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Surname			Other names		
Centre Number			Candidate Number		
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<b>Edexcel GCE</b>					
<h1>English Language</h1> <h2>Advanced</h2> <h3>Unit 3: Language Diversity and Children's Language Development</h3>					
Thursday 24 June 2010 – Morning				Paper Reference	
<b>Time: 2 hours 45 minutes</b>				<b>6EN03/01</b>	
<b>You must have:</b> Source Booklet					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 **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Quality of written communication will be taken into account in the marking of your answers. Quality of written communication includes clarity of expression, the structure and presentation of ideas and grammar, punctuation and spelling.

### Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A: LANGUAGE DIVERSITY

Answer ALL questions.

Read the data provided on pages 2–4 of the Source Booklet and answer the following question.

1 (a) Read Text 1 and answer the following question.

Select **two** examples from the text that represent different key constituents of language.

Using these examples, identify and analyse the differences between this variety of English and Standard English.

(AO2 = 5, AO3 = 5)

Dotted lines for writing the answer.



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3  
*Turn over* ▶

(b) Texts 2 and 3 are examples of travel writing.

Analyse and comment on what these texts show about changes in style and function of travel writing, using your knowledge of how the language is influenced by social and cultural contexts.

(AO1 = 10, AO2 = 15, AO3 = 15)

Dotted lines for writing.



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Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 1 = 50 marks)

**TOTAL FOR SECTION A = 50 MARKS**



**SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT**

**Answer ALL questions.**

**Read the data provided on pages 5–7 of the Source Booklet and answer the following questions.**

**2** (a) Read Text 4 and answer the following question.

Identify and describe **two** different examples from the text which show how a parent interacts with a child at this stage of the acquisition process.

For each example you should comment on the mother's use of language.

**(AO2 = 4, AO3 = 6)**

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Handwriting practice area with 30 horizontal dotted lines.

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**(Total for Question 5 = 50 marks)**

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**TOTAL FOR SECTION B = 50 MARKS**  
**TOTAL FOR PAPER = 100 MARKS**



Unit 6EN03/1 focuses on the Assessment Objectives AO1, AO2 and AO3 listed below:

<b>Assessment Objectives</b>	<b>AO%</b>
<b>AO1</b> Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	20
<b>AO2</b> Demonstrate critical understanding of a range of concepts and issues related to the construction and analysis of meanings in spoken and written language, using knowledge of linguistic approaches	39
<b>AO3</b> Analyse and evaluate the influence of contextual factors on the production and reception of spoken and written language, showing knowledge of the key constituents of language	41



Edexcel GCE

# English Language

Advanced

**Unit 3: Language Diversity and Children's  
Language Development**

Thursday 24 June 2010 – Morning  
**Source Booklet**

Paper Reference  
**6EN03/01**

**Do not return this Source Booklet with the question paper.**

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**SECTION A: LANGUAGE DIVERSITY**

**Text 1**

**This text was written by a seventeen year old A level student whose home country is Belize. She moved to the U.K when she was seven.**

**This written representation was produced as part of a college project celebrating cultural diversity.**

**The official first language of Belize is English but the majority of speakers use an English based Creole (Belize Kriol) or Spanish.**

Fi tell uno di trut, the bes place fi visit inna di world da Belize. Uno go there and experience di best holiday eva. Them got di biggest living barrier reef inna di world. Di sky cler blue jus like di sea. Inna Belize you could go diving an see the reef with di beautiful corals and multi colored fishes. Uno could go da jaguar paw where uno wa find wa lotta underground caves with cuwol wata wey clear. Rumour has it dat them caves da where the mayans used to do human sacrifice. Well I guess it mus be true cuz inna di cave them you wa see wa latta skulls and other bones. Well if dat experience no satisfy uno well maybe uno wa like the blue hole. "what da the blue hole?" uno ask. The blue hole da this blue hole inna di middle a the sea. The wata round it shallow but the hole is dark blue with deep deep wata. Dem say dat wa giant octopus live inna di hole. All I wa say da uno wa have to see for unosef no.

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**Text 2**

**This edited text is taken from *A Journey to the Western Islands of Scotland*, by Samuel Johnson from an edition published in 1817.**

Dun Buy, which in Erse is said to signify Yellow Rock, is a double protuberance of stone, open to the main sea on one side, and parted from the land by a very narrow channel on the other. It has its name and its colour from the dung of innumerable sea fowls. [...] One of the birds that frequent this rock has, as we were told, its body not larger than a duck's, and yet lays eggs as large as those of a goose. This bird is by the inhabitants named a coot.[...]

