

Please check the examination details below before entering your candidate information

Candidate surname					Other names				
Centre Number					Candidate Number				

Pearson Edexcel International Advanced Level

Monday 3 June 2024

Morning (Time: 2 hours)

Paper reference **WEN03/01**

English Language
International Advanced Level
UNIT 3: Crafting Language (Writing)

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 **BOTH** questions.
- 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.

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(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS



SECTION B

Write your answer in the space provided.

2 Write a commentary on your new text.

In your commentary you should:

- analyse and evaluate the language choices you have made
- show how you have reshaped the source material to meet the new genre, audience and purpose
- comment on how contextual factors have influenced your language choices.

You should support your analysis with evidence.

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(Total for Question 2 = 30 marks)

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



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reference**WEN03/01****English Language****International Advanced Level****UNIT 3: Crafting Language (Writing)****Source Booklet****Do not return this Booklet with the question paper.***Turn over* ►**P75713A**©2024 Pearson Education Ltd.
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Topic: Music Therapy

The following texts all deal with the potential clinical and psychological benefits of music therapy.

Text A:

Excerpts from the written record of an interview conducted with a music therapist based at Cambridge Children's Hospital in the UK.

Spotlight on music therapy to support children and young people in hospital

Music can be a positive and powerful force for healing. That's why music therapist Clare Rosscornes loves her job working with children and young people with physical and mental health challenges.

Tell us a bit about yourself!

I have been a music therapist for 15 years. Before that, I worked as a primary school teacher, in mainstream and special education. I always knew that I wanted to use music as therapy. After ten years of teaching I took a training course at Anglia Ruskin University.

What is music therapy?

It's an established psychological clinical intervention that helps people whose lives have been affected by injury, illness or disability. It supports their psychological, emotional, cognitive, physical, communicative and social needs, based on the therapeutic relationship established through live musical interaction and play.

What does a normal workday look like for you?

I work on paediatric* wards and with outpatients, seeing individuals and pairs for sessions. Alongside the play teams, I identify those that might benefit from music therapy, either for a one-off session or weekly, if they are long-term patients. I might work with a child who is withdrawn or has been in hospital for some time, or it could also be a child who is on a neuro rehab* journey.

It sounds like you really enjoy what you do.

Using music therapeutically is such a joy! It really brings people together and can be such a powerful and positive healing force. It's beneficial for people of all ages. Music is a universal language that knows no boundaries.

How important is music therapy for children and young people?

Children and young people who find themselves in hospital are often dealing with trauma. They find that so much has been taken out of their control. Music therapy can offer them the opportunity to take some control back and engage in a positive and enjoyable activity. This can really help with the healing process.

Why is the Cambridge Children's project and its collaborative approach so important?

Cambridge Children's project is bringing together the two strands of physical and mental health and focusing on the whole child. That is really exciting! I already work in a collaborative way with the multi-disciplinary team at CUH* and I am excited about developing this further with the arts therapy team.

Glossary

**paediatric* – relating to the branch of medicine dealing with children and their diseases

**neuro rehab* – a medical programme designed for people with diseases, injury, or disorders of the nervous system

**CUH* – Cambridge University Hospital

Text B:

An edited article from the British Broadcasting Company (BBC) website discussing a television documentary series, presented by actress Vicky McClure, which investigates the impact of music therapy on those suffering from dementia*.

The power of music: Vicky McClure's dementia choir

Vicky McClure's dementia choir is made up of people living in and around Nottingham, where McClure grew up, all of whom are living with dementia in one form or another.

Dementia is an umbrella term, covering any progressive change in someone's thinking abilities. It can manifest in different ways, affecting memory, language, emotion, and behaviour, depending on what is causing it and which parts of the brain are damaged.

There is no cure, though doctors can try to prevent further damage and slow the progress of the disease in patients with some types of dementia. In other cases, treatments focus on alleviating symptoms and helping patients to live well with the illness.

That's where music comes in. There is growing evidence that music can play a part in helping people with dementia live happy and fulfilled lives after they are diagnosed.

To help investigate this idea, Vicky McClure's choir took part in a study run by Sebastian Crutch, a professor at the Dementia Research Centre, University College London, into how music and visual arts affect people with dementia.

The results showed that movement and heart rate decreased during the choir rehearsals. People living with dementia can often feel agitated and restless, so these scores probably indicate that they're feeling calmer as they sing.

That was also the message from the survey asking the singers how they felt – which showed a positive effect on their wellbeing.

