Write your name here			
Surname		Other names	
	Cartan Namala an	Condition Number	
Edexcel GCE	Centre Number	Candidate Number	
English Language Advanced			
Unit 3: Language Diversity and Children's Language Development			
Wednesday 27 January 20	10 – Morning	Paper Reference	
Time: 2 hours 45 minutes	5	6EN03/01	
Vou must be use		Tulu	
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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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)	a) Read Text 1 and answer the following question.		
		Select two examples from the text 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)	

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(b) Texts 2 and 3 are both edited different countries.	written versions of traditional oral stories from
	e language used in the two extracts, using your
	is influenced by social, regional and cultural contexts.
In your answer, you should also refer to the ways in which the texts were collected and transcribed and how this might affect the representation of the language.	
	(AO1 = 10, AO2 = 15, AO3 = 15)

I	



(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 5–10 of the Source Booklet and answer the following questions.

2	(a)	Read Texts 4–6 and answer the following question.
		Select two examples of Sophie's writing from the texts which represent different aspects of early writing.
Using these two examples, identify and analyse significant features of Sophie's early writing, bearing in mind the context in which the texts were produced.		
		(AO2 = 4, AO3 = 6)

	ment on the development of Sophie's written ition. In your answer you may refer to Texts 4
to o to mustrate the developmental pi	(AO1 = 10, AO2 = 15, AO3 = 15)

(Total for Question 2 = 50 marks)
(Total for Question 2 = 50 marks)
(Total for Question 2 = 50 marks) TOTAL FOR SECTION B = 50 MARKS



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

Asses	sment 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



Edexcel GCE

English Language

Advanced

Unit 3: Language Diversity and Children's Language Development

Wednesday 27 January 2010 – Morning

Paper Reference

Source Booklet

6EN03/01

Do not return this Source Booklet with the question paper.

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Turn over ▶

SECTION A: LANGUAGE DIVERSITY

Question 1

Text 1

This extract is from William Caxton's 1494 printing of 'The History Reynart the Fox'.

Thenne the kynge \int ayde \int yr Tybert. ye \int halle nowe goo to Reynart and \int aye to hym thys \int econd tyme that he come to court vnto the plea for to an \int were for though he be felle to other be \int tys he tru \int teth yow wel and \int halle doo by your coun \int eyll. And telle yf he come not he \int halle haue the thyrde warnyng and be dayed and yf he thenne come not we \int halt procede by ryght ayen \int te hym and alle hys lygnage without mercy. Tybert spack. my lord the kynge they y^t this coun \int eyld you were not my frendys. what \int hal I do there, he wylle not for me nether come ne abyde I be \int eche you dere k \int ge \int ende \int om other to hym. I am lytyl and feble, bruyn the bere whiche was \int 0 grete and \int 1 trong coude not br \int 1 hym. howe \int 1 hold I thene take it on hond.

dayed – cited for an appointed time kīg – indicates following n is omitted

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The following texts are both edited written versions of traditional oral stories.

Text 2

This text is taken from *Jamaica Anansi Stories*, by Martha Beckwith first published in 1924. The original stories were told and written down in remote country districts of Jamaica and the writer has tried to represent the patterns of speech of the original story teller.

Anansi is a trickster hero among a group of animal figures and a popular figure in West African folklore.

Anansi and Brother Dead.

Told by Grace Doran, Whitehall, Cock-pit country.

One day Anansi was walking an' walk till he go into a wood and see a man have a barbecue¹ plenty of meat. An' him go an' say, "Hi, Brar! how you do?" Man no 'peak. "Brar, you have plenty of meat an' you want some one fe 'top wid you?" Man no 'peak. Say, "Brar, gi' me little breakfas' now?" Man no 'peak. Say, "Oh, Brar, you no talk, but me going to tak litt'e fe me breakfas." Man no 'peak. Nansi go up on barbecue say, "Brar say me mus' tak meat." No 'peak to him yet. Tak de meat an' say, 'Brar, gi' me you pot?" Man no 'peak to him. Say, "Brar, mus' put on yo' pot go get meat." Man no 'peak. Put on de pot an' go on de barbecue fetch meat. When he cook done, tak him bag, load up, say, "Brar, me gwine now." Man no 'peak. "To-morrow I come back see you, an' I see you need servant an' I going to bring one of me daughter." No 'peak. De nex' day say, "Wife, I go in Dead country an' buck up Brar Dead. Have plenty of meat.