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Upon these rocks there was nothing that could long detain attention, and we soon turned our eyes to the Buller or Bouilloir of Buchan, which no man can see with indifference, who has either sense of danger, or delight in rarity. It is a rock perpendicularly tabulated, united on one side with a high shore, and on the other rising steep to a great height, above the main sea. The top is open, from which may be seen a dark gulf of water which flows into the cavity, through a breach made in the lower part of the inclosing rock. It has the appearance of a vast well bordered with a wall. The edge of the Buller is not wide, and to those that walk round, appears very narrow. He that ventures to look downward, sees that if his foot should slip, he must fall from this dreadful elevation upon stones on one side, or into the water on the other. We however went round, and were glad when the circuit was completed.

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When we came down to the sea, we saw some boats and rowers, and resolved to explore the Buller at the bottom. We entered the arch, which the water had made, and found ourselves in a place, which, though we could not think ourselves in danger, we could scarcely survey, without some recoil of the mind. The bason in which we floated was nearly circular, perhaps thirty yards in diameter. We were enclosed by a natural wall, rising steep on every side to a height which produced the idea of insurmountable confinement. The interception of all lateral light caused a dismal gloom. Round us was a perpendicular rock, above us the distant sky, and below an unknown profundity of water. If I had any malice against a walking spirit, instead of laying him in the Red Sea, I would condemn him to reside in the Buller of Buchan.

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But terror without danger is only one of the sports of fancy, a voluntary agitation of the mind that is permitted no longer than it pleases. We were soon at leisure to examine the place with minute inspection, and found many cavities which, as the watermen told us, went backward to a depth which they had never explored. Their extent we had not time to try; they are said to serve different purposes. Ladies come hither sometimes in the summer with collations, and smugglers make them store-houses for clandestine merchandise.

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**Text 3**

**This text is taken from *Thailand – The Rough Guide*, by Paul Gray and Lucy Ridout published in 1997.**

*AO PHRA NANG*

Set against a magnificent backdrop of palms and cliffs, diminutive **AO PHRA NANG** (aka Hat Tham Phra Nang) is, despite the noisy longtail traffic, the loveliest spot on the cape, attracting sunbathers to its luxuriously soft sand and snorkellers to the reefs some 200m offshore. Of the three beaches it alone has no bungalows visible from the shore, just a couple of makeshift café-bars. Screened from the beach is just one luxury resort, with the sole means of direct access to Ao Phra Nang.

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The beach and cave are named after a princess (*phra nang* means 'revered lady'), whom the local fisherfolk believe lives here and controls the fertility of the sea. If you walk past the entrance to **Tham Phra Nang** (Princess Cave), hollowed out of the huge karst outcrop at the eastern edge of the bay, you'll see a host of red-tipped wooden phalluses stacked as offerings to her, by way of insurance for large catches.

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The numerous passageways and rocks around the cave are fun to clamber over, but getting down into **Sa Phra Nang** (Princess Lagoon) is more of a challenge. Buried deep inside the same rock, the lagoon is accessible only via a steep 45 minute descent that starts at the 'resting spot' halfway along the wooden walkway connecting the east edge of Ao Phra Nang with east Railae. After an initial ten minute clamber, negotiated with the help of ropes, the path forks: go left for a panoramic view over the east and west bays of Hat Railae, or right for the lagoon. (For the strong armed, there's the third option of hauling yourself up the ropes to the top of the cliff for a bird's eye view.) Taking the right hand fork, you'll pass through the tropical dell dubbed 'big tree valley' before eventually descending into the murky lagoon. The muddy banks have spawned a lagoonside gallery of clay models fashioned by visitors.

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The least attractive of the cape's beaches, EAST RAILAE (also known as Nam Mao) is not suitable for swimming because of its fairly dense mangrove growth, a tide that goes out for miles, and sand that's littered with leftover building material. Still, there's a greater concentration of inexpensive bungalows here, and none is more than ten minutes from the much cleaner sands of west Railae. To get to east Railae from Ao Phra Nang, follow the wooden walkway from the eastern edge; from west Railae walk through the *Railae Bay* bungalow compound.

