

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**

Friday 7 June 2013 – Afternoon

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.



(b) Texts 2 and 3 are examples of newspaper reports on the deaths of American presidents.

Analyse and comment on what these texts show about the changing nature of newspaper reporting, using your knowledge about the ways in which language and meaning is influenced by society, culture and other contextual factors.

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

Dotted lines for writing.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice sheet with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Blank writing area with horizontal dotted lines.

(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 6–9 of the Source Booklet and answer the following questions.

2 (a) Read Text 4 and answer the following question.

Identify and describe **two** aspects of the data that illustrate how children develop literacy.

(AO2 = 4, AO3 = 6)

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(b) Read texts 5–8 in the Source Booklet.

Analyse and discuss the similarities and differences between the written and spoken stories produced by Natasha. In your answer you should consider how her language development and other contextual factors affect her ability to communicate a story.

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

A series of horizontal dotted lines for writing an answer.



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Handwriting practice area with 20 horizontal dotted lines.



Blank writing area with horizontal dotted lines.

(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:

Assessment 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



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Source Booklet

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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 taken from the funeral sermon for Pope Gregory the 13th, published in 1585.

An Oration and Funerall Sermon vttered ouer the Corps of the holie Father Pope Gregorie the xiiij. who deceased in Iesus Christ the 11. of Aprill. 1585

THERE is nothing so certaine as death, either vncertain as the momēt therof. Wherefore the holy Doctor saith: Keepe thy selfe continually in that estate wherein thou desirest to dye. And y^e Prouerbe goeth, that many a one thinketh himselfe in perfect health, when he beareth death in his bosome. To say the troth we doe continually carrie death about with vs. It is in vs immediatly after we take life and mouing in our mothers wombe: and wheresoeuer we walke it is still at our heeles: If wee take horse, it is with vs: If wee bee on the water, it is the guyde of our Shippe: so as we can neuer say death to bee absent from vs: for our selues are very death, and no part of our bodie immortall: wherefore those that suppose themselues to liue in this world are farre deceiued in their owne opinions, and the pilgrimage of man in this world is but a shadowe of life, which vnto vs seemeth life, but in deede is none. The better therefore to describe the said shadow, I will make an abstraction of the dead time of mans age from the full and greatest age that a creature can liue in the world.

5

10

15

Text 2

The following text is a newspaper account of the funeral of American President, George Washington.

THE CHRONICLE
TRUTH ITS GUIDE, AND LIBERTY ITS OBJECT

BOSTON, MONDAY, DECEMBER 30th, 1799

Interment of Washington

By the politeness of a gentleman of this town, we were yesterday favoured with a George-Town paper of the 20th inst from which we extract the following :- 5

ON Wednesday last, the mortal part of WASHINGTON the Great – the Father of his country and Friend Of man, was consigned to the tomb, with solemn honors And funeral pomp. 10

A multitude of persons assembled, from many miles around, at Mount Vernon, the choice abode and last residence of the illustrious chief. There were the groves – the spacious avenues, the beautiful and sublime scenes, the noble mansion- but alas ! the august inhabitant *was now no more*. That great soul was *gone*. His mortal part was there *indeed* ; but ah ! how affecting how awful the spectacle of such worth and greatness, thus, to mortal eyes, fallen!–Yes ! fallen ! fallen! 15 20

In the long and lofty *Portico* where oft the hero walked in all his glory, *now* lay the shrouded corpse. The countenance still composed and serene, seemed to express the dignity of the spirit, which lately dwelt in that lifeless form. There those who paid the last sad honours to the benefactor of his country, took an impressive – a farewell view. 25

On the ornament, at the head of the coffin, was inscribed SURGE AD JUDICIUM – about the middle of the coffin, GLORIA DEO – and on the Silver plate, 30

GENERAL
GEORGE WASHINGTON
Departed this life, on the 14th December, '99
Æt. 68.

Text 3

The following is an extract from the New York Times November 25th 1963 the day before the funeral of President John F Kennedy.