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Gwine a carry me daughter down to country to work for him an' cook for him." Daughter name Sindy. When he go again, Dead sit down got him comb combing hair, long hair cover him face. Say, "Brar Dead, I promise bring a servant for you, but him hungry so me going to tak me eat." Dead no 'peak. An' tak de jug, put on pot, tak water, an' go up on barbecue tak meat an' him cook, say, "Brar Dead, I gwine, but I coming back to-morrow." An' go back say, 'Enough meat dar, an' Brar say come back to-morrow." Nex' day come back. Dead no say one word, got longbow an' arrow in hand. Don't see him daughter, Go up on barbecue an' see him daughter finger have a ring. Say, "I mak you 'peak t'-day!" An' tak Dead hair and tak one long pla't tie *heah*, and tak one long pla't tie *deah*, and tak two pla't behind tie up on tree. An' as him gwine away, pile up dry trash an' light up de head wid fire. Dead shake head when de plat' burn off; and shake again, de odder pla't pop off; an' tak up him bow an' arrow an' run after Anansi.

Run up to house an' say, "Wife an' pickney, go up alof', Brar Dead dah come!" Brar Dead come in sit down so in de house wait 'pon dem. Pickney cry out, "Pupa, me hungry!" Say, "Brar Dead, open you han', pickney a come!" Six pickney now, de las one come, say can't do any more. Now Mrs. Anansi cry out, "Brar Dead, open yo' han', me a come!" Anansi drop now, drop in de dirt. From dat time you see Anansi live in de dirt.

¹barbecue – a cement platform for drying coffee or berries.

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This text is from *Trick O'Trade* by John Fox Jr published in America in 1897. It is a later written representation based on an old oral story. In this story Fox aims to represent the speech of a community in rural America.

Stranger, I'm a separate man, an' I don't inquizite into no man's business; but you ax me straight, an' I tell ye straight: You watch ole Tom!

Now, I'll take ole Tom Perkins' word agin anybody's 'ceptin' when hit comes to a hoss trade ur a piece o' land. He was a-stayin' at Tom's house, the furriner was, a-dickerin' fer a piece o' lan' – the same piece, mebbe, that you're atter now – an' Tom keeps him thar fer a week to beat him out'n a dollar, an' then won't let him pay nary a cent fer his boa'd. Now, stranger, that's Tom.

Well, Abe Shivers was a-workin' fer Tom, an' the furriner wasn't more'n half gone afore Tom seed that Abe was up to some of his devilmint. Abe kin hatch up more devilmint in a minit than Satan hisself kin in a week; so Tom jes got Abe out'n the stable under a hoehandle, an' tol' him to tell the whole thing straight ur he'd have to go to glory right thar. An' Abe tol'!

'Pears like Abe had foun' a streak o' iron ore on the lan', [...] an' tol' the furriner, who was thar a-buyin' wild lands right an' left. Well, brother, the furriner come up to Tom's an' got Tom into one o' them new-fangled trades whut the furriners calls a option – t'other feller kin git out'n hit, but you can't. The furriner 'lowed he'd send his podner up thar next day to put the thing in writin' an' close up the trade. [...] Next day thar was ole Tom asettin' on his orchard fence a-lookin' mighty unknowin', when the furriner's podner come a-prancin' up an' axed ef old Tom Perkins lived thar.

Ole Tom jes whispers.

Now, I clean fergot to tell ye, stranger, that Abe Shivers nuver could talk out loud. He tol' so many lies that the Lawd – jes to make things even – sorter fixed Abe. Ole Tom jes knowed t'other furriner had tol' this un 'bout Abe, an,' shore 'nough, the feller says, sorter soft, says he:

"Aw, you air the feller whut foun' the ore?"

Ole Tom – makin' like he was Abe, mind ye – jes whispers: "Thar hain't none thar."

Stranger, the feller mos' fell off'n his hoss. "Whut?" says he. Ole Tom kep' a-whisperin':
"Thar hain't no coal – no nothing; ole Tom Perkins made me tell t'other furriner them lies."

Well, sir, the feller was mad. "Jes whut I tol' that fool podner of mine," he says, [...] an' turns his hoss an' pulls up agin. He was a-gittin' the land so durned cheap that I reckon he jes hated to let hit go, an' he says, says he: "Well, hain't the groun' rich? Won't hit raise no tabaccy nur corn nur nothin'?"

