

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number		Candidate Number	
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Pearson Edexcel International Advanced Level

Monday 19 January 2026

Morning (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: Saint Kitts English**

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

To what extent is Text A representative of Saint Kitts English?

(Total for Question 1 = 20 marks)

OR**Topic: Child Language Development****Subtopic: Sibling Interaction**

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

To what extent is Text B representative of language used between siblings?

(Total for Question 2 = 20 marks)

OR**Topic: Language and Power****Subtopic: Public Safety Communication**

- 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 safety communications for the general public?

(Total for Question 3 = 20 marks)

OR**Topic: Language and Technology****Subtopic: Photography**

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

To what extent are Texts D1 to D3 representative of language used in photography?

(Total for Question 4 = 20 marks)



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TOTAL FOR SECTION A = 20 MARKS



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: Saint Kitts English**

- 5** 'English is considered important for success in a globalised world; therefore, its dominance in Saint Kitts should be promoted and maintained at all levels in education.'

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: Sibling Interaction**

- 6** 'Sibling interactions provide a more effective language learning environment compared to interactions with parents/caregivers.'

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: Public Safety Communication

- 7 'It is more effective for public safety communications to adopt a collaborative tone to encourage community involvement, rather than an authoritative tone to ensure compliance.'

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: Photography

- 8 'As photography has developed, from traditional film to smartphones, the language associated with it has considerably altered to accommodate new technologies, users and contexts.'

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)



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



Pearson Edexcel International Advanced Level

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Morning (Time: 2 hours)

Paper
reference

WEN04/01

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UNIT 4: Investigating Language

Source Booklet

Do not return this Booklet with the question paper.

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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		ɫ		ŋ	

Topic: Global English

Subtopic: Saint Kitts English

Text A is a recording of a speaker of English from Saint Kitts discussing his childhood. It is taken from an online archive of international varieties of English.

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

Text A

well me growing up in Sandy Point (.) when I was a youth (.) well it was a nice area (.) the /dɪ/ ghetto peoples them as me friends them around (.) we used to always go to school at first /fɔs/ when we come from school (.) I had my little homework to do like sweep up the yard or wash dishes which in me and my sister really had like a exchange this week (.) is mine's to wash the dishes (.) and next week is her time and this week the other week will be (.) like sweep the yard and you know (.) different things /tɪns/ (.) so what I used to do is when I finish school (.) I come home do what I have to do and then I gone running up and down with my friends (.) sometime when you see sugar um crop on (.) we used to go (.) get one another and just go together /tʊɡedə/ and just go look cane (.) peel cane if mango in we go look mango any food that ripe we always /ælwɛɪz/go and we go (.) and look for them come back even to sell mangoes (.) that's what we used to do just to make a little dollar (.) selling mangoes you know (.) manciport we go look manciport grapefruit sometime we go dig yam (.) and we have time now when the sugar crop now they will take out now out of /æ/ field in we area in Sandy Point and the elder people then we'll have like a two rows of peas so we used to like go with grandparent help them weed up help them mole up and when time come (.) to reap and so we just go and reap for them but we used to do we little thing like (.) you know go behind the back and pull a little one two peanuts (.) and eat you know like how monkey does you know those kind of things we used to do which in now (.) is something wrong but in them /dem/ times we like too young was like we didn't looking at it as something wrong (.) but we just do it as a fun but as we grow up (.) we find weself doing something wrong like thieving /ti:vɪn/ we call it thieving in them time now (.) when we grow up and we see what we used to do towards the elder /eldæ/ people

Glossary

manciport – fruit from the mangrove tree



Topic: Child Language Development

Subtopic: Sibling Interaction

Text B contains conversations between two siblings, Joseph aged 2 years 6 months and his sister Willow, aged 7 years 6 months.

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

Text B

Willow and Joseph are showing toys to their aunt at Christmas.

