

**Pearson Edexcel Level 3 GCE**

**Thursday 6 June 2019**

Afternoon (Time: 1 hour 45 minutes)

Paper Reference **9EN0/03**

**English Language**

**Advanced**

**Paper 3: Investigating Language**

**Source Booklet**

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

*Turn over* ►

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## English Phonemic Reference Sheet

### Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: /:/ = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

### Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

### Consonants

<b>pip</b>	<b>bid</b>	<b>tack</b>	<b>door</b>	<b>cake</b>	<b>good</b>
p	b	t	d	k	g
<b>chain</b>	<b>jam</b>	<b>fly</b>	<b>vase</b>	<b>thing</b>	<b>this</b>
tʃ	dʒ	f	v	θ	ð
<b>say</b>	<b>zoo</b>	<b>shoe</b>	treasure	<b>house</b>	<b>mark</b>
s	z	ʃ	ʒ	h	m
<b>not</b>	<b>sing</b>	<b>lot</b>	<b>rose</b>	<b>yet</b>	<b>witch</b>
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

## Topic: Global English

### Subtopic: Pacific Creoles

*Texts A1 and A2 are both examples of Tok Pisin, which is spoken throughout Papua New Guinea. It is an official language and the most widely used language in that country.*

#### Text A1

Text A1 is taken from a subtitled video of a group of children establishing the rules of a game. One child sits with his/her eyes shut while the others pass an object between them. The child with his/her eyes shut has to guess which child has the object. The maker of the video provided subtitles in both Tok Pisin and English.

C1: nogat  
(no)

C2: yu ken tok long wanem taim mi tok stap  
(you can talk when I say stop)

C1: taim bilong em  
(her turn)

C3: bai mi kaikai tupelo biskit nau  
(I will eat two biscuits now)

C1: mi got o nogat  
(I have it or not)

C1: yu ken kisum fipela guess  
(you can guess five times)

[child points at who she thinks has the object]

C1: olgeta givin long im  
(everyone give them to her)

## Text A2

Text A2 is taken from a subtitled video of the song *O Papa God*. The singers are from Vanuatu and the Solomon Islands and are singing in the Papua New Guinea national language Tok Pisin. The maker of the video subtitled the song in both Tok Pisin and English.

You senisum yu karim mi  
You change, you carry me

Yo karamapim mi long lav blong yu, Jisas  
You cover me with your love, Jesus

Yu lidim mi na holim mi  
You lead me and hold me

Klostu long lewa bilong yu  
Close right next to your heart

Inogat narapela man olsem yu  
There is no one like you

Marimari bilong yu bihainim mi  
Your mercy followed me

Yu tingim mi taim yu dai  
You thought of me when you died

Antap long diwai kros  
Up on the cross

Blut bilong yu wasim mi, O Papa God  
Your blood washed me, O Father God

Mi sin man, mi no stret long ai belong yu  
I am a sinner, I am not worthy in your eyes

Ples yu stap e mi holi  
Place you dwell in is holy

Mi man nogut, mi kam long yu  
I am not a good person, I come to you

Bikos yu no save lusim mi  
Because you never leave me

Yu stil lavim mi, O Papa God  
You still love me, O Father God

Mi no gat narapela man olsem yu  
I have no one else like you

## Topic: Language and Gender Identity

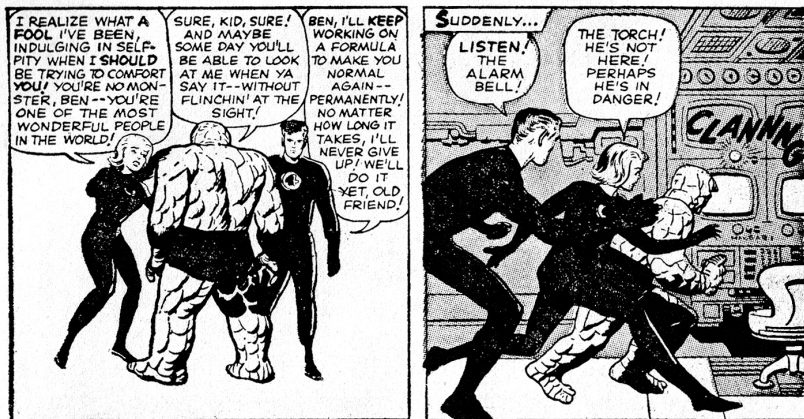
### Subtopic: Gender Identity in Superhero Comics