Ole Tom jes whispers: "To tell you the p'int-blank truth, stranger, that land's so durned pore that I hain't nuver been able to raise my voice."

Now, brother, I'm a separ*ate* man, an' I don't in*quiz*ite into no man's business – but you ax me straight an' I tell ye straight. Ole Tom Perkins kin trade with furriners, fer he have I'arned their ways. You watch ole Tom!

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SECTION B: CHILD LANGUAGE DEVELOPMENT

Texts 4 to 6 were all produced by Sophie at school over a number of years.

Text 4

Aged 4 years 11 months

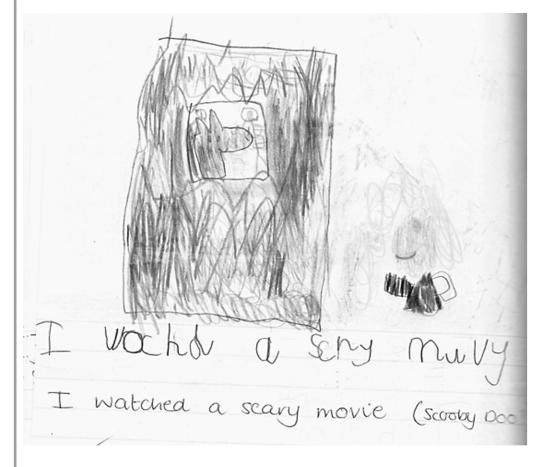


Transcript:

I plt with my toys.

Text 5

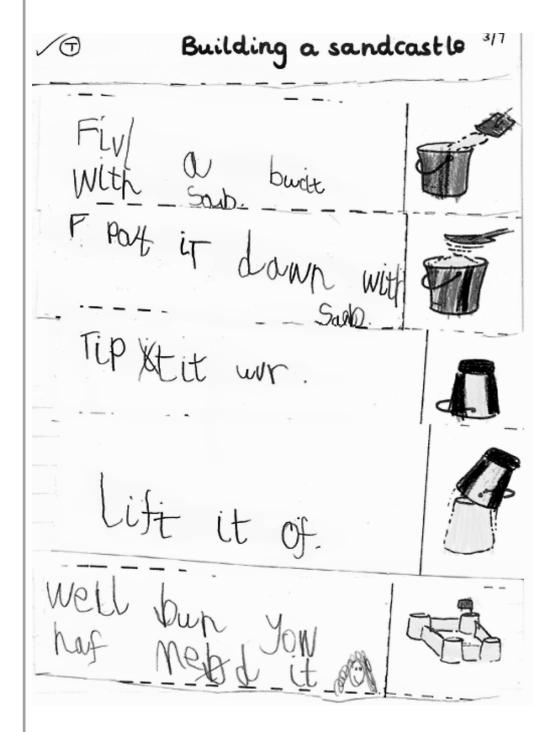
Aged 5 years 1 month



Transcript:

I wochd a scry muvy

Aged 5 years 6 months



Transcript:

Fivl a bucit with sanb.
F pat iT dawn with sanb.
Tip it it uvr.
Lift it of.
Well bun you haf mebd it

Typed version:

Fill a bucket with sand.
Pat it down with sand.
Tip it over.
Lift it off.
Well done you have made it.

Written at school by Sophie, aged 6 years, 6 months. Her teacher has made some corrections.

Sophie Wednesday 2nd May.	
Warkworth Castle	
Yesterday we went to Wark worth scastle.	
We saw a drawbridgeard	5
We saw a some arrow slits.	
1 then we ptended to fireing	
at Mrs Bates. The suncame	
out and then the son went	
in. I was in pretending to be	10
a Queen. We went into a	
room it was the grat hall we dancest in the grat hall.	
Then we went into the	
Chaplel We puted awe	15
hands to gewer and we	
PVCLOST auteV eyes. FFLen we saw the agin Fhen we	
we saw the agin. Then we	
Saw Some Sreacrut Sters,	
we warct up the sters.	20
We saw a benroom Htwas	
agrireds room. We saw	
the tolit we looked down	
it. It was the very drp. I really enjoyed reading this account, Sophie.	25

Transcript:

Wednesday 2nd May Sophie Warkworth Castle

Yesterday we went to Warkworth Castle. we saw a drawbridge and we saw a some arrow slits. I then we btended to fireing At Mrs bates. The sun came out and then the snun went in. I was in bretending to be a Queen. We went into a room it was the grat hall. we dancest in the grat hall. Then we went into the chaplel we puted awe hands to gewver and we p v clost awer eyes. Then we saw the digin then we saw some sreacrut sters we warct up the sters we saw a benroom it i was a gareds room. We saw the tolit we looked down it. It was the very drk.

