

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 14 June 2024**

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 ►

P75715A

©2024 Pearson Education Ltd.  
E:1/1/1/1/1



  
Pearson

**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: Gullah**

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

To what extent is Text A representative of Gullah?

**(Total for Question 1 = 20 marks)**

---

**OR**

**Topic: Child Language Development  
Subtopic: The Role of the Caregiver**

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

To what extent are Texts B1 and B2 representative of language used by caregivers to support successful language acquisition in children?

**(Total for Question 2 = 20 marks)**

---

**OR**

**Topic: Language and Power  
Subtopic: Debates**

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

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

**(Total for Question 3 = 20 marks)**

---

**OR**

**Topic: Language and Technology  
Subtopic: Language of Computers**

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

To what extent are Texts D1, D2 and D3 representative of the language featured in computer discourse?

**(Total for Question 4 = 20 marks)**

---

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

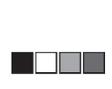
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . 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**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



P 7 5 7 1 5 A 0 1 1 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TOTAL FOR SECTION A = 20 MARKS**



DO NOT WRITE IN THIS AREA

## 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: Gullah**

- 5 'It is believed that Gullah has survived for 400 years due to the geographic isolation of its speakers, but more effort is required to preserve the language in the face of globalisation.'

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: The Role of the Caregiver**

- 6 'The quality of interactions with caregivers is not important. As long as children are exposed to some form of language, they will successfully acquire 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: Debates**

- 7 'The most successful debaters are those who have the strongest knowledge and understanding – their use of language isn't nearly as important.'

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 Computers**

- 8 'The rapid development of computer technology has provoked profound linguistic and cultural change, which is ongoing.'

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)



DO NOT WRITE IN THIS AREA

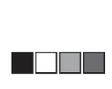
DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . 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**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



P 7 5 7 1 5 A 0 1 7 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



P 7 5 7 1 5 A 0 1 9 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



P 7 5 7 1 5 A 0 2 3 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area with horizontal dotted lines for writing.

**TOTAL FOR SECTION B = 30 MARKS**  
**TOTAL FOR PAPER = 50 MARKS**



# Pearson Edexcel International Advanced Level

**Friday 14 June 2024**

Afternoon (Time: 2 hours)

Paper  
reference

**WEN04/01**

## **English Language**

**International Advanced Level**

**UNIT 4: Investigating Language**

### **Source Booklet**

**Do not return this Booklet with the question paper.**

*Turn over* ►

**P75715A**

©2024 Pearson Education Ltd.  
F:1/1/1/1/1/



P 7 5 7 1 5 A



**Pearson**

## CONTENTS

	<b>Page</b>
English Phonemic Reference Sheet	3
Text A – Topic: Global English Subtopic: Gullah	4
Text B – Topic: Child Language Development Subtopic: The Role of the Caregiver	5–6
Text C – Topic: Language and Power Subtopic: Debates	7–8
Text D – Topic: Language and Technology Subtopic: Language of Computers	9–10



## English Phonemic Reference Sheet

### Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	thought	goose	nurse
ə	i:	a:	ɔ:	u:	ɜ:

Diacritics /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

### Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

### Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		ɺ		ŋ	



## Topic: Global English

### Subtopic: Gullah

*Text A is a speaker from a group of storytellers called the Geechee Gullah Ring Shouters who travel the United States of America educating people on Gullah English. All members of the group are from the Gullah Geechee community and have Gullah Geechee ancestry. The speaker is addressing an audience, explaining the origins of Gullah English as well as speaking some of the language.*