Another Sad Journey

Tomorrow, Mrs Kennedy will again follow the caisson by car from the Capitol to the White House. There, she will alight to follow the coffin by foot for five blocks to St Matthew's Cathedral for the funeral mass.

White House aides declined tonight to say if the children would attend the service or the burial, which will be held in Arlington National Cemetery. 5

Mrs Kennedy will meet with foreign heads of state at the White House at 3.30 tomorrow afternoon, shortly after the burial, it was announced tonight. The State Department was flooded all day with requests of foreign dignitaries to meet her.

The solemn ceremonies of the day began in late morning for Mrs Kennedy and her children when they attended a private mass in the East Room, where the coffin rested under a crystal chandellier. 10

The mass was celebrated by the Rev. M. Frank Rupert of St. Matthews Cathedral. Present were members of the family and close friends, including Under Secretary of the Navy Paul Fay and Charles Spaulding of New York. 15

Joining Mrs Kennedy at the White House before the procession to the Capitol were her stepfather and mother, Mr and Mrs Hugh D. Auchincloss of Washington and Newport, and her stepsister and stepbrother, Miss Janet Auchincloss and Jamie Auchincloss.

Sister is Visiting

Mrs Kennedy's sister, Princess Stanislas Radziwill of London, arrived yesterday to stay with her sister until after the funeral. Attorney General and Mrs Kennedy also are staying with her much of the time. 20

Other members of the family at the White House during the mourning were two of President Kennedy's sisters and their husbands, Mr and Mrs Stephen Smith and Mr and Mrs Peter Lawford. 25

Arriving from Hyannis Port, Mass., aboard the family plane, the Caroline, late today were Mrs Kennedy's mother, Mrs Joseph P. Kennedy, a sister, Mrs Sargent Shriver; and a brother, Senator Edward Kennedy.

President Kennedy's mother, one of her daughters, two daughters-in-law and one son-in-law visited the catafalque in the Rotunda just after 10p.m. 30

Kneeling and praying beside the coffin for several minutes were the senior Mrs Kennedy, Joan Kennedy, wife of Senator Kennedy; Mrs Robert Kennedy, and Mrs Shriver, who is the President's sister Eunice.

Standing by was Mr Lawford, the actor, husband of the President's sister Patricia, who was not present. 35

White House aides said that Mrs Kennedy is holding off on plans for her future until after the funeral. They said that only the files from President Kennedy's office had been moved out.

It is possible that after leaving the White House, Mrs Kennedy will go to her country home on Rattlesnake Mountain, near Atoka, Va.

Or she may go to the Kennedy summer home at Hyannis Port, to the Auchincloss estate, Hammersmith Farm at Newport, R.I or the Auchincloss home in Georgetown. 40

SECTION B: CHILD LANGUAGE DEVELOPMENT

Text 4

The following are extracts from a longer conversation. Courtney (C) is reading a book to her mother (M).

Key

bold stressed word

C: Courtney

M: Mother

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[] paralinguistic feature

() pause

(.) micropause

C: /kə/ (.) /b/ (.) /n/ (.) /e/ (.) what spell?

M: don't know (.) can you work it out?

C: /kə/ (.) /b/ (.) /n/ (.) /e//kəmptəʊ/ (1) /kəmptə/ (.) what does that mean?

M: I've never heard that word before

C: I going to try (.) can you (.) can you (.) will you tell me what that says [points to word]? 5

M: it says come

C: come (.) /kə/ (1) /ʊ/ (1) /m/ (.) come /kʊm/ (.) /də/ (.) /e/ (.) /gə/ (.) /gə/ (.) /ə/ (.) /w/

M: spells?

C: digger/dɪgə/

M: can you see rabbit look for rabbit can you see an r /a/? (.) a ruh /rə/? 10

C: what does r /a/ look like?

M: can you remember?

C: no

M: it looks like that shape [points to the letter r]

C: it's a line and then a little curve 15

M: yeah

C: oh that a very hard one (1) is that rabbit?

M: yes it is

M: what's this bit? [points to a question mark]

C: that the one that says (.) that's the thinking sign you thinks it here but not 20

M: do you know what that sign is? (.) what that symbol means?

