

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 25 January 2012 – Afternoon

**Time: 2 hours 45 minutes**

Paper Reference

**6EN03/01**

**You must have:**  
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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**PEARSON**

**SECTION A: LANGUAGE DIVERSITY**

**Answer ALL questions.**

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

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

Select **two** examples which represent different key constituents of language.

Using these examples, identify and analyse the differences between the English of Text 1 and current standard English.

(AO2 = 5, AO3 = 5)

Dotted lines for writing the answer.



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**(Total for Question 1 = 50 marks)**

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**TOTAL FOR SECTION A = 50 MARKS**







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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:

<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

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**Edexcel GCE**

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**PEARSON**

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1) Banteay Kdei temple and the new discovery of Buddha statues

Banteay Kdei Temple was constructed under reign of the king Jayavarman VII at the end of 12th century dedicated to Mahayana Buddhism. In year 2000 Sophia Mission carried out the excavation nearby D11 in order to find out its foundation. In 70 cm depth, we found a stele of sitting Buddha and some other pieces of sandstone; and the mission had finished, we decided to fill the trench indeed. Then in March 2001, we reopened the trench and continued to investigate by removing all the sandstone. Finally in one trench we discovered 274 pieces of Buddha statues.

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Most of finding statues are broken; the head of Buddha and the Naga were braked while the others remain of 20% are in good condition. Why these statues of Buddha were damaged? Banteay Kedi was constructed under the reign of the king Jayavarman VII for Mahayana Buddhism. But the iconoclast escape it in the late 13th century after his reign by changing into Brahmanism. These vandalisms are thought that there was a relentless and violent Shivaite reaction against the works of Jayavarman VII. So that all of finding statue of Buddha in Banteay Kdei is thought that it came from the political vandalism for thisconsecutive of King Jayavarman VII.

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**The following text is taken from *The most notable antiquity of Great Britain, vulgarly called Stone-Heng on Salisbry plain* by Inigo Jones from an edition printed in 1655. It is about the ancient stone circle now known as Stonehenge.**

No man knows (ſaith Huntingdon) for what cauſe Stoneheng erected, or (which is fully answered already) by what Art ſuch huge ſtones were raiſed to ſo great a height. Take with you alſo Draytons judgement in his *Poly-olbion* couched under the fiction of old *Wanſdikes* depraving *Stonheng*. (*Wanſdike* being a huge Ditch in *Wiltſhire* ſo called, anciently, as *Camden* opines, dividing the two Kingdomes of the *Mertians* and *Weſt Saxons* aſunder)

5

*Whome for a paltry ditch, when Stonendge pleas'd t'upbraid,  
The old man taking heart, thus to that Trophy ſaid;  
Dull heap, that thus thy head above the reſt doſt reare,  
Preciſely yet not know'ſt who firſt did place thee there;  
But Traytor baſely turn'd to Merlins skill doſt flie,  
And with Magicks doſt thy Makers truth belie.*

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For, as for that ridiculous Fable, of *Merlins* tranſporting the ſtones out of *Ireland* by Magick, it's an idle conceit. As alſo, that old wives tale, that for the greatneſſe it was in elder times called the *Giants dance*. The name of the *dance of Giants* by which it is ſtyled in *Monmouth*, hath nothing alluſive, no not ſo much as to the tale *he tels us*, ſaith a modern Writer in the life of *Nero Cæſar*.