(.) micro pause	(1) timed pause
/_/ key phonemic transcription	

#### Text A

as we travel (.) we like to let our young folks know (.) that we once upon a time we had a language all we own (1) all we own (1) well (1) first of all (.) we are the Geechee Gullah Ring Shouters (.) we are embracing (1) preserving (1) and protecting our precious heritage (.) we want our young folks to know that they have a heritage of courage hope faith love and determination (.) why because we have always been led by divine inspiration (1) now hatred is not what we teach (1) but heritage is what we preach (1) and we want our young folks to know that if they don't know where they came from (.) when they get where they're going they won't know how to act or what to do (1) so this is why we travel across the countryside (.) let them /em/ know that once upon a time we had a language all of our own (.) and we came across the deep blue sea from mother Africa they put us on different plantations and er they had us all messed up (.) different tribes different plantations (.) so we got a short form of words that masters use to say and then we put our own language together (1) had we maintain our language we could stand /stæn/ on the grocery line hold a conversation (.) like some of us do now and no one would know what we was talking about (.) you see you see our ethnic group they having /hævɪn/ fun (.) you don't know if they talking about /bɑʊt/ you now or not because they are laughing /læfɪn/ and then when they go to school they speak English (1) but we should have maintained our language because you know why (.) I remember /membə/ like yesterday (.) when I first had to go to school (.) you know what I done night before /fɔ:/ (.) I go to the /de/ dresser {inaudible} and /æn/ I get my /mi:/ frock (1) and I brung them /em/ out into the front room and you know I lay it out on the long chair (1) next to my /mæ/ brothers breeches /brɪtʃɪz/ and his /hi:/ brogans (3) and for the next morning (.) I get up and l/æ/ hoist the window /wɪndə/

#### Glossary

*frock* – dress

*long chair* – sofa

*breeches* – trousers

*brogans* – boots



## Topic: Child Language Development

### Subtopic: The Role of the Caregiver

Texts B1 and B2 are excerpts from a child interacting with her mother and aunt at different ages. In B1 the interactions take place indoors and the child is talking about her holiday and the garden outside. In B2 she is playing with her sand and water pit in the garden.

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

#### Text B1 – aged 2 years and 4 months

**Aunt:** are you going somewhere sunny

**Child:** Mammy

**Mother:** Mammy going on holiday (.) who else is going on holiday

**Child:** Steve /i:v/

**Mother:** Steve and who else is going on holiday

**Child:** Nanny

**Mother:** Nanny (1) and

**Child:** Scott /stɒt/

**Mother:** not Scott because where is Scott

**Child:** ships

**Mother:** yeah Scott's on the ships what's Scott doing on the ship

**Child:** work the ships

**Mother:** yes he's working on the ships (.) who else is going on holiday woof woof woof (.) woof woof woof {makes panting noises}

**Child:** doggy

**Mother:** Ted

**Child:** Ted

**Mother:** yeah we're going to Whitby /wɪtbi:/

**Child:** Whitby /wɪpi:/

**Mother:** Whitby /wɪtbi:/

**Child:** ah Whitby /wu:pi:/

**Aunt:** Whitby (.) how long are you going on holiday

**Child:** a holiday (.) three weeks /wi:/ day

**Mother:** three weeks today we're going

**Aunt:** three weeks today wow that's not a long time at all (.) you going to be having a

**Child:** {points outside} the grass are long

**Mother:** the grass is long

**Child:** grow fast /fæs/

**Mother:** we've been watering the seeds haven't we (.) yes grass seed

**Child:** yes grass seed

**Mother:** and what do we have to do to the birdies

**Child:** peck /pɪk/ peck /pɪk/

**Mother:** they peck peck /pek/ don't they so do we chase them

**Child:** yes (2) chase

**Mother:** chase

**Child:** yes chase

**Mother:** chase the birdies

**Child:** yes outside

## Text B2 – aged 3 years and 5 months

**Aunt:** what is that {points to toy}

**Child:** it's got no batteries /bætəri:s/ in it

**Aunt:** ah so is it working

**Child:** no it's it's got no batteries in it

**Aunt:** is it broken

**Child:** yeah it is a little bit

**Mother:** it is a little bit isn't it

**Aunt:** what's this {points to bottle}

**Child:** it's washing liquid /lɪkwɪd/

**Aunt:** washing up liquid

**Child:** yes we're cleaning it (.) Mam can you help me

**Mother:** yes

**Aunt:** what are you going to do with that {points to bowl}

**Child:** um I'm washing it I'm washing it

**Mother:** you want to put it in the sink sweetheart

**Child:** look {scrubs bowl}

**Aunt:** is it clean

**Child:** not yet {scrubs} little bit more (4) then scrub it in with my hands (.) then scrub it with my hands

**Aunt:** oh

**Child:** I scrubbing with my hands now

**Aunt:** very good

**Child:** Mam can you scrub it with your hands

**Mother:** yeah but I'm going to dip it in here {dips bowl in water}

**Child:** no I was washing it first (1) hey (.) hey I want to wash it first (2) Mam (.) can you do that for me {points to another bowl}

