

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCE**

**English Language**

**Advanced Subsidiary**

**Unit 1: Language Today**

Wednesday 16 January 2013 – Morning

**Time: 2 hours 15 minutes**

Paper Reference

**6EN01/01**

**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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**PEARSON**

## SECTION A: LANGUAGE AND CONTEXT

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

1 These texts are text messages from mobile phones from a variety of sources.

In your answer, you must refer to the texts provided.

### For Example

Extract: It is exactly what I expected you to say which is why I confidently set you the question in the first instance. Me naughty? Don't know what gives you such an idea xx [Group B No. 10]

(i) Describe the underlined language features using **two** linguistic terms.

1. interrogative function

2. rhetorical question

(ii) Identify **one** more example of this type of language use from the data provided in the Source Booklet.

Can I order underfloor heating? [Group C No. 22]

For each of the extracts given:

(i) Describe the underlined language features using **two** linguistic terms.

(ii) Identify another example of the underlined feature from the data provided in the Source Booklet.

(a) Extract: Right have finished Emailed it to your hotmail account only [Group A No. 8].

(i)

(2)

1 .....

2 .....

(ii)

(1)

.....

.....



(b) Extract: We are having a party **but** don't have a location yet. [Group B No. 12].

(i)

(2)

1 .....

2 .....

(ii)

(1)

.....

.....

(c) Extract: **Ok**. Have a restful day [Group A No. 2].

(i)

(2)

1 .....

2 .....

(ii)

(1)

.....

.....

(d) Extract: **Ansa** and say lyk whateva [Group B No. 17].

(i)

(2)

1 .....

2 .....

(ii)

(1)

.....

.....



(e) Extract: **Pants at cleaners**, plans with electrician, eggs ready [Group C No. 23].

(i)

(2)

1 .....

2 .....

(ii)

(1)

.....

.....

**(Total for Question 1 = 15 marks)**

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2 Explain the contextual factors that influence the use of language in text messages.

(AO3 = 10)

In your response, you must refer to the data provided on pages 2–4 of the Source Booklet.

Area with horizontal dotted lines for writing the response.













Handwriting practice area with 20 horizontal dotted lines.







Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.





Handwriting practice area with 20 horizontal dotted lines.





Unit 6EN01/1 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	25
<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	25
<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	50



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**Edexcel GCE**

# **English Language**

**Advanced Subsidiary**

**Unit 1: Language Today**

Wednesday 16 January 2013 – Morning

**Source Booklet**

Paper Reference

**6EN01/01**

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

*Turn over* ►

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**PEARSON**

## SECTION A: LANGUAGE AND CONTEXT

### Materials for Questions 1, 2, 3 and 4

#### Group A: Texts from work colleagues

##### Text 1:

Poor you :(

Hope you feel better soon. No heroics – take tomorrow off if you need it.

##### Text 2:

Ok. Have a restful day and since I won't see you have a good half term Hol.

##### Text 3:

Came back in the wee hours and just got up. Feel very confused! Not in today (at least I hope I wasn't supposed to be!) but in tomorrow and will deal with timetables then. Would have thought there is nothing new.

##### Text 4:

Well done! You are officially good. Hope there was constructive feedback. Have a good evening – one that doesn't involve computers or lesson plans but does involve wine/beer (delete as appropriate)

##### Text 5:

Hi hope you have had a lovely weekend. Can we rearrange the meeting tomorrow? Have cracked a tooth and need to zip off after work. Can you do Wed instead? x

##### Text 6:

Where are you? Liz has been on the phone twice and needs to speak to you urgently!

##### Text 7:

Hi is it okay for David to leave at 2? Will you check it's authentic with mam?

##### Text 8:

Right have finished Emailed it to your hotmail account only so you need to read it tonight please if you can. xxx

## Group B: Texts to friends

### Text 9:

Hi. Am sat on bus so made it on time! Phew. Had an absol great night....as I expected I would! Love meeting up with you even if I get interrogated everytime! Will let you know when I'm home. You let me know too xxx

### Text 10:

It is exactly what I expected you to say which is why I confidently set you the question in the first instance. Me naughty? Don't know what gives you such an idea xx

### Text 11:

Action is the buzz word for your new life I fink! Proud of you too! Hope your mascara behaves! x

### Text 12:

No that's fab. We are having a party but don't have a location yet. I also need to call to speak to John. Very busy today, but can I call through the week? Thinking of you all. X

