

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

Wednesday 10 June 2026

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: Irish English**

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

To what extent is Text A representative of Irish English?

(Total for Question 1 = 20 marks)

OR**Topic: Child Language Development
Subtopic: Writing Frames**

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

To what extent are Texts B1 to B3 representative of frameworks used to support written development?

(Total for Question 2 = 20 marks)

OR**Topic: Language and Power
Subtopic: Language of Complaints**

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

To what extent are Texts C1 and C2 representative of language used in the making and handling of complaints?

(Total for Question 3 = 20 marks)

OR**Topic: Language and Technology
Subtopic: The Industrial Revolution**

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

To what extent is the language in Texts D1 to D3 representative of technical innovations during the Industrial Revolution?

(Total for Question 4 = 20 marks)



Chosen question number: **Question 1** ☐ **Question 2** ☐
Question 3 ☐ **Question 4** ☐



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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: Irish English**

- 5** 'The evolution of Irish English reflects the dynamic nature of language and should be embraced as a natural linguistic development.'

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: Writing Frames**

- 6** 'While writing frames serve as a valuable tool for guided practice, effective writing development in children is also dependent on other crucial factors.'

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: Language of Complaints

- 7 'Power dynamics play a crucial role in how complaints are made and handled, often influencing the outcome of the complaint process.'

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: The Industrial Revolution

- 8 'During the Industrial Revolution, the invention of new machinery and manufacturing processes transformed the English language nationally and internationally.'

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



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UNIT 4: Investigating Language

Source Booklet

Do not return this Booklet with the question paper.

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CONTENTS

Page

English Phonemic Reference Sheet

3

Text A – Topic: Global English

4

Subtopic: Irish English

Text B – Topic: Child Language Development

5–6

Subtopic: Writing Frames

Text C – Topic: Language and Power

7

Subtopic: Language of Complaints

Text D – Topic: Language and Technology

8–9

Subtopic: The Industrial Revolution



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: Irish English

Text A is an interview between two speakers of Irish English for a news report. The interviewer is speaking to a man, who is over 100 years old, about the changes he has witnessed in Ireland's farming industry in his lifetime.

(.) micro pause	(1) timed pause
/_/ key phonemic transcription	Int = interviewer MF = Mr Fitzpatrick

Text A

Int: I'm going to introduce you to a rather remarkable man he's mister Michael Fitzpatrick from Killeaney Maynooth /mænut/ now (.) he started to draw the old age pension in nineteen twenty seven and (.) seven years ago he got the President's Bounty on his hundredth birthday (.) now he's from County Clare (.) he came up from Clare /kleər/ in nineteen forty /fɔrti/ to a land commission farm in Maynooth where he lives now (.) you have seen a lot of changes mister Fitzpatrick in farming (.) what would you /yə/ say was the biggest change

MF: well machinery

Int: and what sort of a machine er would you think made the biggest impression

MF: well the reaper and binder is a great one but by God the one for cutting up the ground /grund/ and throwing a crop is a powerful one too

Int: well you were you were saying at the time you saw the mowing machine first it it made a tremendous impression on you

MF: it did because it was a wonder how could it be done at all

Int: what was the reaction of the people at that time to the mowing machine mister Fitzpatrick

MF: a great many of them wasn't minding it or could afford it but a more of them /em/ got at it

Int: and some of them I think /tɪŋk/ you told me wouldn't have it on the land at all

MF: well a man that had a good farm with us outside of our townland he wouldn't allow bring in it he used to pay men for cut it (.) at three and six pence a day

Int: do you remember cutting the harvest with the reaping hook

MF: ah it was (.) it was /twɒs/ all of it (.) cut (.) for years and years and years (.) nothing else ever cut it

Int: and how do you think that the reaping hook compares with the combine at the present time

MF: aw well there's an awful difference (1) an awful difference I see anyway (.) because the combine did as good in one at start of the day as the poor reaper and binder wouldn't bring in a week

Glossary

President's Bounty – a welfare scheme supporting individuals/groups, particularly the elderly

throwing a crop – cutting a crop



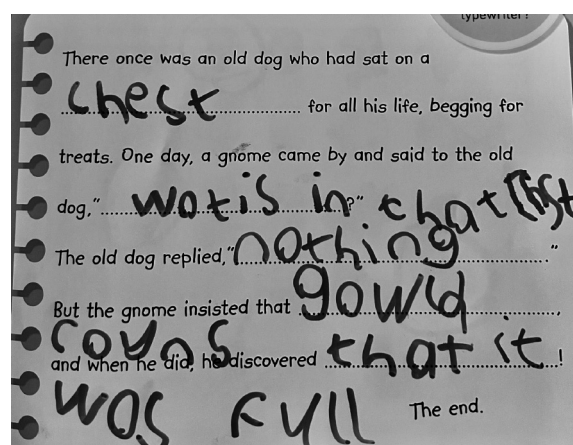
Topic: Child Language Development

Subtopic: Writing Frames

Texts B1 to B3 contain extracts of children using writing frames to develop their writing skills. Text B1 provides a completed writing frame and a transcript of a mother and child working on part of the task together. Texts B2 and B3 are writing tasks completed at school and have comments made by the teacher at the bottom of the page. The words the children have written are transcribed in italics.

