Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Tuesday 20 May 2025

Morning (Time: 1 hour 45 minutes)

Paper reference **WEN02/01**

English Language

International Advanced Subsidiary

UNIT 2: Language in Transition

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.*
- 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

Read Text A in the Source Booklet before answering Question 1.

Write your answer in the space provided.

1 Text A contains examples of a variety of English spoken by a person from Cameroon. Explore the connections between this variety and standard forms of English.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B

Read Texts A, B and C in the Source Booklet before answering Question 2.

Write your answer in the space provided.

2 Discuss how English-based varieties in Cameroon reflect the development of English across the world.

You should consider:

- the contexts in which these varieties of English are used
- other influences on these varieties of language
- how the role of English as an international language is reflected in the texts.

You must refer closely to the texts in the Source Booklet in your response.

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(Total for Question 2 = 25 marks)

TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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GradeMax

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Source Booklet

Do not return this Booklet with the question paper.

Turn over ▶

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GradeMax

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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	c**ar**t	th**ou**ght	g**oo**se	n**ur**se
ə	iː	ɑː	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	ɑɪ	ɑʊ	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	

Text A is a transcription from a speaker of a variety of English from Cameroon. The speaker is an academic and they are delivering a presentation to a class at a university in the United States of America about the traditions of Western Cameroon.

Key

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

the people from West /wes/ region of Cameroon are called the Bamileke (.) and er it's my native region I'm /æm/ from er I'm from Bamileke girl and er (.) normally they say that it's the largest ethnic group of er in Cameroon (.) it's just /ʤʊs/ because the Bamileke are everywhere (.) in Cameroon (.) everywhere you go in Cameroon you will find er er Bamileke (.) even in the /di:/ world (.) the proof is down here and my US as they're Bamileke so we are everywhere and er our culture is characterised by rituals /rɪtʃæls/ so rituals (.) ceremony all our ceremony is er rituals and er (.) practice /prækti:s/ with the help of many tools /tu:z/ and you will see those tools {points to PowerPoint slides} and er in general Bamileke people are (.) they are very spiritual /spɪrɪtʃæl/ er in general and er all our tradition is composed of initiation practice as I said (.) and er (.) we are very attach of our tradition (.) me too I'm very traditional as I usually say that to my my dear friends that I'm very I love my tradition (.) and I'm jealous of my tradition and also we strongly believe in the power of our custom (.) so I recommend /rekɒmɒn/ you to stay to the end of the presentation because I will make a personal testimony (.) it's /ɪz/ my story why we strongly believe of our custom er I will tell you my story and now er the first point is the presentation of Cameroon and the Western region first of all Cameroon is er Cameroon is Cameroon is situated in Africa this is the map of Africa {points to PowerPoint slides} and Cameroon is red in the red colour and er as usually say I'm /æm/ from Cameroon the Central Africa (.) er I like that (.) and er Cameroon is a lay /laɪ/ country (.) in Cameroon we have many religions (.) we have we don't have an official religion (.) we have Christianism Muslim (.) Animist (.) free thinker and other religion and er also Cameroon is a bilingual country (.) er we have English and French as official languages er we don't have er a native language as official language because Cameroon has 250 ethnic groups (.) and it's not easy to know it's not easy for the government to choose one dialect and make it as official language

Glossary

lay – without an official religion

Text B is taken from a website in 2001 which provides information about the different language varieties around the world. It describes Cameroon Pidgin, known informally as Kamtok.

Kamtok is the pidginised English of Cameroon. This English-related language has been a lingua franca in the country since at least the 1880s. The 35-year period since 1966 has seen dramatic changes in the attitude of speakers towards the language. Speakers have always recognised the usefulness of the language but, in early writings, it was frequently referred to as "Bad English", "Broken English" and "Bush English". Today, due mainly to its extended use in Churches and on Radio and Television, it is becoming known as Kamtok from Cameroon Talk, and is taking its place as a recognised medium of interaction.

It is difficult to distinguish between a widely-used pidgin and a creole. The sociological differentiation, often cited, is that a creole is a mother tongue whereas a pidgin is not. However, this distinction is overly simplistic in West Africa where multilingualism is the norm and where the same language can, at any one time, be a mother tongue, a language of wider communication and a first, second, third, fourth or foreign language. This is the case with Kamtok. It is acquired by many in infancy at the same time as their other mother tongue(s) and spoken at a similar speed and with similar flexibility. Many, including clergymen, traders, travellers, gendarmes, soldiers and prisoners utilise it as the most viable means of communication in a country with two official languages, French and English, and a minimum of two hundred mutually unintelligible vernaculars. Other people, including immigrants and expatriates, learn it with varying degrees of proficiency and a few, albeit a diminishing number, still refuse to speak it because they believe it incapable of civilised discourse.

Kamtok is more open to influence from English and French than at any time in its past and its speakers are much happier about using it than was the case even twenty years ago. It is accepted by most as a very useful language, the most useful lingua franca in the country. It will certainly continue to change but there is no evidence that it is dying out. Indeed, it is finding new uses. One of the most exciting of these is in the creation of drama for ordinary people.

Glossary

gendarmes **–** a police officer in France and other French-speaking countries
vernaculars – local languages
expatriates – people who live outside their native country

Text C is an extract from a university paper researching the impact of French on the English language in Cameroon. It was published in 2005.

English in Cameroon is influenced by two major languages [Pidgin English and French]. Pidgin English, a widespread lingua franca, donates three categories of items:

[1] words which are specific to Cameroon Pidgin such as "kanda" (cow hide), "quacha" (an alcoholic drink), "buga" (dried herring);

[2] words from West African Pidgin such as "egusi" (melon seed), "akara" (beans cake), "chinchin" (fried cakes) and "dodo" (fried plantain chips);

[3] words from Cameroon indigenous languages such as "nchinda" (private secretary of a chief), "kaba" (women's gown) and "njanga" (cray fish).

Generally, borrowed words come from the widespread local languages of a community, like Akan in Ghana (West Africa) and Urdu in Pakistan (South Asia). In Cameroon, however, borrowing comes not only from the widespread local languages, but also and most importantly, from French, the dominant official language. Actually, the system of government in this country is French-based; generally, official documents are conceived in French and then translated into English, with the French version alone being legally binding. This situation is reflected in the lexis of this country's English, which includes a sizeable proportion of French loans and French-sounding words.

French loans abound in various domains of the official life of the country. In the domain of administration for example, the French word "demande d'explication" is generally used in place of its English equivalent "query".

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Sources taken/adapted from:

Text A: https://www.youtube.com/watch?v=py0ET5zQlGk

Text B: https://www.hawaii.edu/satocenter/langnet/definitions/cameroon.html

Text C: edited extract from http://www.lingref.com/isb/4/094ISB4.PDF