### Text 13:

Mention that word "private" one more time.....!! xxx

### Text 14:

Fancy going to town or metro centre or something on tuesday as well as staying over with me and becca? Oh btw theres a number missing so can you send me thingys number again xxx

### Text 15:

Oooo jel much lol xxxx

### Text 16:

Can't have a big family and I feel blessed with my two. I would love another one for them. Had caesareans so pain was recovery not labour. You've got time to give yourself a break and then start again. Easier to get pregnant when you have one (as ya know) x

### Text 17:

Ansa and say lyk whateva and hav a go at him !! x

### **Group C: Texts to close family**

**Text 18:**

Shiver...shiver...I'll give you your money tomorrow. I'm so weak from starvation you'll have to come here and get it tomorrow

**Text 19:**

She's okay, has had her checks done and just waiting 4 results and for dr to c her x

**Text 20:**

Hey babybear. All okay? In a new cocktail bar on happy hour....buy one and get one free! Stronger stuff than mymoon!! xx

**Text 21:**

Am off to bed now babybear so night night and be careful with your back. Got your key? Love you xxxx

**Text 22:**

Can I order underfloor heating? I need to know to move the job on. x

**Text 23:**

Pants at cleaners, plans with electrician, eggs ready. Want them fertilised by the morning! x

**Text 24:**

No one tap it is. I like this too and I agree it would be nice to have a change. x

**Text 25:**

Argos man rang about 15 min ago to ask directions from Alnwick. Told them I have no idea and to use their sat nav. Hopefully with your dad soon.

**Text 26:**

Bloody expensive kitties. Happy with rosti. Home about 5.30. Be nice to poorly beasts who are probably not full of buggers. Home in 5.30ish.

**Text 27:**

I have advocadoes.



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## SECTION B: PRESENTING SELF

### Materials for Question 5

#### Text A:

This is a pre-performance talk involving a youth worker and young people from South Shields.

#### Transcription Key

() pause

// overlap

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

? rising intonation

[ ] paralinguistic feature

**Bold** adding emphasis

**Jamie:** see ya

**Sophie:** bye guys

**Jamie:** so what did you think guys? you alright?

**Sophie:** I thought it was **good**

**Callum:** I don't (.) it wasn't good

**Sophie:** yeah as soon as we got into it

**Jamie:** everyone needs to take it slow

**Sophie:** I just felt [inaudible] everyone say bye to Beki

**All:** bye Beki

**Jamie:** wahooo

**Callum:** right bye (2) I thought that was an **advance**

**Jason:** I wish

[inaudible whispering]

**Callum:** I know [laughter] did I show you the photos of me and Josh? [inaudible]

**Rick:** right (2) ladies and gentleman let's have everyone's attention quickly (2) before I speak of the devil any questions issues we'll talk about them tomorrow (.)

**Jason:** we may as well go and get changed now

**Rick:** no because (.) basically they take onto the floor (.) we set up our own show (2) if there (.) might be a spare mic on the stage (.) say (.) there is only five of yous /jʊz/ on or something (.) don't then share mics with anyone else (.) go on any of the mics (.) stay switched on for the entire show (.) so you can't end up on a mic that's not switched on that's me photo of Josh looking [inaudible] as owt /aʊt/

**Callum:** that's me photo of Josh looking [inaudible] as owt /aʊt/

**Sophie:** I didn't realise when I was [inaudible] I thought you were Amy's boy

**Jason:** let's see!

**Rick:** right...ehm...you did start off with...you did start off slow (.) you started off slow but by the end of it you sounded really good (.) volume was there things like you know (.) like the energy was there (.) if we do it as lively as that the morrow /ðəmɔːrə/ night there will be no complaints whatsoever (.) you see we have left a massive dance floor at the front? the idea hopefully is the audience will get up and dance to all the quick songs (.) you do one slow song? maybe two?

**Jason:** there is enough slow for the whole show

**Rick:** enough (.) Sophie's dad's enjoyed it and there's even nothing happening at the moment  
[laughter]

**Rick:** the idea is that we have a good time (.) if it goes wrong //and it will  
**Callum:** //and it will  
**Rick:** if the band plays the wrong song the wrong beat (.) continue through the rest of the  
song (.) continue through the rest of the song (.) don't worry about it  
**Jamie:** It's possible the drumming could be better tomorrow  
**all:** [laughter]

## **Text B:**

This is a leaflet for Sage Gateshead opera house. This is a purpose built music and arts centre.

