

Pearson Edexcel International Advanced Level

January 2024

Paper
reference

WEN04/01

English Language

International Advanced Level

UNIT 4: Investigating Language

Pre-release Material

You do not need any other materials.

You are not allowed to take your pre-release work into the examination.

Turn over ►

W73636A

©2024 Pearson Education Ltd.
1/1/1/




Pearson

Topic: Global English

Subtopic: Afro-Seminole Creole

Afro-Seminole Creole (ASC) is a language spoken in the United States of America by communities in Oklahoma, Texas and New Mexico. ASC developed when enslaved Gullah speakers from the South Carolina and Georgia coastal regions escaped from slavery on rice plantations into Florida. During the 18th and 19th centuries they lived in Florida with a Native American community known as the Seminole, which is where the Creole developed. Currently, there are approximately 200 speakers of ASC left, which means it is an endangered language.

Your investigation should focus on Afro-Seminole Creole.

Areas to consider in your research:

- relevant frameworks of Afro-Seminole Creole and theories associated with language variation
- social, historical and cultural factors influencing the development of Afro-Seminole Creole
- current attitudes/debates towards language preservation.

Suggested research resources:

Data could be taken from transcripts of speakers of Afro-Seminole Creole in the public eye, representations in the media and everyday conversations.

Books:

Austin, P.K. and Sallabank, J. (2011) *The Cambridge Handbook of Endangered Languages (Cambridge Handbooks in Language and Linguistics)*. Cambridge: Cambridge University Press.

Buisseret, D. and Reinhardt, S.G. (2000) *Creolization in the Americas*. Texas: Texas A&M University Press.

Kouwenberg, S. and Singler, J.V. (2008) *The Handbook of Pidgin and Creole Studies (Blackwell Handbooks in Linguistics 9)*. Chichester: Wiley Blackwell.

Williams, J.P. et al. (2015) *Further Studies in the Lesser-Known Varieties of English (Studies in English Language)*. Cambridge: Cambridge University Press.

Online resources:

<https://kreolmagazine.com/culture/history-and-culture/creoles-in-texas-the-afro-seminoles/#.Y0L2L3bMI2w>

<https://www.seminolenegroindianscouts.org/post/in-the-beginning-the-impact-of-gullah-geechee-on-afro-seminole-creole>

<https://www.sapiens.org/language/endangered-languages/>

<https://www.seminolecemeteryassociation.com/presidentrsquos-blog/the-afro-seminole-language-part-one>

General revision sites:

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

www.englishandmedia.co.uk/e-magazine

Topic: Child Language Development

Subtopic: Role-play

Role-play is when a child engaging in pretend play (or dramatic play) takes on a role of a person, animal or fantasy being and acts out a scenario. It provides children with a safe way to act out their feelings and explore the ideas they have about that role. While engaging in this play with others, children develop expressive language and social skills as they communicate, share, work together in different roles, solve conflicts and consider each other's opinions and ideas.

Your investigation should focus on research regarding language and interactions during role-play and its impact on children's language development.

Areas to consider in your research:

- typical language features and interactions between children and caregivers during role-play
- the social, cultural and educational impact of role-play on children's language development
- relevant theories associated with child language development.

Suggested research resources:

Data could be taken from examples of caregivers or teachers role-playing with children (aged 2–7 years) at home or at school.

Books:

Bee, H. and Boyd, D. (2013) *The Developing Child*. Pearson New International Edition: Pearson Education Limited.

Bryce-Clegg, A. (2014) *Creative Role Play in the Early Years*. London: Featherstone Education.

Clark, E. (2016) *Language in Children*. Oxon: Routledge.

Rowland, C. (2013) *Understanding Child Language Acquisition*. Oxon: Routledge.

Singer, D. Michnik Golinkoff, R. and Hirsh-Pasek, K. (2009) *Play = Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth*. New York: Oxford University Press.