Typed version:

Wednesday 2nd May Sophie Warkworth Castle

Yesterday we went to Warkworth Castle. We saw a drawbridge and we saw some arrow slits. Then we pretended to fire at Mrs Bates. The sun came out and then the sun went in. I was pretending to be a Queen. We went into a room, it was the great hall. We danced in the great hall. Then we went into the chapel. We put our hands together and we closed our eyes. Then we saw the kitchen then we saw some secret stairs. We walked up the stairs. We saw a bedroom. It was a guard's room. We saw the toilet. We looked down it. It was very dark.

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Written by Sophie at home, aged 7 years 6 months.

De and royers Wedding

On the 13th May 2003. I went to a Working

With my Sister and Mam We were all

Bridge Maids. The Wedding Was at chester

Zoo. On the Day athe Wedding all of the

Bridge Maids went to zoes Hotel

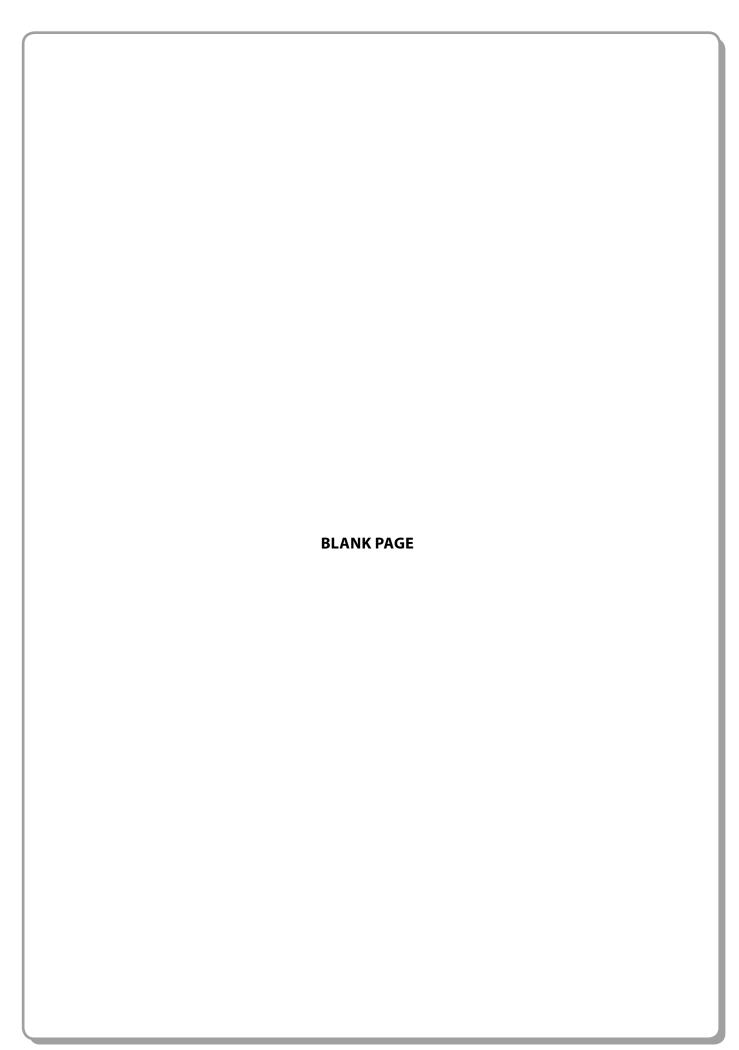
Sweet to get achinged in to the Dnesses.

Their Wer 6 Bridge Maid's their names

Wer Gracey, megan, megan, sorhil that sme

Julie and Beth Bey

Zoe and rogers wedding
On the 18th May 2008. I went to a wedding
With my sister and mum we were all
Brides maids. The wedding was at chester
Zoo. On the Day of the wedding all of the
Brides maids went to zoes hotel
sweet to get changed in to the Dresses.
Their were 6 Brides Maids their names
wer Gracey, Megan, Megan, Sophie that's me
Julie and Beth Bev



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