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**SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT**

**Text 4**

**The following speech extracts were recorded over a few days when Niamh (pronounced /ni:v/) was 18 months old. She is talking to her mother.**

Key:

(.) short pause

/IPA/ to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

Mother: yes

Niamh: yum

M: are you hungry (.) do you want something to eat

N: yeah

M: would you like some fruit Niamh (.) would you like a banana

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N: banana /nɑ:nɑ/ (.) want banana /wɒn nɑ:nɑ/

M: here you are Niamh

N: apple /æpl/

M: it's a banana (.) banana

N: na (.) banana /nɑ:nɑ/

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Niamh: juice /dʌs/ (.) juice

Mother: do you want some more juice

N: Niamh /ni:vi/ juice

M: yes that's your juice (.) do you want some more juice

N: orange juice /rɪŋ dʌs/

15

M: you want some orange juice (.) OK

N: what's that /wɒsæ/ what's that

M: what's this (.) you know what this is (.) this is a bottle Niamh /ni:vi/ (.) bottle

N: Niamh bottle /ni:vi bɒt/

Niamh: dog /dɒtdɒt/

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Mother: pardon Niamh

N: do

M: yes (.) that's a dog on television isn't it (.) it's a big dog isn't it Niamh

N: big dog /bɪ dɒt/

Niamh: da (.) da [*points to a man digging in the garden*]

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Mother: it's not your dad (.) Its uncle Chris isn't it

N: uncle Chris /ʊŋkwɪs/

M: do you want to read your book Niamh (.) shall we read your book Niamh

N: book (.) read book

**Text 5**

**The following are extracts from a single conversation between Niamh (pronounced /nɪv/) and her father recorded when Niamh was 2 years and 5 months old. They are looking at a photo album.**

Key:

(2) Timed pause

/IPA/ to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes.

**Bold** - stressed word

N.B. sometimes non-standard spelling to indicate some pronunciation

Niamh: Niamh /nɪvi/ (2) Niamh pictures (.) **look** Niamh drawinging

Father: Niamh /nɪvi/drawing

N: yes (.) Niamh ugh look (.) Niamh in there

F: what's that then (2)

N: erm (2)

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F: who's that

N: mammy

F: who's that

N: daddy /dæni/

F: what's happening there

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N: he in the wash (.) he having a wash /wɒs/

F: he's having a wash

N: can /æn/ I have it now (3) look Niamh /nɪvi/ (.) I want that /dæt/and that (.) and that /ðæt/

F: you want that

15

N: yes

[...]

N: Niamh go in Dennis car 'cos it's **my** Dennis (2) look he in the [*indecipherable*]

F: in a what

N: in a car /kɔ/

F: in a car

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N: look there's uncle Chris /kwɪs/ (.) there's uncle Chris (.) he's having /ævɪn/ a cuddle (.)

he's having /hævɪn/ a cuddle

F: who's having a cuddle

N: we having a cuddle

[...]

N: look Brigit in Niamh's /nɪvɪz/ room (.) Brigit's in Niamh's room is in the living room (.)

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look there's more pictures /pɪkʃəz/ (.) look look it Brigit as pirate

F: Brigit is a pirate

N: yeah she's been going along the boat (.) Brigit in the /dæ/ bedroom (.) Brigit in

Niamh's bedroom /bædrʊm/(.) Brigit in Niamh's bedroom /bedrʊm/ (.) and /ən/ and

/ænd/ Rebecca (.) Brigit in Niamh's room (.)and /æn/ Becca

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F: have we got any more

N: my cot /kɒt/ mu daddy /dadi/ (.) my cot /kʊt/

F: that is your cot

N: it is my cot /kɒt/

F: that's your old bedroom

35

N: yeah that's my old bedroom /bædrʊm/ (.) my old bedroom (.) I been on a digger

/dɪgə/

F: have you

N: yeah I been on a digger (.) daddy been on a digger he got two digger and this digger and me go on this digger

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F: erm

N: and /ən/ lady /eɪdi/ push the /da/ (.) a lady /eɪdi/ push the straps /sæps/ (.) push push /pʊʃ/ (.) push (.) push push /pʊs/

F: push the straps

[...]

N: erm what's that daddys (.) what's else daddy (2) look there's the builders (.) look they /ðeɪ/ are building the house (.) they /deɪ/ are building the house then the builders gone (.) and the builders gone (.) they are mending /maɪndɪn/ the house (.) they are mending the house

45

F: they **are** mending the house

N: they are mending /mendɪn/ the house (.) oh **look** there's my toys and my pad pool (.) **look** (.) and Niamh's drawer and there's Niamh's Niamh's cot (.) that got **more** cot (.) that grandma's cot (.) look there's a ladder (.) it's **your** ladder (.) it's your **ladder** (.) it's yours ladder (5) look at my toe.

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