

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

English Language

Advanced

Unit 3: Language Diversity and Children's Language Development

Wednesday 26 January 2011 – Morning

Time: 2 hours 45 minutes

Paper Reference

6EN03/01

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 **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.

Turn over ►

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Lined writing area with horizontal dotted lines.



Lined writing area with horizontal dotted lines.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.

(Total for Question 1 = 50 marks)

TOTAL FOR SECTION A = 50 MARKS



Handwriting practice sheet with 20 horizontal dotted lines.



Handwriting practice sheet with 25 horizontal dotted lines.



Lined writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



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(Total for Question 2 = 50 marks)

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:

Assessment Objectives	AO%
AO1 Select and apply a range of linguistic methods, to communicate relevant knowledge using appropriate terminology and coherent, accurate written expression	20
AO2 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
AO3 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



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Do not return this Source Booklet with the question paper.

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SECTION A: LANGUAGE DIVERSITY

Question 1

Text 1

The following text is an extract from a speech given by King James I on his accession to the throne in 1603.

As to the firſt: It is the bleſſing which God hath in my Perſon beſtowed vpon you all, wherein I proteſt, I doe more glorie at the fame for your weale, then for any particular reſpect of mine owne reputation, or advantage therein.

The firſt then of theſe bleſſings, which God hath ioyntly with my Perſon ſent vnto you, is Outward peace: that is peace abroad with all foreine neighbours: for I thanke God I may iuſtly ſay, that neuer ſince I was a King, I either receiued wrong of any other Chriſtian Prince or State, or did wrong to any: I haue euer, I praiſe God, yet kept Peace and Amitie with all, which hath beene ſo farre tyed to my perſon, as at my comming here you are witneſſes I found the ſtate embarqued in a great and tedious warre, and onely by mine arriuall heere, and by the Peace in my Perſon, is now amitie kept, where warre was before, which is no ſmall bleſſing to a Chriſtian Commonwealth: for by Peace abroad with their Neighbours the Townes flouriſh, the Merchants become rich, the Trade doeth increase, and the people of all ſorts of the Land enjoy free libertie to exerciſe themſelues in their ſeuerall vocations without perill or diſturbance.

5

10

15

The following texts are both examples of speeches given by American politicians

Text 2

The following transcript is the beginning of Barack Obama's speech after the American Presidential elections in November 2008.

Key

(.) micropause

(1) timed pause in seconds

I was never the likeliest candidate for this office (2) we didn't start with much money or many endorsements (.) our campaign was not (.) hatched in the halls of Washington (.) it began in the backyards of Des Moines (.) and the living rooms of Concord (.) and the front porches of Charleston (.) it was built by working men and women who dug into what little savings they had to give five dollars (.) and ten dollars (.) and twenty dollars 5
to this cause (.) it grew strength from the young people who rejected the myth of their generation's apathy (.) who left their homes and their families for jobs that offered little pay and less sleep (.) it drew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on the doors of perfect strangers (.) from the millions of Americans who volunteered (.) and organized and proved that more than two 10
centuries later a government of the people (.) by the people (.) and for the people has not perished from this Earth (.) this is your victory (2) I know you didn't do this just to win an election and I know you didn't do it for me (.) you did it because you understand the enormity of the task that lies ahead (1) for even as we celebrate tonight we know the challenges that tomorrow will bring are the greatest of our lifetime (.) two wars (.) a 15
planet in peril (.) the worst financial crisis in a century (1) even as we stand here tonight we know there are brave Americans waking up in the deserts of Iraq and the mountains of Afghanistan to risk their lives for us (.) there are mothers and fathers who will lie awake after their children fall asleep and wonder (.) how they'll make the mortgage (.) or pay their doctor's bills (.) or save enough for their child's college education (.) there is 20
new energy to harness and new jobs to be created (.) new schools to build and threats to meet (.) alliances to repair (.) the road ahead will be long (.) our climb will be steep (.) we may not get there in one year or even one term (.) but America I have never been more hopeful than I am tonight that we will get there (.) I promise you (.) we as a people will get there [applause] (15) there will be setbacks and false starts (.) there are many 25
who won't agree with every decision or policy I make as President (.) and we know that government can't solve every problem (.) but I will always be honest with you about the challenges we face (.) I will listen to you especially when we disagree (.) and above all I will ask you join in the work of remaking this nation the only way it's been done in America for two-hundred and twenty-one years (.) block by block (.) brick by brick (.) 30
calloused hand by calloused hand (1) what began twenty-one months ago in the depths of winter cannot end on this autumn night (.) this victory alone is not the change we seek (.) it is only the chance for us to make that change (.) and that cannot happen if we go back to the way things were (.) it cannot happen without you (.) without a new spirit of service (.) a new spirit of sacrifice (1) so let us summon a new spirit of patriotism (.) 35
of service and responsibility (.) where each of us resolves to pitch in and work harder and look after not only ourselves but each other (.) let us remember that if this financial crisis taught us anything it's that we cannot have a thriving Wall Street while Main Street suffers (.) in this country we rise or fall as one nation (.) as one people.