#### Text B

Text B is an extract from a strip published in 1962 about a group of four superheroes who still appear in comics and graphic novels today. The superheroes are looking at mail from their readers and reflecting on the role the female superhero plays in their adventures.







The END

## Topic: Language and Journalism

### Subtopic: Broadcast Interviews on Current Affairs

#### Text C

Text C is a transcript from a segment of the weekday ITV breakfast television magazine programme Good Morning Britain. Susannah Reid and Piers Morgan interview Paul Nuttall, leader of the political party UKIP.

#### KEY

(.) micro pause	(1) longer pause (number of seconds indicated)
= latch-on (no noticeable pause between speaker turns)	// overlapping/simultaneous speech

**Reid:** UKIP leader Paul Nuttall joins us now (.) very good morning to you

**Nuttall:** morning

**Reid:** er (.) you said (.) yesterday in your interview that you can't participate fully (.) in society (.) er if you can't see (.) people's (.) faces

**Nuttall:** yeah

**Reid:** er (.) this is it's it's not the case though is it that you're worried about face coverings you (.) this is a Muslim issue you have

**Nuttall:** er (.) no (.) it's not (.) and er the the bottom line is I don't believe you can fully participate in British society (.) if you're not prepared to show your face (.) it precludes you from (1) a good good number of jobs I mean you couldn't be a teacher you couldn't be a nurse for example (.) I think it's one of the reasons why you have the fifty-eight per cent of Muslim women at the moment who are (.) not economically er er er wor (.) they're not working (.) they're not in the the they're unemployed (.) you know (.) and therefore that's bad for the economy and that's bad for the state //as a whole//

**Reid:** //but lots of// people of course (.) cover their faces I mean//

**Nuttall:** //yep//

**Reid:** //you might cover your face because (.) you have a health issue=

**Morgan:** =or a beard

**Reid:** you might wear a scarf=

**Morgan:** =or a beard=

**Reid:** =you might have a beard

**Nuttall:** [laughs]

**Morgan:** well you've got a beard (.) I mean (.) a beard is a face covering isn't it?



**Nuttall:** yep but the difference is=

**Morgan:** =are you gonna ban beards=

**Nuttall:** =you can see my whole face I mean (.) when you're talking about the niqab er you can only see the eyes (.) with the burka you can't even see that (.) you can't fully integrate into society

**Reid:** but for instance blind people can't see other people's faces (.)  
//are you saying that they can't integrate into society//

**Nuttall:** //h-hang on (.) hang on (.) hang on (.) hang on//  
look (.) look look we have a problem with integration (.) in society at the moment I remember you had Dame Casey sitting here a couple of months ago you know integration is getting worse and not better you can't integrate fully into British society unless you're prepared (.) to show your face and then beyond that there's the security issue er whether we like it // or not we are the most

**Reid:** //but there's also=

**Nuttall:** =hang on  
hang on=

**Reid:** =but the point is there's all sorts of reasons why you might not be able to see someone's face or someone may choose to disguise their face what I'm trying to establish is your point is specifically about Muslim women isn't it it's not act- it's about religion// rather than face covering//

**Nuttall:** //hang on listen (.) no it's not about religion// it's about people showing their face for two reasons one integration and secondly for security because as I said whether we like it or not we are the most watched people in the world (.) there's more CCTV in this country than anywhere else on (.) the planet and for CCTV to be effective you need to see people's faces

## Topic: Language and Power

### Subtopic: Language of School Behaviour Management

#### Text D

Text D consists of transcribed extracts from an episode of the Channel 4 television documentary *Educating Essex*. The documentary shows the interactions between staff and pupils at Passmores Academy, a secondary school in Essex.