C: it's where you say (.) like when you say where

M: yes (.) where or how (.) they are called questions

C: yes

M: do you know what they call the kind of mark? (.) the mark that goes with questions? 25

C: the dot on the spot (.) I call it the dot on the spot

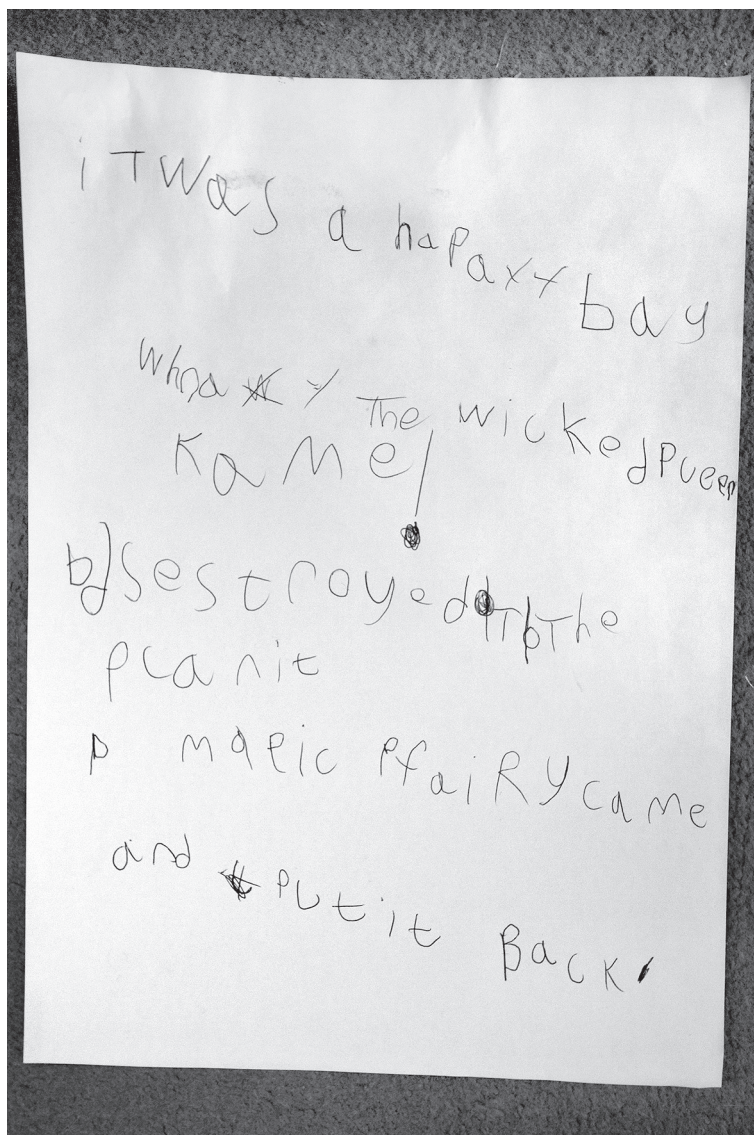
M: it's also known as a question mark

C: I call it dot on a spot

Texts 5, 6, 7 and 8 are all examples of narratives by Natasha.

Texts 5 and 6 are written texts produced independently at home.

