www.dynamicpapers.com

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 Booklet with the question paper.

Turn over ▶

P68983A

©2023 Pearson Education Ltd.

J:1/1/1/1/1/1/

P 6 8 9 8 3 A

Pearson

www.dynamicpapers.com

CONTENTS

		Page
English Phonemic Reference Sheet		**3**
Text A –	Topic: Global English Subtopic: Belizean Kriol	**4**
Text B –	Topic: Child Language Development Subtopic: Mealtime Interactions	**5–6**
Text C –	Topic: Language and Power Subtopic: Sales Representatives	**7**
Text D –	Topic: Language and Technology Subtopic: Military Communication in World War Two	**8–9**

www.dynamicpapers.com

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	b**a**th	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	

www.dynamicpapers.com

Topic: Global English

Subtopic: Belizean Kriol

An excerpt from a cooking tutorial from the YouTube channel The Bare Pantry Show. *The speaker is showing the viewers how to make fried bread which is a traditional Belizean breakfast dish.*

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

Text A

{music plays and fades out} so we got right here (.) we gwan do the /de/ fried cake or the fried jack but this time around /æru:nd/ we only a do a half recipe cos I already got the recipe at the side already so I /æ/ not gwan /gwɑ:n/ do the full recipe here so this a one cup of /æ/ flour {adds flour to bowl} one teaspoon of baking /beɪkɪn/ powder /pu:dæ/ (.) and then we add the little bit a /ə/ milk this only about four ounce (1) so make we get this work in {starts mixing the ingredients with her hands} (4) so I work in the baking powder inna the flour and now I add a little bit a milk (.) I know that in a Belize we normally make it with water /wætæ/ but when I first meet Joe (.) this a how he make it with milk and I know I like it right away so (.) me not afraid /freɪd/ for change if my /mæ/ recipe call for something else or somebody else make it taste better me change a (.) so (.) I no (.) I no really authentic all the time like that you know but anyway this a all /æl/ we do add a little bit of milk you know don't add it too fast because if you add it too fast the dough might get too wet and then you have to go back and add more flour /flu:wæ/ and then when you add more flour the dough get too stiff and the fried cake no got no taste (.) well you know in the city we call this fried jack but Joe come from Sandhill so I when I meet him he call it fried cake I think they're the same thing some people call it fried bread (.) we just happen to call it different thing so this a /ə/ all we do {kneads the mixture} (.) get all of this into this dough (.) we could drain out the last bit of milk within here cannot not get no more add more water and add any kind a water to it okay remember now whenever do fried jack or fried cake you don't put no butter inna the dough because if you put butter inna the dough it make it get brittle /brɪtli:/ whenever they try fry it so (.) this a what you want to do just knead it up (.) just flour baking powder and milk or flour baking powder and water but I promise you (.) if you put water your fried jack gwan stiff (.) bit of water and then your fried jack broke out of one teeth (.) you need milk

Glossary
gwan – going
Sandhill – village in Belize

www.dynamicpapers.com

Topic: Child Language Development

Subtopic: Mealtime Interactions

Texts B1 and B2 are excerpts of families at mealtimes. The child in B1 is Florence aged 2 years and 3 months and the children in B2 are Leon aged 4 years and 2 months and Henry aged 7 years.

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

Text B1 – Florence is making a smoothie with her mother

mother: Florence what do we put in
Florence: banana /nɑ:næ/
mother: nana (.) banana (3) right banana goes in (.) ah Florence what's your favourite at the moment we'll get them out the fridge (.) Florence what are these {shows a bowl of strawberries} Florence what are these (3)
Florence: hungry (1) hungry day
mother: hungry day (.) what are these
Florence: mine (.) mine
mother: they are yours but I'm going to put them in for but what are they (1) they're yummy (2) what are they (2)
Florence: the cup (.) little /ɪkɪl/ cup
mother: put them in a cup right and then the pineapple
Florence: pine (1) the cup
mother: in the cup (.) pineapple
Florence: pine (.) ooh tasty (.) tasty
mother: right we add just a little bit of milk
Florence: in a cup
mother: yes in a cup put these back on the side (.) bit of milk (.) whiz it up (2) just a little bit (4) love your smoothies {gets cup}
Florence: no this one {points to another cup}
mother: {pours smoothie and gives to Florence} is that nice
Florence: {takes a drink} perfect /pɜ:fi:/
mother: perfect is that tasty
Florence: lush