#### KEY

(.) micro pause	(3) longer pause (number of seconds indicated)
? rising intonation	// overlapping/simultaneous speech

**Mr Drew:** Vinni come here please?

**Vinni:** why?

**Mr Drew:** I'd like you to enter the school (.) in exactly the same way as the other 890 students who attend this school (1) until I see something telling me that there's a special new Vinni Hunter law (.) exempting you from the school's rules (.) you need to dress properly

**Vinni:** okay

**Voiceover:** *Vinni is 15 and has been at the school for four years*

#### **Cut to staff office**

**Miss Conway:** Vin come in

**Voiceover:** *like most days Vinni's morning starts with a chat from his favourite teacher Miss Conway*

**Miss Conway:** you reckon you're gonna have a positive day today?

**Vinni:** probably

**Miss Conway:** no let's try again (1) do you reckon you're gonna have a positive day today

#### **Another teacher enters the office and picks up some papers**

**Vinni:** d'you wanna sit down sir?

**Teacher:** no mate I'm not staying in here

**Miss Conway:** you're not stupid are you?

**Vinni:** no

#### **Music sounds from Vinni's mobile phone**

**Vinni:** meant to be on silent

**Miss Conway:** can you (.) turn it off please (Vinni turns off mobile phone) because if

it's on in the lesson (.) what's gonna happen?

**Vinni:** gonna get confiscated

**Miss Conway:** yeah and then what's gonna happen then

**Vinni:** gonna get in more trouble

**Miss Conway:** then we're back to square one aren't we

**Vinni:** I need to get my bag (leaves office)

**Miss Conway:** woah woah woah woah woah (.) woah woah

**Vinni:** (talks on his mobile phone in the corridor) but I'm in school

**Miss Conway:** (shouts from the office) Vinni

**Vinni:** (on mobile phone) what d'you mean

**Miss Conway:** (shouts from the office) Vincent

**Vinni:** (on mobile phone) all right I gotta go 'cause I was speaking to one of my teachers okay (.) alright safe bye (puts phone down and returns to office)

**Miss Conway:** okay give me your phone

**Vinni:** why?

**Miss Conway:** okay I'm gonna lock it away (1) to avoid you getting in any trouble

**Vinni:** ohhhh miss

**Miss Conway:** and then (.) okay Vinni Vinni Vinni Vinni Vinni (1) are you gonna be okay today?

(Vinni nods)

**Vinni:** okay

**Miss Conway:** lovely (.) calm?

**Vinni:** mm hmm

**Miss Conway:** yes

**Vinni:** mm

**Miss Conway:** lovely

**Cut to corridor where Mr Drew is sitting at a desk**

**Mr Drew:** so far (1) since the bell went you have walked this way and that way around about six times now I am aware that you think that you're allowed to do these things (.) and that you think that the rules don't apply to you and nobody will say anything to you okay? I am sat here in the corridor (.) and I will (.) so I would like you to provide me with a note from your teacher which gives you permission to be walking the corridor

**Vinni:** I'm actually going to the toilet to get a wet roll=

**Mr Drew:** =where is your note (.)  
from your teacher allowing you to do this=

**Vinni:** =I am my note

**Mr Drew:** go to your lesson (1) you are not walking the corridor  
(Vinni starts walking away)

**Mr Drew:** Vinni

**Vinni:** I'm going to my lesson

## Topic: Regional Language Variation

### Subtopic: Change Over Time in the Tyneside Dialect

#### KEY FOR TEXTS E1 AND E2

Speaker 1 – Male, 40s	Speaker 2 – Female, 40s	Speaker 3 – Female, 20s
Speaker 4 – Male, 20s	Speaker 5 – Male, 20s	/_ / phonemic transcription
? rising intonation		

#### Text E1

*Texts E1 contains extracts from interviews contained in a news bulletin about serious riots on the Meadow Well Estate in North Shields in 1991. The interviews are with long-term residents in their forties.*