Text B1– Frances, aged 5 years and 9 months, has completed parts of a story using her own ideas and words with her mother supporting her.

There once was an old dog who had sat on a
chest for all his life, begging for
 treats. One day, a gnome came by and said to the old
 dog, "*wot is in?*" *that chst*
 The old dog replied, "*nothing*."
 But the gnome insisted that *gowld*,
coyns
 and when he did, he discovered *that it!*
was full The end.



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

Mother: you haven't got enough room on there I'd go on a new line (.) coins

Child: {sounds out the letter c} /k/

Mother: yeah

Child: /k/ {writes letter c} /ɔɪ/ (.) /ɔɪ/ {writes letters oy} /n/ {writes letters n and s} /s/ coins

Mother: lovely (.) and when he did (.) he discovered (2)

Child: that it was full

Mother: ah right ok then (.) put that it was full

Child: {starts writing and sounding out letters} /æ/ (.) /t/ (.) thats (1) /ɪ/ (.) /ts/ its (.) /w/ (.) /b/ (.) /s/ was (2) /f/ (.) /ʊl/ full

Mother: brilliant

Child: mam can you read it now

Text B2 – Oliver, aged 5 years 6 months

I am learning to write the words **came** and **could**

came

Fill in the missing letters:

came came came came

came came came came

Write the word 3 times on this line:

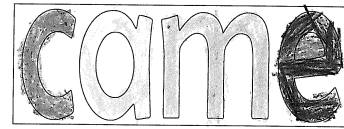
came came came.

Now write the word in a sentence.

I came to my
cousins house to
visit her.

Name **Oliver** ✓ Super sentences.

I am learning to write the words **came** and **could**



Fill in the missing letters:

came c a me ca me cam e

came ca me c a me came

Write the word 3 times on this line:

came came came.

Now write the word in a sentence.

I came to my
cousins house to
visit her.

Name **Oliver** ✓ Super sentences.

Text B3 – Oliver, aged 6 years

Write up what we did on our visit to
the centre for life.

First we arrived at centre
for life. then we went to
put our coat and bag in a cage

Then we went to
the dinosaurs.

Next we went to the curiosity
Zone.

Finally we went into the
planetarium where we
watched a video about the Planet
My favourite part was when I saw
the T-rex

because it was scary.

✓ A super report Oliver

Check

went 1 2 3
went ✓ went went

Write up what we did on our visit to the centre for life.

First we arrived at centre
for life. then we went to
put our coat and bag in a cage

Then we went to the
dinosaurs.

Next we went to the curiosity
Zone.

Finally we went into the
planetarium where we
watched a video about the Planet

My favourite part was when I saw
the T-rex

because it was scary.

✓ A super report Oliver

check
went ① went ✓ ② went ③ went

Topic: Language and Power

Subtopic: Language of Complaints

Text C1 is an extract from an email from a hotel guest complaining to the hotel management regarding the failure to refund a deposit. C2 is an email from the manager of a travel company. The manager is responding to a complaint from a client who was charged incorrectly for a flight.

C1

Dear Sir or Madam

I am writing regarding the full refund of the \$300 security deposit that was withheld following my recent stay at your hotel. I was dissatisfied when informed by one of your team that \$150 of the deposit was retained for “broken bed castors/wheels” which was most likely the result of being subjected to normal wear and tear, particularly as the bed was on a tiled floor. The researched cost of the wheels is approximately \$20 online, making the \$150 deduction excessive and unjustifiable.

To clarify, during my stay, I left the room in excellent condition — spotless, with no noticeable damage to any furniture or fixtures. It is troubling that when I called to inquire about the status of my refund, I was simply advised to call back next week and was not provided a satisfactory explanation.

Aside from the issue with the deposit, the room I stayed in was dusty, and I encountered cockroaches, which is not acceptable. Additionally, there were disruptive guests on the property. As a result of these numerous issues, I am requesting the immediate return of the full \$300 deposit. The reasons provided for withholding part of it are both unreasonable and unjustified.

If I do not receive a resolution, by way of full refund of my deposit, within 5 working days, I will be taking further action.

