

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**

Tuesday 22 January 2013 – 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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**PEARSON**



Handwriting practice area with 25 horizontal dotted lines.





Handwriting practice area with 25 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 area with 20 sets of horizontal dotted lines.



(b) Read the data provided on pages 6–7 of the Source Booklet.

Analyse and comment on how Bryony’s and Ellie’s language development allows the children to engage in imaginative play.

(AO1 = 10, AO2 = 15, AO3 = 15)

Area with horizontal dotted lines for writing.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 sets of horizontal dotted lines.





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





**Edexcel GCE**

# **English Language**

**Advanced**

**Unit 3: Language Diversity and Children's  
Language Development**

Tuesday 22 January 2013 – Morning

**Source Booklet**

Paper Reference

**6EN03/01**

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

*Turn over* ►

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**PEARSON**

## SECTION A: LANGUAGE DIVERSITY

### Question 1

#### Text 1

**The following text is the opening section of *A Letter sent by a gentleman of England to his frende containing a confutacion of French mans errors, in the report of the miraculous starre nowe shyninge* published in 1573.**

Misopseudolugos Philomatheï, Salutem.

Slr, whereas ye requyre my opynion touching y<sup>e</sup> French Pamflet of a blasing starre lately Englished: Surely I cannot but condempne y<sup>e</sup> rashnes of him that did translate y<sup>e</sup> same, for that at one time he offered two iniuryes. First to the Frenche man y<sup>t</sup> made the same, for whom it had beene sufficiente that Fraunce had knowen hys dotinges, & not England also to haue bene made partaker of his follyes. Secondly the ill opynion hee seemed to haue of his owne countryemen, that amonge the abundant choise of so many excellent Mathematicians, woulde rather publishe such a toye, then vse thaduisse of suche as mighte haue taughte a veritye. For the Booke although it haue fewe lines, yet hath it manye errors & that of all sortes. *Geometricall, Astronomicall, Physical, Cosmographicall* 5  
and *Historicall* First in the portrayture of *Cassiopeia* the very starres are mistaken, and the newe starre misplaced. For the three other starres that frame a figure wyth hym of *Geomitricianes* commöly called *Rhombus*, are these, one of the thirde lighte in her breste, an other of the same lighte in her chayre nighe vnto the thighe of *Cassiopeia*, the thirde in the middle ascense or backe of her Chaire, this beinge of the thirde light also, is by him quite misplaced, and in steede thereof another little starre of the fifte lighte placed, and the newe starre that is beneath the foote of her seate, is there situate farre higher. 10 15

The following texts are both examples of Scientific writing.

## Text 2

This text has been taken from *Tracts written by the Honourable Robert Boyle containing New experiments, touching the relation betwixt flame and air, and about explosions, an hydrostatical discourse occasion'd by some objections of Dr. Henry Moore against some explications of new experiments made by the author of these tracts, published in 1672.*

THE FIRST TITLE  
Of the Difficulty of Producing  
FLAME without AIRE  
EXPERIMENT 1.

- A way of kindling Brimstone in vacu Boyliano unsuccessfully tried. 5
- We took a small earthen melting Pot, of an almost Cylindrical figure, and well glaz'd (when it was first bak'd) by the heat ; and into this we put a small cylinder of Iron of about an inch in thickness and half as much more in Diameter, made red hot in the fire ; and having hastily pump'd out the Air, to prevent the breaking of the Glass ; when this vessel sem'd to be well emptied, we let down, by a turning key, a piece of Paper, wherin was put a convenient quantity of flower of Brimstone, under which the iron had been carefully plac'd ; so that, being let down, it might fall upon the heated metal, which as soon as it came to do, that vehement heat did, as we expected, presently destroy the contiguous paper ; whence the included Sulphur fell immediately upon the iron, whose upper part was a little concave, that it might contain the flowers when melted. But all the heat of the iron, though it made the Paper and Sulphur smoke, would not actually kindle either of them that we could perceive. 10 15
- EXPER. II.  
*An ineffectual attempt to kindle Sulphur in our Vacuum another way*
- A Nother way I thought of to examine the inflammability of Sulphur without Air ; which, though it may prove somewhat hazardous to put into practice, I resolved to try, and did so after the following manner: 20
- Into a Glass-buble of a convenient size, and furnish'd with a neck fit for our purpose, we put a little flower of Brimstone (as likely to be more pure and inflammable than common Sulphur ;) and having exhausted the Glass, and secured it against the return of the Air, we laid it upon burning coals, where it did not take fire, but rise to the opposite part of the glass, in the form of a fine powder ; and that part being turned downwards and laid on coal , the Brimstone, without kindling rose again in the form of an expanded substance, which (being removed from the fire) was, for the most part, transparent, not unlike a yellow varnish. 25 30

### Text 3

The following text has been taken from *Chemistry by Blackman, Bottle, Schmid, Morcerino and Wille, published in Australia in 2008*. It is aimed at first year university students.