Mum: {points to Christmas tree} leave it if you keep playing with it I'm going to be cross

Willow: {whispers} leave it

Joseph: {points to ruler} what's /wɒs/ that (.) one two three four five

Willow: want that

Joseph: yeah

Willow: it's a ruler

Joseph: oh (1) was that (.) ruler /wulə/

Willow: Joseph Joseph look (.) turn around look at that rabbit (6)

Joseph: {looks around} where's rabbit /wæbɪt/

Willow: {points to picture on the wall} up there

Joseph: oh yeah (.) ha

Aunt: {picks up cuddly toy} let's have a look (2) what's this who's this

Willow: it's chick isn't it Jo {points to Joseph's stripey socks} I've got the same socks

Aunt: ah wow

Joseph: I've got them socks too

Aunt: you are like stripey like a candy cane

Aunt: who's this {shows cuddly toy to Joseph} (1)

Willow: who's that

Joseph: that's my chick

Aunt: that's your chick

Joseph: yeah

Willow: {shows Joseph a sticker} do you want to put it on your chick

Joseph: no

Willow: where do you want to put it (1) on your truck (2) shall I put it on your truck (5)

Joseph: not (.) not on the roof

Willow: where shall I put it

Dad: where would you like Willow to put the sticker

Joseph: there

Willow is playing with Joseph and his traffic set, which includes roads and rail tracks with toy cars, trucks and trains.

Willow: I can make it stand up up {setting up traffic set}

Joseph: no

Willow: so your truck can play traffic lights

Joseph: yes

Willow: ok

Aunt: oh that sounds fun

Willow: so the truck has to stop at this sign so it's riding along the road when it sees this sign {makes car noise}

Joseph: {laughs}

Willow: and then you have to turn (.) Joe can I show you how to do it first (.) and then it stops and then you move it somewhere and then it comes this way

Joseph: then /en/ this way (.) then /en/ moves this way

Willow: stop because /kɒs/ there's a pothole

Joseph: {makes screeching noise}

Willow: it goes right over it

Joseph: {makes car noise}

Willow: then you have to stop cos this is a train track (.) a new train track (.) so (.) they have to stop (.) because there's a train coming but this time he just goes straight into the train (.) but then he goes on the train track {makes train noise} but it's too hard and this one goes on the road and he falls off

Joseph: there's a poppy there's a poppy

Willow: no that's not a poppy

Aunt: is it a pothole

Joseph: no its not (.) oh no a potty (3) it's trac (.) tractor with a scooper on the back (2) on the front (2) on the front (2) there



Topic: Language and Power

Subtopic: Public Safety Communication

Text C1 is an extract from the UK Prime Minister's statement on coronavirus (COVID-19), taken from the official government website. The statement was originally broadcast as a speech, made live to the British public on 23rd March 2020. C2 are extracts from emergency alerts sent via text message to people living in the country of Wales and the city of Plymouth.

C1

So it's vital to slow the spread of the disease.

And that's why we have been asking people to stay at home during this pandemic.

And though huge numbers are complying – and I thank you all – the time has now come for us all to do more.

From this evening I must give the British people a very simple instruction – you must stay at home.

Because the critical thing we must do is stop the disease spreading between households.

That is why people will only be allowed to leave their home for the following very limited purposes:

shopping for basic necessities, as infrequently as possible;

one form of exercise a day – for example a run, walk, or cycle – alone or with members of your household;

any medical need, to provide care or to help a vulnerable person; and

travelling to and from work, but only where this is absolutely necessary and cannot be done from home.

That's all – these are the only reasons you should leave your home.

You should not be meeting friends. If your friends ask you to meet, you should say No.

You should not be meeting family members who do not live in your home.

You should not be going shopping except for essentials like food and medicine – and you should do this as little as you can. And use food delivery services where you can.

If you don't follow the rules the police will have the powers to enforce them, including through fines and dispersing gatherings.

C2

Wales

Issued by the UK Government

A RED warning for wind has been issued in your area. Extremely strong winds associated with Storm Darragh are expected to cause significant disruption from 3.00am on Saturday 07 December 2024. Strong winds can cause flying debris, falling trees and large waves around coastal areas, all of which can present a danger to life. Stay indoors if you can. It is not safe to drive in these conditions.

The storm may damage infrastructure causing power cuts and disruption to mobile phone coverage. Consider gathering torches, batteries, a mobile phone power pack and other essential items you already have at home.