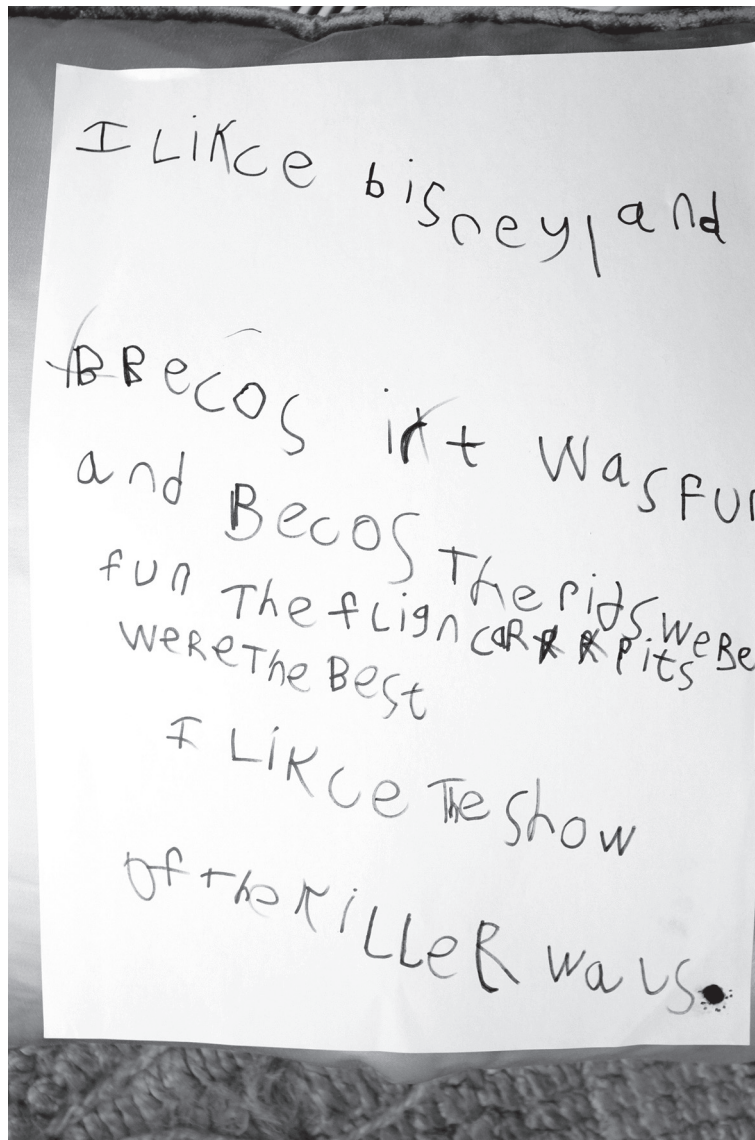
Text 5



iT was a hapay bay
whnaXX The wicked pueen
kame!
bdsestroyed it the
planit
a magic pfaiRy came
and put it Back

it was a happy day
when the wicked queen
came!
destroyed it the
planet
a magic fairy came
and put it back

Text 6



I Likce bisneyland
XBecos iXt was fun
and Becos The rids. weRe
fun The flign caRXXpits
were the Best
I Likce The show
Of the killeR wals

I like Disneyland
because it was fun
and because the rides were
fun. The flying carpets
were the best.
I like the show
of the killer whales

Texts 7 and 8 are spoken texts produced when Natasha was 3 years old. She had been asked by her father to tell him a story. In text 7 she tells an original story but in text 8 offers a re-telling of a book she had recently read.

Key

bold stressed word

Italics – lowers voice to whisper

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[] paralinguistic feature

() pause

(.) micropause

Text 7

One time (.) there was a **princess** /pwɪnsɪs/ that lived in a **castle** /cæsl/ (.) and one /wʊn/ day (.) a **witch** arrived /raɪvd/ at the castle (.) she was hoping /həʊpɪn/ the princess **die** so what she did was (.) get the queen and king and told /təʊl/ them the witch was arriving /raɪvɪn/ and what they did was (.) **sleaped** under the queen's **bed** (.) and soon the witch got away (.) and then was another witch (1) *did you record that dad?* (.) *can you ask the recorder what I did?*

Text 8

One morning Topsy and Tim woked up (.) when they saw a **rabbit** /wæbɪt/ in the **garden** /gɑːdn/ and their neighbour catch the rabbit (.) and the rabbit was going /gəʊɪŋ/ to stay at Topsy and Tim house (.) what they did was (.) they **builded** a cage for the rabbit [indecipherable] and they called him **Wiggles** because he wiggled his noses a lot (.) he wiggled his nose a lot (.) when it got **home** Dad said the rabbit can stay (.) and they **played** with him gave him his food (.) gave him his milk (.) and Dad got home (.) is that rabbit still here? *he had a busy day* (.) Tim was very excited when the neighbour **knock at the door** (.) and had the rabbit (.) but they had to get the **owner** for it

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