Kind regards

C2

Dear Mr James

Thank you for your email and bringing this issue to my attention. I have investigated what happened and I must apologise for the service that you received. Heather is relatively new and made a mistake when quoting the airfare to you. When she realised her mistake she tried to rectify the situation by contacting you again and seeing if you would pay the difference. I can assure you that this is NOT procedure. She should have brought this to her Supervisor’s attention to sort out and we would have honoured your original quote.

I have gone over the internal procedure with Heather so she knows exactly what she should have done and we will be looking again at her training so that similar mistakes don’t happen again. Thank you again for bringing this to my attention and I will be sending you a Discount Voucher for £25 which I hope you’ll be able to use with us in the future so that we have an opportunity to restore your faith in our service.

Yours sincerely
Peter Nick
General Manager

Topic: Language and Technology

Subtopic: The Industrial Revolution

Text D1 is from a historical account about the impact the power loom had on the textile industry, published in 1828. Text D2 is an advert for machinery oil published in a textbook for those working in the textile industry, in 1883. Text D3 is the narration from a history documentary about working in the cotton mill, Quarry Bank, in Victorian times.

D1

From the year 1770 to 1788 a complete change had gradually been effected in the spinning of yarns, – that of wool had disappeared altogether, and that of linen was also nearly gone, – cotton, cotton, cotton, was become the almost universal material for employment, the hand wheels, with the exception of one establishment were all thrown into lumber-rooms, the yarn was all spun on common jennies, the carding for all numbers, up to 40 hanks in the pound, was done on carding engines; but the finer numbers of 60 to 80 were still carded by hand, it being a general opinion at that time that machine-carding would never answer for fine numbers. In weaving no great alteration had taken place during these 18 years, save the introduction of the fly-shuttle, a change in the woollen looms to fustians and calico, and the linen nearly gone, except the few fabrics in which there was a mixture of cotton.

Glossary

lumber-rooms – rooms used for storing unused possessions

carding – a mechanical process used to prepare fibres for spinning

hanks – unit of length for measuring a pound of yarn

fustian – strong cotton cloth

calico – cotton material that has not been dyed or bleached

D2

**A.S. BRICE,
GLENPARK OIL AND CHEMICAL WORKS
GLASGOW**

Manufacturer of Finest Filtered Cylinder Oils, Valvoline, "Paragon" WOOL and
Jute Batching Oil

THE FINEST QUALITIES OF LUBRICATING OILS,

Adapted for the Heaviest as well as the most Delicate Machinery.

MINERAL OIL of guaranteed purity and warranted not to corrode the
metal surfaces to which it is applied.

Samples of WHALE, BORONG, SCREWING, COLZA, TALLOW, LARD, NEATS-FOOT,
AND OTHER OILS ON APPLICATION.



D3

(.) micro pause	(1) timed pause
-----------------	-----------------

there were many jobs in a mill like this one some with quite strange names (.) there were packers piecers overlookers and underlookers reachers-in (.) doffers and drapers (.) theoretically your age and experience would determine what role you would get at least if you were a man (.) attitudes at the time meant that women were barred from most highly skilled jobs (2) career progression in the mills did exist too (.) you could rise through the ranks arriving as a child apprentice and going on to become a foreman or engineer (.) there were a few examples of that happening at Quarry Bank (.) engineers were highly prized and well paid because keeping these machines running smoothly was so important (.) everything depended on them (1) mill owners needed to find a way to run as many machines as possible (.) Quarry Bank was powered by an enormous water wheel like this one known as the great wheel (.) it's one of the most impressive in Britain (.) weighing in at forty four tonnes it provided the factory with one hundred horsepower (.) it would change the way we worked forever

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Source information:

Text A: Newsbeat (1965). Available at: <https://www.youtube.com/watch?v=daIMlv8perM>

Text B: Private sources

Text C: Private sources

Text D1: Radcliffe, W. (1828) *Origin of the New System of Manufacture, Commonly Called Power-loom Weaving* (London, 1828), pp. 9–10, 59–67; reprinted in J. F. C. Harrison, *Society and Politics in England, 1780–1960* (New York: Harper & Row, 1965), pp. 58–61.

Text D2: Brown, A. (1883) *A practical treatise on the construction of the power-loom and the art of weaving: all descriptions of texture produced by leaves of heddles: illustrated with diagrams, with calculations and instructions for the production of cotton, woollen, linen, and jute fabrics: intended as a textbook for those engaged in the trade*. Dundee: James P. Mathew & Co; London: Simpkin, Marshall, & Co.

Text D3: History Hit (2023) *Could You Survive as a Victorian Factory Worker?* 20 March. Available at: <https://www.youtube.com/watch?v=hY4ptEzxNwM>