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Furthermore, our modern Hiſtorians *Stow* and *Speed*, tell us, in ſeverall parts of the Plain adjoining , have been by digging found, peeces of ancient faſhioned armour, and the bones of men, inſinuating this as an argument, for upholding the opinions of the Britiſh Writers. To which, if they would have thoſe to be the bones of the ſlaughtered Britans, how came thoſe armours to be found with them, they coming to the Treaty unarmed, and without weapons? Howſoever, what is done in the Plains abroad, concerns not Stoneheng, Neither can any man think it ſtrange, that in a place, where Fame has rendered, ſo many memorable and fierce battels, fought in time of old, ruſty armour, and mens bones ſhould be digged up. It is uſuall through out the world in all ſuch places, and (if I miſtake not) *Sands* in his *Travels*, relates, that even in the Plains of *Pharſalia*, ſuch like bones and Armour, have lately been discovered: and *Sir Henry Blunt* in that notable relation of his voyage into the *Levant*, ſpeaks with much judgement of thoſe *Pharſalian* fields. Likewiſe, the aforeſaid Writers, might well have remembered, ſome of themſelves deliver, *Kambulan*, or *Cambula* in *Cornwall*, ſuch habiliments of War have been digged up, in tillage of the ground, witneſſing either the fatall field, ſometimes there fought, where *Mordred* was ſlain by *Arthur*, and *Arthur* himſelf received his deaths wound : or elſe, the reliques of the battle betwixt the Britans and Saxons, in the year eight hundred and twenty. 'Tis true, the relation conduces much towards confirming, that ancient cuſtome of the Saxons, formerly recited out of *Leyland*, conſidering eſpecially, not far from this Antiquity, lie certain hillocks, at this day commonly called the *ſeven Burrows*, where it may be presumed, ſome Princes, or Nobles of the Saxon Nation lie interred. But, that Stoneheng ſhould therefore be a place of burial, the aforeſaid relation to maintain the ſame is worth noting.

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### Text 3

The following extract is taken from 'The Complete Pyramids' by Mark Lehner and published in 1997. In this extract Lehner discusses some of the ancient Pyramids found at Giza, Egypt.

#### *The Queen's Pyramids*

Khufu built three pyramids for queens, labelled north to south, G1-a, G1-b and G1-c. In contrast to the levelled foundation of his own pyramid, these accommodated the slope of the ground, so that their bases are neither level nor perfect squares. They may have been planned to an ideal length of 88–89 cubits, one-fifth of Khufu's, and, with a slope near 52°, each rose about a-fifth of its height. As with Khafre's, the bedrock for the bottom course of casing is cut to different heights and angles, so that the top of the first course could be levelled with a minimum of cutting. 5

Each queen's pyramid has a stepped internal nucleus. G1-c, the most complete, reveals three inner tiers or steps of mastaba-like chunks. Backing stones, equal in size and hue to the nucleus, obscure the tiers. Near the bottom is a packing layer, between core and casing, of small blocks of soft yellow sandstone – seen on all three pyramids – and, finally remains of fine limestone casing with exquisite joins. 10

All three have a passage on or near the centre axis sloping to a chamber that makes a westward turn, probably for manoeuvring the sarcophagus. The burial chambers, west of the centre axis, were cut out of bedrock and lined with masonry. 15

#### **Which Queens?**

The first pyramid to the north, G1-a, may have been for Hetepheres, thought to be the mother of Khufu (p. 117). G1-b might belong to a queen Meritetes, who lived through the reigns of Sneferu, Khufu and Khafre, based on an inscription found in the chapel of the first mastaba to the east, that of Kawab, an 'eldest son' of Khufu. One theory is that the male occupants of mastabas closest to the small pyramids were sons of the respective queens. 20

The southernmost pyramid, G1-c, could belong to a queen Henutsen, a name known only from much later, in dynasties 21–26, when the chapel at the centre of the eastern base of this pyramid was converted to a temple of the goddess Isis under the epithet 'Mistress of the Pyramids' (p. 38). All three pyramids once had similar chapels, smaller equivalents of the great mortuary temple of Khufu. But only that of G1-c survives with its walls intact, thanks to its conversion. The mortuary chapel of G1-a is now entirely missing, robbed down to the bedrock, and only the foundations of G1-b remain. 25

#### **The Burial of Hetepheres**

Queen's pyramid G1-a was begun 28 m (92 ft) east of its final position, as indicated by the beginning of its passage cut into the bedrock. Aligned with the abandoned pyramid is the deep shaft belonging to Queen Hetepheres. In 1925, while George Reisner was absent in the United States, his photographer was setting up his tripod when one leg sank into the ground. Investigation led to the discovery of a sealed shaft and stairway. The shaft was extraordinarily deep (over 27 m or 89 ft) and was blocked with masonry from top to bottom – which took weeks to clear. 30

At the very bottom of the shaft was a chamber, where the excavators found a beautiful alabaster sarcophagus and, in a niche in the western wall, a small alabaster box with the string around it still in place and its sealing intact. This was the canopic chest for the queen's internal organs. 40

SECTION B: CHILD LANGUAGE DEVELOPMENT

Text 4

Sophie aged 7 yrs 1 month writes about Christmas Day as part of a school based exercise.