Text B2 – a mother and father are eating their evening meal with their two children, Henry and Leon

mother: what did you say about the sauce darling
Leon: I love you (.) I love you cheese pasta
mother: do you want me to cut up your pasta
Leon: yes {mother cuts pasta child points to meatballs} just put in mum (1) just cannon ball in mum
mother: just cannon ball in
Leon: just cannon ball into your bowl
mother: well I don't want it to go splash into the pasta sauce
Leon: {laughs}
mother: Henry are you going to have a meatball
Henry: no

www.dynamicpapers.com

mother: they're very nice (.) they're my favourite tea
father: {whispering} Henry do you want to know a secret (.) there's no meat in (.) it's tuna
mother: tuna (.) do you want a piece of tuna
father: do you want some tuna balls
mother: tuna fish balls that's even better
father: all the more for me then if Leon's not having any
mother: oh yeah me too dad I can have seconds if he's not having any {Leon looks at meat balls}
mother: do you want me to put some sauce on your plate darling
Leon: I sucked /ʃʌkt/ it {points to spaghetti}
mother: you sucked it did you slurp it or suck it
Leon: I suck it
Henry: there's a lot of cheesy big bits
mother: wow yeah they're big cheese grated bits aren't they (.) are they long
Henry: yeah (.) like the wish dragon and its name is called long
mother: I like the wish dragon
Leon: me too
Henry: me too
mother: if you had three wishes boys what would you wish for
Henry: I want to /wɒnə/ wish for armour made of metal the strength of two two thousand of the men
mother: never the strength of two thousand men what would you do with all that strength
Henry: hunting
Leon: I'll have my three wishes a golden hand
mother: you want a golden hand like the guy in the film what would you do with a golden hand
Leon: you know what that guy did
mother: he turned everything into gold though didn't he
Leon: yeah I want to do that

www.dynamicpapers.com

Topic: Language and Power

Subtopic: Sales Representatives

Text C is the interaction between a customer and sales representative during a telephone call. The customer has contacted the sales representative to discuss the booking of her holiday.

Text C

sales rep: good afternoon NB Travel Natalie speaking how can I help
customer: hi there um I was just ringing to pay the balance on my New York trip please
sales rep: yes perfect is it Miss Meikle I'm speaking to
customer: erm yes
Sales rep: so I've got your details here so um you just want to pay your balance today yeah
customer: yes
sales rep: perfect okay let me just retrieve your booking (1) so I see that you are going to New York in November what's taking you out there
customer: oh it's just an anniversary trip with me and my partner
sales rep: ah lovely brilliant have you been before
customer: I have yeah it was a very long time ago though in my early twenties
sales rep: ah well New York is one of those places that you can go back to so what are your other plans while you're there cos I can see that you haven't got any er (.) any organised tours or anything with us
customer: erm I haven't really got as far as kind of planning what we're going to do yet I think we're maybe gonna try and see a show or you know have a er like a nice meal out somewhere just try and cover as many of the New York basics as we can
sales rep: okay has your partner been to New York before
customer: no he hasn't
sales rep: okay so you're probably gonna see you know some of the want to see some of the main highlights again erm one tour which is really really popular erm is the hop on hop off New York erm tour like a bus tour
customer: uh huh
sales rep: so you can use it er for seventy-two hours and when you activate it that's when it will start from that point onwards
customer: okay
sales rep: there's the uptown loop the downtown loop there's the Brooklyn Bridge loop there's all sorts of different ones (.) and you've got entrance to three different attractions out of a choice of twelve included so one would be like the Empire State Building erm one could be like Top of the Rock another one could be the Statue of Liberty those would be like three of the main big ones out of that list of twelve (.) also there's a night time loop that's not hop on hop off that's just where you sit and go round (.) what do you think of including something like that
customer: they do sound really good
sales rep: so that would be eighty pounds per person
customer: okay
sales rep: but as I say it includes three attractions and it includes a night-time tour and you are using it as public transport because it's hop on hop off
customer: um okay I'll get that I'll get that tour then and then at least it covers some of the basics and we've got some options when we're there just one less thing to think about
sales rep: they are really really popular everybody pretty much which we book to New York uses it

www.dynamicpapers.com

Topic: Language and Technology

Subtopic: Military Communication in World War Two

Text D1 is a two-way radio transmission between American infantry soldiers asking for support. Text D2 is an American telegram sent from the government to the family of an American soldier. D3 is radio communications between the crew of a British plane on a bombing mission in Germany.