## **Audition Based Programmes**

### **Rehearse and perform in world-class venues**

### **Weekend School - Centre for Advanced Training**

Top quality music tuition for young people aged 7-19 in a supportive, encouraging and welcoming environment. There is a wide variety of group sessions and individual lessons available in a range of styles for both singers and instrumentalists, including the opportunity to take part in workshops with visiting artists. Practical studies are underpinned with technical and theoretical studies. Students are accepted on the basis of their musical potential as well as their achievement so far. Means tested grants are available from the Department for Education's Music and Dance Scheme once a place has been offered.

### **Regional Youth Ensembles**

Members can apply for financial assistance through The David Goldman Programme.

- **Young Sinfonia** The prestigious regional youth orchestra trained by Northern Sinfonia and bringing together the top young string, wind, brass and percussion players in the region. Members are aged 13-19 and usually play at the standard of Grade 7/8 and above.
- **Stringendo** Trained by players from Northern Sinfonia, Stringendo brings together string players aged 11-14 who play above Grade 5 level.
- **Sinfonic Winds** Chamber music and wind ensemble projects directed by players from Northern Sinfonia. For woodwind, brass and percussion players aged 12-17 who are at a standard of approximately Grade 5 and above.
- **Folkestra** This unique folk ensemble, founded by renowned Northumbrian musician Kathryn Tickell is for players aged 13-19. Players of any instrument are welcome to apply, including those new to folk music.
- **Jambone** This top regional youth jazz band provides amazing opportunities to work with influential conductors and players from the jazz world as well as performing at high profile concerts. Members are aged 13-19 and usually play at the standard of Grade 7/8 and above.
- **Quay Voices** Trained by outstanding choral conductors and giving regular performances with Northern Sinfonia and its Chorus, Quay Voices is now widely regarded as one of the top youth choirs in the UK. For singers aged 14-19.
- **Quay Lasses and Quay Lads** Exciting choirs for those who are keen to explore a mix of repertoire and enjoy opportunities to work with leading choral directors. Quay Lasses is for those aged 11-16 and Quay Lads for those aged 8-16.

**Get ahead in the  
world of music**  
Work with **top professionals** from  
across the region and beyond

## Open Access Musical Opportunities

Develop your music skills and experiment with **different styles of music**

### Open Studio

A great opportunity for young musicians aged 8-18 who want to develop their skills as players or singers. Musicians of any standard, on any instrument, can come and learn composition and arrangement as well as play in ensembles and bands, in a friendly and welcoming environment.

### Foundation Studio

Offers young children the exciting opportunity to learn to play a bowed string instrument (currently violin, cello and mini bass). Small group lessons are supported by vibrant musicianship and ensemble sessions. As from September 2011 new participants aged 4-5 are invited to take part in a year of pre-instrumental lessons.

### Volcano Juniors

An amazing opportunity for young people aged 8-15 to learn to play the steel pans. No previous experience of music is necessary. If you are a drum kit player, there are also opportunities to play with the group. Drum lessons are available for members.

### Rhythm Nation

This rhythm ensemble brings together a whole range of world music styles using tuned and un-tuned percussion instruments. Performing wildly explosive street percussion styles, members learn and create by ear, taking part in indoor and outdoor performances. For ages 11-18.

### Children's Choir

Weekly singing groups for those aged 8-11, who love singing, performing and creating their own music.

### Endangered!

Tuition available from Northern Sinfonia players in instruments in danger of extinction (currently these are bassoon, oboe, French horn, double bass, harp and viola. Other instruments may be available. Please contact us for further information). Beginner sessions, advice and instrument loan also available.

### Youth Folkworks Tuesday

Exciting group tuition and ensemble playing for budding folk musicians aged 11-18. Young musicians will find this a great progression route, whether new to folk music or with previous experience.

### CoMusica

CoMusica is one of twenty-one Youth Music Action Zones in England and Wales, providing music-making activities with and for young people who might not otherwise have the opportunity. CoMusica works right across the North East region with young people aged 5-21. Contact Louise Duff on 0191 443 4588 or email: [comusica@thesagegateshead.org](mailto:comusica@thesagegateshead.org)

"As a parent, it was heart-warming to see your child perform so confidently and learn to respect and appreciate creative diversity."

**YMP Parent**

**So what do I do**

**next.. ?**

Turn the page



For more information about any of our programmes, including fees and funding please visit our website: [www.thesagegateshead.org/1\\_and\\_p/youngmusicians](http://www.thesagegateshead.org/1_and_p/youngmusicians)

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