Online resources:

<https://www.pbcexpo.com.au/blog/reasons-why-role-playing-is-important-for-your-child>

<https://empoweredparents.co/role-play-ideas-for-kids/>

<https://www.springfieldeducationalfurniture.co.uk/articles/how-does-role-play-help-children-s-development>

General revision sites:

www.babelzine.com

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

Topic: Language and Power

Subtopic: Fundraising

Fundraising is the process of gathering voluntary contributions of money or other resources to be donated to charities/non-profit organisations to help them implement their projects. To generate revenue, fundraisers will approach individual people, corporations, major donors (wealthy individuals) and trusts and foundations, as well as organising events of all types.

Many individuals take on a challenge or goal in order to raise funds for a cause which is personal to them and have a targeted amount to raise. In order to meet their target, fundraisers need to be creative and develop new ideas to seek new donation sources and persuade donors to give money.

Your investigation should focus on the language of power used in fundraising appeals.

Areas to consider in your research:

- language features present within successful and unsuccessful fundraising appeals
- the influence of social, cultural and pragmatic factors on the communication techniques in fundraising
- relevant theories associated with the language of power and persuasion.

Suggested research resources:

Personal and organisational fundraising pages, websites, leaflets, letters and social media posts.

Books:

Fairclough, N. (2014) *Language and Power*, 3rd edition. Oxon: Routledge.

Mooney, A. and Evans, B. (2018) *Language, Society and Power: An Introduction*, 5th edition. Oxon: Routledge.

Smith, G. (2004) *Asking Properly: The Art of Creative Fundraising*. London: White Lion Press.

Warwick, M. (2013) *How to Write Successful Fundraising Appeals*. San Francisco: Jossey Bass.

Online resources:

<https://donorbox.org/nonprofit-blog/magic-words-that-increase-donations>

<https://getfullyfunded.com/writing-for-fundraising/>

<http://www.fundraising123.org/files/NFG-Storytelling-Guide.pdf>

<https://www.moceanic.com/2017/boring-fundraising/>

General revision sites:

www.babelzine.com

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com

Topic: Language and Technology

Subtopic: The Printing Press

The invention of the printing press in the 15th century instigated many changes throughout Europe and introduced an era of mass communication. It was also instrumental in the development of literacy and the written Standard English used today. Written English underwent a great deal of change in the centuries after the invention of the printing press which is reflected in the printed texts of the time. These changes include variations in spelling, lexis and grammar. Modern day Standard English looks very different to the English found in printed texts from the early to late 17th century.

Your investigation should focus on the impact the printing press had on the development of standardised written English.

Areas to consider in your research:

- key orthographical, lexical, grammatical and graphological features present in English texts printed in the 17th century and how they differ from modern Standard English
- the influence of historical, technological and contextual factors on the standardisation of the English language
- relevant theories associated with the language of technology and language change.

Suggested research resources:

Various examples of printed English in the 17th century (1600–1699) which may include the King James Bible (1611), pamphlets, newspapers, adverts and book extracts.

Books

Condorelli, M. (2022) *Standardising English Spelling: The Role of Printing in Sixteenth and Seventeenth-century Graphemic Developments (Studies in English Language)*. Cambridge: Cambridge University Press.

Crystal, D. (2018) *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.

McIntyre, D. (2020) *History of English: A Resource Book for Students (Routledge English Language Introductions)*. Oxon: Routledge.

Online resources:

<https://public.oed.com/blog/early-modern-english-pronunciation-and-spelling/>

<https://social.shorthand.com/Bh21oeGraeme/nyCvKlbObj/how-did-william-caxton-influence-and-change-modern-english-language#:~:text=Caxton%20is%20credited%20with%20standardising,spoken%20and%20the%20written%20word>

<https://blogs.ubc.ca/etec540sept10/2010/10/30/printing-press-and-its-impact-on-literacy/>

<https://rafangel.wordpress.com/2005/04/23/meet-my-divas/>

<https://www.thoughtco.com/third-person-singular-verb-ending-1692468>

General revision sites:

www.babelzine.com

www.universalteacher.org.uk

www.englishlangsfx.blogspot.com