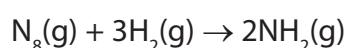
#### Standard enthalpy change

The amount of heat a reaction produces depends on the amount of reactants we combine. It makes sense that, if we burn 2 moles of carbon, we will get twice as much heat as if we had burned 1 mole. For heats of reaction to have meaning, we must describe the system completely. Our description must include amounts and concentrations of reactants, amounts and concentrations of products, temperature and pressure, because all these things can influence heats of reactions. 5

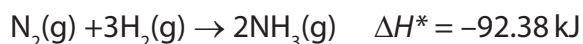
Chemists have agreed a set of **standard states** to make it easier to report and compare heats of reaction. Most thermochemical equations are written for reactants and products at a pressure of  $10^5$  Pa (for substances in aqueous solution) a concentration of 1 M. A temperature of  $25\text{ }^\circ\text{C}$  ( $298\text{ K}$ ) is often specified as well, although temperature is not part of the definition of standard states in thermochemistry. 10

The **standard enthalpy of reaction** is the value of  $\Delta H$  for a reaction occurring under standard conditions and involving the actual numbers of *moles* specified by the coefficients of the equation. We signify  $\Delta H$  under standard conditions as  $\Delta H^*$ . The units of  $\Delta H^*$  are normally kilojoules (kJ), but units of  $\text{kJ mol}^{-1}$  are also used. In both cases, the stoichiometric coefficients in the balanced chemical equation are understood to refer to the actual number of moles. 15

To illustrate clearly what we mean by  $\Delta H^*$ , let us use the reaction between gaseous nitrogen and hydrogen that produces gaseous ammonia: 20



When 1000 mol of  $\text{N}_2(\text{g})$  and 3,000 mol of  $\text{H}_2(\text{g})$  react to form 2,000 mol of  $\text{NH}_3(\text{g})$  at  $25\text{ }^\circ\text{C}$  and  $10^5$  Pa, the reaction releases 92.38 kJ. Hence, for the reaction as given by the preceding equation,  $\Delta H^* = -92.38\text{ kJ}$ . Often the enthalpy change is given immediately after the equation, for example: 25



An equation that also shows the value of  $\Delta H^*$  is called a **thermochemical equation**. It always gives the physical states of the reactants and products, and its  $\Delta H^*$  value is true only when the coefficients of the reactants and products are numerically equal to the number of moles of the corresponding substances. The equation at the bottom of p293, for example, shows a release of 92.38 kJ if 2 moles of  $\text{NH}_3$  form. If we were to make twice as much, or 4,000 mol, of  $\text{NH}_3$  (from 2,000 mol of  $\text{N}_2$  and 6000 mol of  $\text{H}_2$ ), then twice as much heat (184.8 kJ) would be released. On the other hand, if only 0.5000 mol of  $\text{N}_2$  and 1,500 mol of  $\text{H}_2$  were to react to form only 1,000 mol of  $\text{NH}_3$ , then only half as much heat (46.19 kJ) would be released. 35

SECTION B: CHILDREN'S LANGUAGE DEVELOPMENT

Text 4

Shonagh, aged 6, produced this story as part of a school based exercise. There have been some teacher corrections.



Oen day  
pita and Jo  
war stering  
awt ov the  
window. The  
wur lucking  
at the snow.  
pita sed LES  
GOW OWT?



The got they had  
redy to a grat  
ice - scate tim.

Oen day  
pita and Jo  
war stering  
awt ov the  
window. The  
wur lucking at the snow.  
pita sed LES  
GOW OWT?

The got  
redy to  
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they had  
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tim

## Text 5

Bryony (4 years 3 months) and Ellie (4 years 6 months) are playing together in Bryony's home. Initially they are pretending to be shopkeeper and customer before starting to play families.

### Key

B: Bryony

E: Ellie

? rising intonation associated with question

(.) indicates a pause

/IPA/ to indicate pronunciation of selected words.

[] paralinguistic feature

{ } indecipherable speech

E: I need to go to the shops [sounds of till in background]

B: we going to shops

B: I I keeper and you want to buy? (.) they my pencils /pensus/

E: I know (.) [gives money] (.) there you go

B: thank you (.) what your dog called /kɔwʊd/

5

E: what? my dogs? dog

B: yeah (.) here (.) uh (.) dog here (.)

E: I haven't /Int/ got a dog

B: this is home /həʊwʌm/

E: yes

10

B: this is shopping actually

E: yeah

B: not home /həʊwʌm/

E: no (.) kind of poorly (.) yeah (.) I rolled /wəʊld/ down the hill at home /həʊwʌm/

B: eh eh need to look at that (.) that (.) Ellie (.) need to look at that scratch (.) I need to look at that scratch

15

E: I know

B: what's that there

E: that's chw /tʃw/ scratch /skrætʃ/

B: what you do?

20

E: bye (.) have to go

B: need to these (.) to home (.) bye

E: bye bye (.) see you /jæ/ put the {indcipherable} oh

B: bye

E: bye

25

B: and your card (.) and your card (.) take your card (.) bye

E: thank you /tu/

B: you you need (.) your money (.) you need your card

E: no I don't

B: okay (.) bye

30

[shuffling noises]

E: hello

B: I got (.) I shopping keeper

E: no I'm be shopping keeper now

B: I be mum

35

E: no (.) I be (.) mum

B: no (.) you be shopping keeper

E: no

B: you be shopping keeper

E: no

40

B: okay (.) I be dad

E: bye (.) da

B: you be baby (.) I be dog actually

E: no (.) I will be baby

B: I be mum

45

E: yeah

B: baby (.) come here

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