted one day (.) I come through here a flying and it got to shimmying right down there {inaudible} it was just upside down it tore that thing it was (.) the wheels just like that {waves hands} we demolished that thing in one day

Glossary
watch tanker – a person responsible for monitoring and controlling wildfires
buggy – a horse drawn carriage or wagon
scooting – quickly moving
deacon – a minister
bushel – measurement used for fruit

Topic: Child Language Development

Subtopic: Children's Books

Texts B1–B4 are from children's books for different ages.

B1 *That's not my chick…* (ages baby–2 years). *This is a board book which has textured patches on the pages for children to feel while reading.*

That's not my chick. Its beak is too shiny.
That's not my chick. Its tummy is too fuzzy.
That's not my chick. Its wings are too soft.
That's not my chick. Its feet are too rough.

B2 *We're Going on a Bear Hunt* (ages 3–5)

We're going on a bear hunt.
We're going to catch a big one.
What a beautiful day!
We're not scared.
Oh-oh Grass!
Long, wavy grass.
We can't go over it.
We can't go under it.
Oh, no!
We've got to go through it!
Swishy swashy!
Swishy swashy!
Swishy swashy!

B3 *Once Upon a Time Online* (ages 3–6)

Once upon a time, not long ago,
a boy named Jack
watched a beanstalk grow.

He started to climb it,
but from somewhere up high,
a tightly wrapped parcel
fell from the sky.

"It's a present!" thought Jack.
He untied the string
and, inside, discovered…
a flat, shiny THING!

"What ARE you?" Jack asked.
"And what do you DO?"
He ran off to look for
someone who knew.

He found Cinderella
with bucket and mop.
"I know," she declared.
"It's called a LAPTOP!"

Cinders threw down her mop,
and before Jack could stop her…
she became the first fairytale
ONLINE SHOPPER!

"It can do lots of stuff, but the best thing of all –
with this laptop's help.
I SHALL go to the BALL!"

B4 *Alfred and the Blue Whale* (ages 4+)

This is Alfred.

Alfred is scared of a lot of things.

He's scared of things that go fast and of things that go slowly. Scared of falling, stumbling, dancing and using the telephone. Scared of saying the wrong thing when someone asks for directions. And of taking the bus on his own.

Alfred is scared of red light, thick duvets and fireworks. And of jumpers with tight necks.

But most of all, Alfred is scared of speaking in front of his class. That scares him more than anything else.

Luckily, Alfred has a long fringe. When he gets scared, he can hide behind it. He does that a lot. He feels safe behind his fringe.

Topic: Language and Power

Subtopic: Legal Language

Texts C1 and C2 are taken from legal documents. C1 is an extract from a tenancy agreement which sets out standards to tenants renting a property from a landlord. C2 is an extract from a letter sent by a solicitor to their client regarding the purchase of a property.

C1

4. Expiry of the Tenancy

4.1 At the end of the fixed term granted by this Tenancy, the Tenant shall return the Property and the Contents to the Landlord in the condition required by this agreement.

4.2 If the Landlord allows the Tenant to remain in the Property after the Term has expired then a statutory periodic tenancy shall arise under section 5(2) of the Housing Act 1988. To end the periodic tenancy, the Tenant shall give the Landlord or Landlord's Agent at least one month's notice in writing. The notice must end on the day before the rent is due.

4.3 The Landlord has the right to recover possession of the Property if:

i. the Term has expired;

ii. the Landlord has given two months' notice to the Tenant of the Landlord's intention to recover possession of the Property.

5. Provision for Re-Entry

5.1 Without prejudice to the other rights and remedies of the Landlord, the Landlord may seek to lawfully terminate the tenancy by obtaining a court order if:

i. The Tenant is in breach of any of the obligations under this Agreement

ii. Any of the Grounds of Schedule 2 of the Housing Act 1988 apply

iii. A notice is served under section 21 of the Housing Act 1988

Glossary
statutory periodic tenancy – when the tenant stays at the property without renewing the contract

C2

Dear Miss Michaels

Your purchase of Apartment 20, Regency Gardens

Thank you for instructing this firm to act for you.