**Mother:** ok

**Child:** now it's your turn (.) have to scrub in that that first (.) no you got it the wrong way Mam (.)

Mammy got it on the wrong way (1) then scrub with your hands (1) then put it in there /neə/ (1) good girl (.) good girl

**Mother:** thank you

**Child:** done (.) clean (1) as new



## Topic: Language and Power

### Subtopic: Debates

Text C1 is from a debate between environmental activists and sceptics. They are debating whether global warming should be society's number one concern. Text C2 is from a debate between university students considering whether environmental concerns outweigh economic growth.

(.) micro pause	//_// overlapping speech
{ } paralinguistic feature	(1) timed pause

#### Text C1

**Activist 1:** I think it's time to change how we live I really do (.) which we have seen how changing our habits changing the resources that we use and what we pump into the air and how we reversed that hole in the ozone (.) we've seen how it can change and we can change it but we are going to have to make changes

**Sceptic:** well I don't believe that climate change is our biggest problem because I don't believe that man has anything to do with it (.) climate has changed since before man existed on the planet and will continue when man is gone

**Activist 2:** as a professional climate scientist who's done this for fifty years (.) I'm afraid you're not correct um the climate evidence is very very clear (.) and probably the clearest evidence of all comes from ancient records where you can actually see what the planet was like before humans were involved (.) this is why climate scientists 99% on almost every study of climate scientists shows that we are as unanimous as the scientific community ever gets (.) and the evidence is real and that it's happening and it's happening on every scale from the ice caps to the ocean (.) every place we look we get the same answer

**Sceptic:** no I'm not a climate scientist but I know a lot of them (.) and I've heard um exactly the opposite argument made (.) thousands of scientists just in the United States signed a letter saying man has little if any effect on climate (.) and so that's //clearly//

**Activist 2:** //but they're not all climate scientists//

**Sceptic:** //oh yes they are//

**Activist 2:** no who are actually doing climate research and publishing it

**Sceptic:** yes they are

**Activist 2:** I don't believe it

## Text C2

**Speaker 1:** therefore I conclude that economic concerns outweigh environmental (.) um and no economic growth outweighs environmental concerns and I now stand over for cross examine

**Chair:** yes (.) thank you

**Speaker 2:** ok so (.) your first contention states that economic growth results in environmental protection but you give really no examples to this besides like a kitchen metaphor can you give me like a real-world example where economic growth has resulted in environmental protection

**Speaker 1:** yes (.) because with economic growth we can now have new technology

**Speaker 2:** for just things like that have already happened

**Speaker 1:** ok {laughs} what I'm saying is I wouldn't (.) with economic growth new technology can be invented to help best prevent // more damage//

**Speaker 2:** //so//

**Speaker 1:** to the environmental concerns and then with that I think more technology like I said new inventions we're always looking for new ways to improve and we're not going to rely on old tech old ways to fix the problem that we already have

**Speaker 2:** so we've been having economic growth for the past couple of years (.) what is an example in the last couple of years that proves this

**Speaker 1:** that proves what

**Speaker 2:** that economic growth really like creates technology

**Speaker 1:** economic growth because (.) by um {checks notes}

**Speaker 2:** I just like want an example from the last couple of years

**Speaker 1:** yeah by increasing tech in economic growth we can now place more funds

**Chair:** that is time (1) you can answer the question

**Speaker 1:** I was going to say you can put plenty more funds into research foundations and things like that where we will have more money to allocate to those things in which people can find new technologies

**Chair:** yeah (.) thank you (3) ok the Chair will now recognise the leader of the government for a rebuttal not to exceed 4 minutes in length

## Glossary

*rebuttal* – a response to challenge evidence or an argument



## Topic: Language and Technology

### Subtopic: Language of Computers

Text D1 is an extract from the computer operational manual for the Apple 1, the first Apple Computer, which was released in 1976. Text D2 is instructions on how to set up your iPad taken from the Apple Website. Text D3 is an excerpt from a YouTube video where a gamer is reviewing the new PlayStation 5 DualSense controller.