Text 3

The following text is a representation of a speech given by Congressman and legend of the Wild West, Davy Crocket (1786–1836), to Congress on the State of Finances, State Officers, and State Affairs. The spelling is an attempt to represent the pronunciation. It has been taken from a website maintained by the English department of an American university.

"The broken fenced state o' the nation, the broken banks, broken hearts, and broken pledges o' my brother Congressman here around me, has riz the boiler o' my indignation clar up to the high pressure pinte, an' therefore I have riz to let off the steam of my hull hog patriotism, without round-about-ation, and without the trimmins. The truth wants no trimmins for in her clar naked state o' natur she's as graceful as a suckin colt i' the sunshine. Mr. Speaker! What in the name o' kill-sheep-dog rascality is the country a-comin' to? Whar's all the honor? no whar! an thar it'll stick!

5

"Why, Mr. Speaker, don't squint with horror, when I tell you that last Saturday mornin' Uncle Sam hadn't the first fip to give to the barbet! The banks suspend payment, and the starving people suspend themselves by ropes! Old Currency is flat on his back, the bankers have sunk all funds in the safe arth o' speculation, and some o' these chaps grinnin' around me are as deep in the mud as a heifer in a horse-pond!

10

"Whar's the political honesty o' my feller congressmen? why, in bank bills and five acre speeches! Whar's all thar patriotism? in slantendicular slurs, challenges, and hair trigger pistols! Whar's all thar promises? every whar! Whar's all thar performances on 'em? no whar, and the poor people bellerin arter 'em everywhere like a drove o' buffaloes arter their lazy keepers that, like the officers here, care for no one's stomach, but their own eternal intarnals!

15

"What in the nation have you done this year? why, waste paper enough to calculate all your political sins upon, and that would take a sheet for each one o' you as long as the Mississippi. and as broad as all Kentucky. You've gone ahead in doin' nothin' backwards, till the hull nation's done up. You've spouted out a Mount Etny o' gas, chewed a hull Allegheny o' tobacco, spit a Niagary o' juice, told a hail storm o' lies, drunk a Lake Superior o' liquor, and all, as you say, for the good o' the nation; but I say, I swar, for her eternal bankruptification!

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"Tharfore, I move that the ony way to save the country is for the hull nest o' your political weasels to cut stick home instanterly, and leave me to work Uncle Sam's farm, till I restore it to its natural state o' cultivation, and shake off these state caterpillars o' corruption. Let black Dan Webster sittin there at the tother end o' the desk turn Methodist preacher; let Jake Calhoun settin' right afore him with his hair brushed back in front like a huckleberry bush in a hurrycane, after Old Hickory's topknot, turn horse- jockey. Let Harry Clay sittin' thar in the corner with his arms folded about his middle like grape vines around a black oak, go back to our old Kentuck an' improve o' lawyers an' other black sheep :--for they've worked Uncle Sam's farm with the all-scratchin' harrow o' rascality, 'till it's as gray as a stone fence, as barren as barked clay, and as poor as turkey fed on gravel stones!