Monday 7th January 2008

My holiday

In When I wock<sup>woke</sup> up I looked  
in my stocking and I fond<sup>found</sup> a  
doctor who penny box then I went  
to Mum and Dads and told them  
what I fond<sup>found</sup> in my stocking.  
As soon~~As~~ AS uncl Cirg wock<sup>woke</sup> up  
we went down stairs and fond<sup>found</sup> are  
presants<sup>presents</sup>. I got a gtar<sup>guitar</sup>, an egg cup  
after that we Played with are<sup>our</sup> inter  
do will.

One I full stop, it was all one sentence.

Transcript

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In When I wock up I looked  
In my stocking and I fond a  
doctor who penny box then I went  
to mum and Dads and told them  
what I fond in my stocking  
As soon As uncl Cirg wock up  
we went downstirs and fond are  
presants. I got a gtar, an egg cup  
After that we Played with are inten  
Do will

## Text 5

Niamh, aged 3 years 3 months, is playing with her toys and talking to her father. She is pretending to make food using a kitchen and grocery play-set and her dolls.

### Key

N Niamh

F Father

? rising intonation associated with question

() indicates a pause

(.) 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

N: [searches through toys singing to herself]

F: what you doing?

C: I'm here making /meɪ kɪn/ food (2) with lemon /lemɒn/ (.) make food with lemon

F: is that not a pineapple?

C: it's a p /p/ (1) lemon/eɪmən/

5

F: ok

C: put them /dem/ in the/ðə/ pan

F: what have you put in?

C: food (.) this /ðɪs/ is for my lunch /lʌntʃ/ and my pan (.) I put this (.) not in this (.) oh (.) that broccoli /brɒki/ (.) that new broccoli /brɒkli/ (.)

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F: is that new broccoli /brɒkəli/?

C: yes (.) purple (.) purple broccoli /brɒkli/ (.) what (.) why is green one ? [searches through toys] (.) oh (.) that oh (.) that a tree (.) that's elephant (.) I just /dʒʊs/ getting /getɪn/ lunch (.) I got (.) that's a cake /keɪki/ and /ən/ that's a biscuit /bɪskɪt/ (.) have biscuit and cake (.) biscuit /bɪskəɪn/ in my lunch (.) that's all I need in my lunch (.) this in the middle /mɪdʌl/ (.) my /mə/ biscuit /bɪs/ is in the /ɪnə/middle (.)

15

F: is your biscuit in the middle?

C: I am going to eat it now (.) dinner (.) I don't like chewing (.) I don't like chewing (.)

F: is it nice?

C: mmmm (.) I think /θɪŋk/ I want some salad /sæləd/ now (.)

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F: what is it?

C: salad /sæləd/ tomato /təmatəʊ/ (2) that's my put on food (.) that my seat put on the family /fæmli/ on the food (.) I'm making your food (.) and Brigit's /breɪzɪts/ as well (.) I going to /gənə/ put beans on /ən/ as well (.) and dog food /fʊd/ (.)

F: [laughs] yum (.) aren't I lucky (.)

25

C: I don't like this in there daddy (.) beans and toast daddy and toast and beans and toast (.)

F: have you got some toast?

C: there is some there (.) I want butter /bʊtə/ daddy (.) I want butter /bʊtə/ (.) I want butter for my toast (.)

30

F: is there any butter?

C: no that's butter over there (.)

F: I see (.)

C: that tastes like butter for my bread (.) I am going to spread /spwed/ it over my (.) spread it over my bread (.) spread /sped/ (.) spread (.) spread (.) spread (.) I'm going to make myself /məself/ my food (.) that's my food and your food (.) I'm finding your fork and your knife (.) there you go (.)

35

F: thank you (.)

C: I got your food now (.) that's your food (.) nothing you had daddy (.) there you go  
 (.) I making food for you (.) I making meal now (.) knock it knock it (.) stay (.) daddy  
 stay (.) 40

F: just a second Niahm (5) is that my dinner?

C: that's beans (.) no daddy (.) that not your food (.) that mine (.) naughty daddy  
 naughty daddy that mine (2) look telephone (.) you tell me on the telephone /  
 fəʊn/ daddy (.) 45

F: tell who?