- Speaker 1 well there wasn't a racist /reəsɪst/ problem you can forget that because /kɒs/ there's a lot of people /pɪp?l/ was upset about /əbaʊ?/ the young Asians /eəʒənz/ that er was pulled out the houses from what I heard
- Speaker 2 they're trying /traɪn/ to say it was because of these two bairns that got killed you know but I think it's it's been boiling /bɔɪlən/ up for a long time I think this has just been an excuse for them to start /stɑ?/ it /ɪ?/ all off
- Speaker 1 this is today been like this now about fifteen years you know? maybes /meɪbɪz/ more? but there's a lot of /lɒ?ə/ hard working decent /dɪsɪn?t/ people living here /hɪjə/? yous just got to go on North Shields fish quay to see that? get up at four o'clock in the morning /mɔːnən/ some of the people lives on this estate to make a living but there's a lot of people if you live on the Meadow Well you cannot /kænə/ get the HPI if you go into shops in Newcastle oh I live on Meadow Well you cannot get nothing /nʌθɪŋ/



## Text E2

*Text E2 contains extracts from interviews contained in a documentary about the Meadow Well riots, filmed a few months after the riots had taken place. All the speakers are long-term residents in their early twenties.*

Speaker 3 I'm /æm/ twenty /twen?i/ years old got a bairn two and a half Victoria er I've lived in The Ridges all me /mi/ life since I was about two I've been in homes in and out of /aʊ?æ/ trouble and everything /evrɪfɪŋk/ never got on with me mam she used to kick us out all the time er I had a flat when I was fifteen er went to {indistinct} High School I only went for the first two year that was boring you didn't learn nothing /nʌfɪŋk/ I've had slugs and mice and there's like no one down here /hiʒæ/ for us to talk to /tɔk?u:/ if I stay in all day I'm just stuck way whereas /wɪəz/ If I go to /gɔ?/ me mam's everybody I know /nɔ/ lives up there

[Filming of streets, other speakers]

Speaker 4 the thing that like /leɪ?/ sickens /sɪk?ɪz/ everybody is like why did they do it why did they burn their own youth club down why did they burn their own shops down because they were /wɔ/ left with /wɪ/ so /sɔ/ much /mʊtʃ/ anger pitted up


Speaker 5 the thing about the youth club you know saying they burnt /bɜnt/ their own youth club the only thing they had on the estate /esteət/ which is of any use to them? it had been shut down for ten month you know? and you can verify that

Speaker 4 yeah I used to work there

Speaker 5 government spending closed down that youth club man why why isn't the grass been cut silly little /lɪ?l/ things like that man

Speaker 4 all it looked like was a big lump of tinder /tɪndæ/ to some people /pɪp?l/ excellent stuff for like wanting to set set a beacon off I'm sure /ʃʊwæ/

Speaker 5 great /greɪ?/attention seeker

Speaker  be seen for miles innit /ɪnɪ?/ you know

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### Source taken/adapted from:

Text A1: 'Tok Pisin Game' taken from YouTube <https://www.youtube.com/watch?v=L1pMNOlt58Q>

Text A2: "O PAPA GOD" by He-Speaks Ministries taken from YouTube <https://www.youtube.com/watch?v=WVgJ-sxopLI>

Text B: Comix, A History of Comic Books in America, Les Daniels, Wildwood House, 1971, pp 157-158

Text C: extract transcribed from Good Morning Britain, ITV, 2017 <https://www.itv.com/goodmorningbritain/news/paul-nuttall-on-ukips-pledge-to-ban-the-burka>

Text D: extract transcribed from Educating Essex, Channel 4, 2011

<http://www.channel4.com/programmes/educating-essex/on-demand/49967-003>

Texts E1: extract transcribed from ITV Tyne Tees news, 10th September 1991 published on YouTube under licence <https://www.youtube.com/watch?v=1htsoEyWBE8>

Text E2: extract transcribed from An English Estate, part 1, Channel 4 1992, published on YouTube under licence <https://www.youtube.com/watch?v=Lr-iZI6FEWo>

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