30

35

"And, to conclude, Mr. Speaker, the nation can no more go ahead under such a state o'things, than a fried eel can swim upon the steam o' a tea kettle; if it can, then take these yar legs for yar hall pillars."

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Text 4 is an example of a handwritten text produced in school by Jake when he was 5 years and 8 months old.

Text 4

^{Little} lived fish 3/7
 wonit ^{wanted} a ^{shiny} shanish
^{scale} sgeyel rainbow
 fish sed no.
 Rainbow fish
 went to octopus
 octopus sed
^{share} she**r ^{your} ^{scales} s*eyls
 Rainbow fish
^{gave} gev a he away hes
 shiny scales ^{led}

Transcript

lived fish
 wonit shanish
 sgeyel rainbow
 fish sed no
 Rainbow fish
 went to octopus
 octopus sed
 she**r s*eyls
 Rainbow fish
 gev a he away hes
 shiny scales

Key

Little fish
 wanted a shiny
 scale. Rainbow
 fish said no.
 Rainbow fish
 went to octopus.
 Octopus said
 share your scales.
 Rainbow fish
 gave away his
 shiny scales.

Text 5 is an extract taken from a recording of a family. In Text 5 the children are looking through a toy catalogue and discussing toys they like.

Key

M - Mother

Madeline - aged 3 years 1 month

Patrick - aged 4 years 8 months

Jake - aged 7 years 3 months

(.) - micropause

? - indicates rising intonation associated with question

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

<?> - indecipherable speech

Text 5

Madeline: can I have this? (.) can I have look at these? [*picks up catalogue*] (.) I want to see a toys

M: you can have a look at the toys if you want /wɒn/

Madeline: I want to have that /dæt/ one

M: why do you want that one? 5

Madeline: because /kɒz/ I like it (.) I like that /ðæt/ one with the playdough /beɪdɒl/

M: with the playdough (.) what do you like about the playdough?

Madeline: um

Patrick: I like that one the pink one

M: [*laughs*] 10

Madeline: what you like mummy (.) you like that on or that one?

M: I like that one (.) I like the blue keyboard

Madeline: I like that /dæt/ one /twɒn/ with the /də/ pink computer /pu:tə/ on (.) click on (.) like click (.) click click

M: that's what you do on computers when you press the keys 15

Jake: there are good toys aren't they?

Madeline: yeah (.) you want to have that one or that one or that one

Jake: I like that one

Madeline: look (.) look (.) look (.) [*points to a model skull in the catalogue*]

M: what's that? 20

Madeline: it a hat (.) a hat you have to put on your head (.) that it (.) like that [*mimes putting something on her head*]

Jake: like that (.) to be like a zombie

Madeline: zombie /ɒmbi:/? (.) yes

M: that's a skull though it's an anatomy model (.) you can put parts of the body in 25

Patrick: oh anatomy /ænætmi/

M: like the spleen and intestines and it's a puzzle

Jake: yes (.) it's like mine

Madeline: you want see other toys?

M: yes please 30

Patrick: wow (.) that (.) is (.) cuddly awesome

M: awesome is it?

Madeline: you want see another one picture

Patrick: look at that one and that one

M: let me see 35

Madeline: close your /jə/ eyes
 M: I'll close my eyes (5) can I look now
 Patrick: you can look now
 M: big huge trucks (.) is that a transformer truck?
 Jake: no 40
 Madeline: it's a big tractor /twæct/
 M: what can I see now
 Madeline: police /pəlis/ car erm
 M: trucks and cars
 Madeline: yes Jake /eɪk/ (.) Jake /dʒeɪk/(.) close your eyes 45
 Jake: OK Madeline
 Madeline: make your /jə/ eyes open
 Jake: a dinosaur what do dinosaurs do?
 M: what do dinosaurs do?
 Madeline: [*makes roaring noise*] 50

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