C: daddy?

F: who shall I tell on the phone?

C: me (.) on phone (.)

F: to tell what? 50

C: no don't talk phone (.)

F: oh that's not a phone (.) It's the Dictaphone (.)

C: can they /deɪ/ hear me on the phone?

F: it's not a phone you use to ring people (.)

C: why? 55

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SECTION B: CHILD LANGUAGE DEVELOPMENT

Text 4

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My holiday

In When I wock up I looked  
in my stocking and I fond a  
doctor who penny box then I went  
to Mum and Dads and told them  
what I fond in my stocking.

As soon As uncl Cirg wock up  
we went down stairs and fond are  
presants. I got a gitar, an egg cup  
after that we Played with are inten  
do will.

One I full stop, it was all one sentence.

Transcript

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Niamh, aged 3 years 3 months, is playing with her toys and talking to her father. She is pretending to make food using a kitchen and grocery play-set and her dolls.

### Key

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C: I'm here making /meɪ kɪn/ food (2) with lemon /lemən/ (.) make food with lemon

F: is that not a pineapple?

C: it's a p /p/ (1) lemon/eɪmən/

F: ok

C: put them /dem/ in the/ðə/ pan

F: what have you put in?

C: food (.) this /ðɪs/ is for my lunch /lʌntʃ/ and my pan (.) I put this (.) not in this (.) oh (.) that broccoli /brɒki/ (.) that new broccoli /brɒkli/ (.)

F: is that new broccoli /brɒkli/?

C: yes (.) purple (.) purple broccoli /brɒkli/ (.) what (.) why is green one ? [searches through toys] (.) oh (.) that oh (.) that a tree (.) that's elephant (.) I just /dʒʊs/ getting /getɪn/ lunch (.) I got (.) that's a cake /keɪki/ and /ən/ that's a biscuit /bɪskɪt/ (.) have biscuit and cake (.) biscuit /bɪskɪt/ in my lunch (.) that's all I need in my lunch (.) this in the middle /mɪdəl/ (.) my /mɪ/ biscuit /bɪs/ is in the /ɪnə/middle (.)

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C: I am going to eat it now (.) dinner (.) I don't like chewing (.) I don't like chewing (.)

F: is it nice?

C: mmmm (.) I think /θɪŋk/ I want some salad /sæləd/ now (.)

F: what is it?

C: salad /sæləd/ tomato /təmatəʊ/ (2) that's my put on food (.) that my seat put on the family /fæmli/ on the food (.) I'm making your food (.) and Brigit's /breɪtɪs/ as well (.) I going to /gənə/ put beans on /ən/ as well (.) and dog food /fʊd/ (.)

F: [laughs] yum (.) aren't I lucky (.)

C: I don't like this in there daddy (.) beans and toast daddy and toast and beans and toast (.)

F: have you got some toast?

C: there is some there (.) I want butter /bʊtə/ daddy (.) I want butter /bʊtə/ (.) I want butter for my toast (.)

F: is there any butter?

C: no that's butter over there (.)

F: I see (.)

C: that tastes like butter for my bread (.) I am going to spread /spred/ it over my (.) spread it over my bread (.) spread /spred/ (.) spread (.) spread (.) spread (.) I'm going to make myself /məself/ my food (.) that's my food and your food (.) I'm finding your fork and your knife (.) there you go (.)

F: thank you (.)

C: I got your food now (.) that's your food (.) nothing you had daddy (.) there you go  
(.) I making food for you (.) I making meal now (.) knock it knock it (.) stay (.) daddy  
stay (.) 40

F: just a second Niahm (5) is that my dinner?

C: that's beans (.) no daddy (.) that not your food (.) that mine (.) naughty daddy  
naughty daddy that mine (2) look telephone (.) you tell me on the telephone /  
fəʊn/ daddy (.) 45

F: tell who?

C: daddy?

F: who shall I tell on the phone?

C: me (.) on phone (.)

F: to tell what? 50

C: no don't talk phone (.)

F: oh that's not a phone (.) It's the Dictaphone (.)

C: can they /deɪ/ hear me on the phone?

F: it's not a phone you use to ring people (.)

C: why? 55

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