#### Text D1

The Apple Computer is a complete microprocessor system, consisting of a Mos Technology 6502 microprocessor and support hardware, integral video display electronics, dynamic memory and refresh hardware, and fully regulated power supplies. It contains resident system monitor software, enabling the user, via the keyboard and display, to write, examine, debug, and run programs efficiently; thus being an educational tool for the learning of microprocessor programming, and an aid in the development of software.

The integral video display section and the keyboard interface renders unnecessary the need for an external teletype. The display section contains its own memory, leaving all of RAM for user programs, and the output format is 40 characters/ line, 24 lines/ page, with auto scrolling. Almost any ASCII encoded keyboard will interface directly with the Apple system.

The board has sockets for up to 8K bytes of the 16 pin, 4K type, or RAM, and the system is fully expandable to 65K via the edge connector, the system uses dynamic memory (4K bytes supplied), although static memory may also be used.

#### Glossary

*RAM* – random access memory

*interface* – a device or program enabling a user to communicate with a computer

*bytes* – a unit of memory size

#### Text D2

##### Transfer your apps and info onto your new iPad

When you first turn on your iPad and begin the setup process, you can wirelessly transfer many of your apps, settings, and content from your previous iPad directly to your new iPad—just bring the two devices close together, then follow the onscreen instructions.

##### Connect to Wi-Fi and set up cellular service

To connect your iPad to your home Wi-Fi network, go to Settings  > Wi-Fi, turn on Wi-Fi, then choose your network. iPad automatically connects to the internet whenever you're home.

If you have a Wi-Fi + Cellular model, you can activate cellular service on your iPad using an eSIM

(go to Settings  > Cellular Data). Or, install a nano-SIM provided by your carrier.

##### Sign in with your Apple ID

Your Apple ID is the account you use to access Apple services such as Apple Music, FaceTime, iCloud, and iMessage. If you don't have an Apple ID, you can create one.

To sign in with your Apple ID, go to Settings  > Sign in to your iPad. To verify that you're signed in, go to Settings  > [your name]; your Apple ID appears below your name.

### Text D3

(.) micro pause

(1) timed pause

yesterday I went out and picked up a PlayStation 5 DualSense controller which are starting to appear ahead of the console launch (1) if it's not a game intensive PC title like any kind of shooter (.) I'm often playing my other PC games from the comfort of my couch on the TV with a controller (1) although I use the Xbox One controller from time to time the PS4 controller has been my go to on PC mainly because of its D-pad that I find to be much better for 2D games like Platformer (.) that is the main reason why I rushed out to pick up the PS5 DualSense not because I have a PlayStation 5 yet (.) sadly (.) but so I can try it out for day to day PC gaming (1) this is going to be one part a look at how it functions on PC prior to having official support and another part my general impressions or review of how the DualSense feels as a controller overall (1) I'll be specifically not using any third party programs to get this up and running so let's now take a look at what happens when you simply plug in a PS5 controller via USB to your PC



**BLANK PAGE**



**BLANK PAGE**

**Source information:**

Text A: <https://www.youtube.com/watch?v=quDtnrRXTMQ>

Texts B1 and B2: Private source

Text C1: <https://www.youtube.com/watch?v=6EFHZfISGp4>

Text C2: [https://youtu.be/\\_Xiv3Bzr4TA](https://youtu.be/_Xiv3Bzr4TA)

Text D1: [https://archive.org/details/Apple-1\\_Operation\\_Manual\\_1976\\_Apple\\_a/page/n2/mode/1up](https://archive.org/details/Apple-1_Operation_Manual_1976_Apple_a/page/n2/mode/1up)

Text D2: <https://support.apple.com/en-gb/guide/ipad/ipadad6ac8d3/ipados>

Text D3: <https://www.youtube.com/watch?v=cyorpDYJQEk>