Music therapy trials in nursing homes or hospitals, found that the sessions improved symptoms of depression and behavioural problems in people with dementia.

The right song can instantly transport you back in time, eliciting strong emotions even if you haven't heard it for years. This ability music has to reach right inside of our brains and pull out old memories we thought were long gone applies to people with dementia too, not only to those without it.

Similarly, relatives of someone with Alzheimer's* can be surprised to discover that they can remember every word to a song they knew when they were 17 despite struggling to remember what they did yesterday.

This is because dementia causes particular problems with short-term memory – making someone forget if they've eaten breakfast or showered, for example – while long-term memories may remain intact, at least in the early stages of the illness.

On top of this, listening to music involves several different parts of our brain, including those involved in language and emotion. So even if one part related to music is damaged, other parts may still work just fine.

"Music taps into our emotion circuits, which are actually often damaged much, much later in diseases like Alzheimer's than the circuits that support memory for day-to-day activities," says Crutch.

While the long-term benefits of music are still uncertain, it's clear that music can provide shared, in-the-moment experiences that both people with dementia and their loved ones benefit from.

Glossary

**dementia* – a general term for a decline in mental ability severe enough to interfere with daily life

**Alzheimer's* – a disease which affects parts of the brain that control thought, memory, and language. It is the most common cause of dementia

Text C:

Edited webpage from 'Incadence', a company that provides music therapy services in the USA.

What are Speech and Language Disorders?

Clients with speech disorders can struggle with speech sounds or vocal clarity. Their rhythm of speech may be disrupted, which can present in the form of stuttering. People with speech disorders may struggle with articulation or pitch, as well as speech sounds. People with language disorders struggle more with the construction of language, both in their own speech and the speech of others. They may not be able to use words properly, express their ideas, or reflect grammar rules when they speak.

Some common speech disorders include aphasia, alalia, stuttering, lisping, and muteness. While the cause of these disorders is often unknown, they can be caused by brain damage due to injury, substance use, or neurological disorders. Physical impairments such as cleft palate can also cause speech and language disorders.

In addition, those diagnosed with speech disorders, dementia and Alzheimer's can also benefit from music therapy.

Who Can Benefit?

A variety of different speech disorders can be helped through the use of music therapy.

One group of clients with speech disorders that music therapy has been proven to help is people with aphasia. Aphasia is a communication disorder that is often a direct result of a stroke*, but it can also be caused by brain injuries or neurological disorders. Aphasia impacts an affected client's ability to find the words they're looking to say and disrupts their language.

Another group who can benefit from music therapy are children who display speech delays. Children with a speech delay, or alalia, don't make expected or "normal" progress towards speaking at the level that is appropriate for their age. A paper called "The Effect Music has in Speech Therapy" showed a strong correlation between music used in speech-language therapy and had positive results.

What Interventions are Used?

For patients who have aphasia as a result of a stroke, medical rehabilitation measures are important. They attempt to cushion the damage to the brain. In addition to this rehabilitative medicine, music therapy is a tool that can help these clients regain control over their speech and language. In the case of these clients with aphasia, speech-language pathologists* (SLPs) decided to turn to music therapy when they discovered that their clients were unable to repeat sentences back to them in plain speech, but they were able to sing the sentence. The SLPs were able to help the clients work through this sing-song speech over time and turn it into regular (talking) speech.

A common language disorder in children is a speech delay, which is characterized as a child not developing language and communication skills at the rate they are expected to. Often these children struggle to sync their language with the conversational rhythm of everyday chatter. Fortunately, music is something that always has some type of steady observable rhythm. Repetitive and catchy songs with hard consonants have proven to be the most effective in improving the speech development of speech delayed children.

To Sum it Up

The relationship between music and language is very unique and intertwined. Both of them include vocal and auditory components and are relatively universal. Language also utilizes aspects that are more commonly associated with music, such as rhythm and pitch. At its very core, the crossover of speech-language pathology and music makes a world of difference.

Glossary

**stroke* – a medical condition in which poor blood flow to the brain stops it functioning properly

**pathologists* – scientists who study the causes and effects of diseases



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Source information:

Text A: <https://www.cambridgechildrens.org.uk/news-events/news/spotlight-on-music-therapy>

Text B: <https://www.bbc.com/news/stories-48124591>

Text C: <https://www.incadence.org/post/music-therapy-for-clients-with-speech-and-language-disorders>