Text D1

Easy 13: Baker five this is Easy one three over
Baker 5: this is Baker five over
Easy 13: this is Easy one three enemy troops heading your way estimated platoon size on foot along the river to your right over
Baker 5: this is Baker five roger I see movement but don't have anyone in that sector (.) can you have a weapon section help over
Easy13: Easy one three roger our section is {inaudible} we'll try and cover with mortar and calibre fifty over
Baker 5: this is Baker five roger advise Razor units of your movements I'm unable to contact over
Easy 13: this is Easy one three we'll go out {gunshots} wait Razor six this is Easy one three over
Razor 26: Easy one three this is Razor two six go ahead over
Easy 13: this is Easy one three relay to Razor six elements enemy platoon advancing north along river coordinates three two seven one six four I have a weapons section moving east to hill five two six to engage (.) Baker units cannot cover these are my units on hill five two six say again my units on hill five two six look before you shoot over
Razor 26: this is Razor two six roger will relay to Razor units out break Razor units this is Razor two six movement on hill five two six is an Easy one unit enemy movement has been recorded on river coordinates three two seven one six four relay to all units out

Text D2

NAD226 86 GOVT=WASHINGTON DC 28 1249P 1945 SEP 28

MRS CATHERINE M FALCONE=

1051 NORTH MAIN ST WY=

I AM PLEASED TO INFORM YOU OF THE LIBERATION FROM JAPANESE CUSTODY OF YOUR SON, THOMAS MOORE, SEAMAN FIRST CLASS USN, PREVIOUSLY REPORTED MISSING IN ACTION. YOU ARE INVITED TO SEND HIM FREE VIA THIS BUREAU A TWENTY FIVE WORD MESSAGE. EVERY EFFORT TO EFFECT DELIVERY THIS MESSAGE BEFORE HIS RETURN TO UNITED STATES WILL BE MADE. FURTHER DETAILS WILL BE FURNISHED YOU PROMPTLY WHEN RECEIVED. I REJOICE WITH YOU IN THIS GOOD NEWS AND HOPE THAT HE WILL COMMUNICATE WITH YOU AT AN EARLY DATE=

= VICE ADMIRAL LOUIS DENFELD THE CHIEF OF NAVAL PERSONNEL.

www.dynamicpapers.com

Text D3

navigator: hello skipper
skipper: hello navigator
navigator: half a minute to go
skipper: okay (.) er hello engineer skipper here will you put the ramps up please
engineer: yeah
skipper: okay keep weaving (.)
engineer: a lot of those {inaudible} fighter planes skipper
skipper: yeah move on okay boys okay
engineer: top door open
skipper: hello bombardier okay when you are
engineer: top doors open
skipper: bomb doors open bombardier (1) right (4) steady steady
bombardier: bomb going in a minute {gunshots}
skipper: where is he rear gunner can you see him
bombardier: down down down he's dropped down

Glossary

elements – an individual squad, platoon, section, or company that is part of a larger unit
skipper – the captain
bombardier – crew member responsible for releasing bombs

www.dynamicpapers.com

BLANK PAGE

www.dynamicpapers.com

BLANK PAGE

www.dynamicpapers.com

BLANK PAGE

Source information:

Text A: https://www.youtube.com/watch?v=IGcO0OGdvBU&t=47s
Texts B1 and B2: Private source
Text C: Private source
Text D1: https://www.youtube.com/watch?v=NXW0MB_ic_U&t=19s
Text D2: https://civilianmilitaryintelligencegroup.com/8985/world-war-ii-notification-telegrams-how-you-got-the-bad-news
Text D3: https://www.youtube.com/watch?v=ag6Q5zy7GJE

www.dynamicpapers.com

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 ▶

P68983A

©2023 Pearson Education Ltd.

J:1/1/1/1/1/1/

P 6 8 9 8 3 A 0 1 2 4

Pearson

www.dynamicpapers.com

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: Belizean Kriol

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

To what extent is Text A representative of Belizean Kriol?

(Total for Question 1 = 20 marks)

OR

Topic: Child Language Development
Subtopic: Mealtime Interactions

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

To what extent are Texts B1 and B2 representative of interactions with children during mealtimes?

(Total for Question 2 = 20 marks)

OR

Topic: Language and Power
Subtopic: Sales Representatives

3 Read the data provided on page 7 of the Source Booklet.

To what extent is Text C representative of the language used by sales representatives?

(Total for Question 3 = 20 marks)

OR

Topic: Language and Technology
Subtopic: Military Communication in World War Two

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

To what extent are Texts D1 to D3 representative of the language used in military communication in World War Two?

(Total for Question 4 = 20 marks)

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

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** ☒

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

TOTAL FOR SECTION A = 20 MARKS

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
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: Belizean Kriol

5 'English is the official language of Belize, but developments in Kriol literacy mean that there is a change in attitudes towards non-standard varieties.'

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: Mealtime Interactions

6 'Evidence suggests that interactions during shared family mealtimes are vital to the behaviour and development of a child.'

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)

www.dynamicpapers.com

OR

Topic: Language and Power
Subtopic: Sales Representatives

7 'Successful sales representatives need to develop strategic language and persuasive techniques in order to sell effectively.'

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: Military Communication in World War Two

8 'Developments in communication technology had a significant impact during World War Two, but it was important that the military followed strict protocols when using the technology.'

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

www.dynamicpapers.com

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** ☒

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

www.dynamicpapers.com

DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA
DO NOT WRITE IN THIS AREA

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