Objectives and Reporting

The scope and objective of the work which we will carry out for you is the purchase of the above-mentioned property.

Responsibility

I confirm that I will be the Fee Earner who will deal with this matter. The work will be carried out by me personally or under my direct supervision. If I am unavailable, please contact a member of the conveyancing team who will either be familiar with your matter or will be able to take a message. In the event of my being absent from the office for an extended period, my colleagues will be able to assist.

I must also raise with you, if I have not already done so, the prospect of insurance cover that may be available in respect of the payment of this firm's fees. I would strongly advise that you first check whether you hold any insurance policies that cover any current loss or exposure to others or which provide legal expenses insurance cover.

Agreement

Your continuing instructions will amount to your acceptance of the terms of this Engagement Letter and our standard Terms of Business, nevertheless, would you please sign and date the enclosed copy of this letter and return it to myself. If there is anything at all about which you are not sure, please do not hesitate to contact me.

Yours sincerely

Glossary
conveyancing – legal process when buying/selling property

Topic: Language and Technology

Subtopic: e-learning

Text D1 is an excerpt from a live training session on Zoom in which participants speak to each other about their work in education. Text D2 consists of extracts from the chat box of a live webinar where participants could communicate with each other and the trainer by writing messages while the session was being delivered.

(.) micro pause	(1) timed pause
/_/ key phonemic transcription	{ } paralinguistic feature

D1 – *Live training session on Zoom with PowerPoint*

Presenter 1: we've got time aligned at the end of the session for a q and a (.) um so as I've mentioned the chat is open please pop your questions in there and we'll try and get to any questions at the end of the session (2) obviously (.) in order for us (.) on this {mic cuts out} webinars that {mic cuts out} we have we do have to tell you a little bit about erm us (.) what we do so (.) we are a specialist group of companies (.) we've all got a shared mission and values each offering a different part of a person's journey through education and the work place in terms of disability support so you can see here (1) these are just some numbers to show how we like to track our impact it's the number of students that we are supporting across our different brands across the UK (5) now I just wanted to highlight our next erm sorry were you going to say something

Presenter 2: yeah sorry it sounds like erm people are having issues your sound is dipping in and out a little bit

Presenter 1: oh I'm sorry do you want to just head up these next few slides for me

Presenter 2: yeah do you want me to share or do you want to keep on sharing

Presenter 1: I can click through them you just let me know when you want me to move on

D2 – *Webinar chat*

Tina to Everyone

- Hello everyone thank you for joining, if you have a question please put it here in the chat and we will try and get to as many as possible at the end of the webinar.
- We are just waiting for more people we will get started in just a moment.
- Please feel free to introduce yourselves ☺
- Beci there should be a small drop down menu next to where it says hosts/ panellists that should have the option 'everyone'
- *Becki*
- Can you hear us now Angela?

Rachel to Everyone

- You may need to rejoin Angela and there should be an option as you join that says computer audio

Bryony to Everyone

- Yes we will be sending out content after the webinar including a recording a handouts
- Thank you Jo- I have now updated that

Jo to Everyone

- Thanks @Bryony 🙂

Sam to Everyone

- https://historymuseum.org.uk/art
- This is a link to the history museum that has an art exhibition about exactly this

Andrew to Everyone

- The diagram is good

Nicki to Everyone

- Thank you for sharing that

Emily to Everyone

- Tina, your presentation was excellent and extremely interesting, thank you so much.
  Very important messages!

Hayley to Everyone

- This was a brilliant session, thank you Tina. You can tell how passionate you are and you passed that on so well to us.

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Source information:

Text A: https://www.youtube.com/watch?v=vS3y7yaiv0k
Text B1: Watt, F. (2018) *That's Not My Chick*. London: Usborne Publishing.
Text B2: Rosen, M. (1989) *We're Going on a Bear Hunt*. London: Walker Books.
Text B3: Bedford, D. (2018) *Once Upon a Time Online*. Cleveland, OH: Parragon Inc.
Text B4: Lystad, M. (2019) *Alfred and the Blue Whale*. Melton: Brown Dog Books.
Text C1 & C2: Private Source
Text D1 – D3: Private Source