Plymouth

Issued by Plymouth City Council. The WWII bomb found in Keyham will be transported today 23 February 2024 at 2pm to Torpoint Ferry slipway via Saltash Road. A time limited cordon will be in place along this route between 2pm until an estimated 5pm. You are asked to leave and stay away from the cordoned area for this time period.

For more information about the route, cordon and support – go to the Plymouth City Council website. Visit gov.uk/alerts for more information.

Glossary

WWII – World War Two, which lasted from 1939 to 1945



Topic: Language and Technology

Subtopic: Photography

Text D1 is from an information booklet published in the 1950s. It showcases a variety of Kodak cameras available to buy at a store in America. Text D2 is from an article published in a photography magazine. The writer is giving tips on how to photograph Christmas celebrations in Thailand using a digital camera. Text D3 is from a tutorial posted on the iPhone Photography school's YouTube channel. It demonstrates the best iPhone settings to use in order to take successful pictures.

D1

BABY BROWNIE SPECIAL CAMERA \$2.75

Smallest of the Brownie line-up, this camera makes excellent snapshots ... full color, too, in good light. Has prefocused lens, plunger shutter release, eye-level finder, handy carrying strap. Makes $1\frac{5}{8} \times 2\frac{1}{2}$ negatives on black-and-white Kodak 127 or Kodacolor 127 Films. A real buy.

BROWNIE TARGET CAMERAS SIX-20 \$5.75 SIX-16 \$6.95

So easy to use. Just load, aim, shoot. Both models have prefocused lenses, horizontal and vertical brilliant view finders. The "Six-20" makes $2\frac{1}{4} \times 3\frac{1}{4}$ negatives on black-and-white Kodak 620 or Kodacolor 620 Films. The "Six-16" makes $2\frac{1}{2} \times 4\frac{1}{4}$ negatives on Kodak 16 Films. Either one a sure "hit" ... for you ... or as a gift.

D2

- 1 A camera body and a standard zoom will cover most options. A macro lens helps for detailed close-ups.
- 2 A tripod is essential for long exposures to capture night scenes and avoid camera shake during the exposure. Use a remote or cable release, or the camera's self-timer.
- 3 With long shutter speeds, any moving subject will be blurred. This can lend a nice effect to your images, such as traffic trails.
- 4 Digital noise can be a problem on long exposures. To lessen its effect, keep ISO settings as low as possible.
- 5 At twilight, the artificial lighting from Christmas decorations and light in the sky reach approximately the same intensity. This crossover lighting time offers a unique opportunity to capture detail in both the Christmas light displays and the city skyline, rather than against the blackness of the night sky. However, twilight in the tropics barely lasts 10 minutes, so you've got to be quick.

Glossary

ISO – a camera setting that will brighten or darken a photo

Digital noise – a visual distortion, e.g. specks on an image



(.) micro pause	{ } paralinguistic feature
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so if you want to get the most from your iPhone's camera sensor (.) and edit your photos then I recommend shooting in ProRAW (.) just keep in mind that the files are significantly larger so let's turn on ProRAW and resolution control {selects options in iPhone settings} and you'll see when we do we now have this Pro Default option here {points to screen} but more on that in just a moment (.) for now we are going to head (.) into the iPhone's camera app {opens camera app} where you'll see this RAW Max with a line through it has now appeared next to live photos {points to top right corner of screen} and when we tap it (.) we are now at ProRAW at 48 megapixels (.) and I'm just going to run you quickly through the different resolutions of the different lenses because as I mentioned before even though it says max the maximum resolution of these different cameras are not the same so one times lens in its fullest form is 48 megapixels

Glossary

ProRAW – a camera setting that gives photographers greater control when editing photos
megapixels – the number of pixels that you can capture in one photo



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Source information:

Text A: <https://www.dialectsarchive.com/saint-kitts-history-1>

Text B: Private Source

Text C1: <https://www.gov.uk/government/speeches/pm-address-to-the-nation-on-coronavirus-23-march-2020>

Text C2: <https://www.gov.uk/alerts/past-alerts>

Text D1: https://www.cameramanuals.org/booklets/kodak_brownie_ads.pdf

Text D2: https://www.stuartmeiklephoto.co.uk/photo_3378440.html

Text D3: <https://www.youtube.com/watch?v=VLia4BXaHJU>

