

Write your name here

Surname	Other names
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**Pearson**  
**Edexcel GCE**

Centre Number

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Candidate Number

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# English Language

**Advanced**

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

Wednesday 15 June 2016 – Morning

**Time: 2 hours 45 minutes**

Paper Reference

**6EN03/01**

**You must have:**

Source Booklet (enclosed)

Total Marks

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### 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.
- 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 DIVERSITY

Answer ALL questions.

Read the data provided on pages 2–5 of the Source Booklet and answer the following questions.

- 1 (a) Read Text 1 and answer the following question.

Select **two** examples from the text that 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)

Area with horizontal dotted lines for writing the answer.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



(b) Texts 2 and 3 are both examples of writing about housing animals.

Analyse and comment on what these texts show about the changing nature of this variety of writing, using your knowledge about the ways in which language and meaning are influenced by social, cultural and other contextual factors.

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

Area containing horizontal dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(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 Texts 4, 5 and 6 and answer the following question.

Identify and describe two aspects of the data that illustrate Shona's development of writing skills.

(AO2 = 4, AO3 = 6)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Dotted lines for writing.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



(b) Read Text 7 and answer the following question.

Analyse and comment on Sam's development of spoken language and the influences on it. In your answer you should bear in mind the context in which the language was produced.

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Area for writing the answer, consisting of multiple horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

**(Total for Question 2 = 50 marks)**

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**TOTAL FOR SECTION B = 50 MARKS**  
**TOTAL FOR PAPER = 100 MARKS**



Unit 6EN03/01 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





**Pearson Edexcel GCE**

# **English Language**

**Advanced**

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

Wednesday 15 June 2016 – 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

### Text 1

**The following text is taken from 'The boke of Animal Husbandry' by John Fitzherbert, published in 1534.**

*Whether is better a plough of horses or a plough of oxen.*

It is to be knowen, whether is better a plough of horses, or a plough of oxen, and therein mei semeth oughte to be made a distinction. For in some places, an oxen ploughe is better than a horse plough, and in somme places, a horse ploughe is better: that is to say, in euery place, where as the husband hath seueral pastures, to put his oxen in, whan they come fro theyr warke, there the oxen ploughe is better. For an oxen maye nat endure his warke, to labour all daye, and than to be put to the commons, or before the herdman, and to be set in a folde all nyghte without meate, and go to his labour in the mornynge. But and he be put in a good pasture all nyghte, he wyll labour moche of all the daye dayely. And oxen wyl plowe in tough cley, and vpon hylly grounde, where as horses wyll stande still. And where as is noo seuerall pastures, there the horse plowe is better, for the horses may be teddered or tyed vpon leys, balkes, or hades, where as oxen maye not be kept: and it is not vsed to tedder them, but in fewe places. And horses wyl goo faster than oxen on euen grounde or lyght grounde, & be quicker for cariage: but they be ferre more costly to kepe in winter, for they must haue both hey and corne to eate, and strawe for lytter, they must be well shodde on all foure fete, and the gere that they shal drawe with is more costely than for the oxen, and shorter whyle it wyll last.

## Text 2

The following is taken from 'The gentleman's compleat jockey with the perfect horseman, and experienc'd farrier' by A.S. Gent, published in 1697.

### *Of the Stable.*

First, For the scituation of the Stable, it should be on a dry Ground, so as all the seasons of the Year, both Man and Horse may come and return from the same clean and dry; also it should be builded and so placed that there be a continual Current for cleansing and keeping the same sweet from all things that are noysome. It should be cealed over the Horses, to keep both Horse, Rack, Meat and Manger from all dust; it must not have any filthy Gutter or Sink near, in, or under the same, neither any Privy, nor any other unwholesome savour of Hogsties, Hen-houses, or such like. Some ancient Writers affirm, that the strong air of a Privy will make a Horse blind; the Horse is naturally a proud Beast, and delighteth in cleanness; the Rack should be set high and stooping, that no dust or filth may annoy the Horses Eyes or Maine, or indanger his Crest, by crooked or wry feeding; the Manger shou'd be deep and strong, for casting Provender out of it with the Horse's Nose, with posts and partitions, as you may see in all well-ordered Stables; the Floor should be paved and not planked for these Reasons: First, it is more durable and lasting, and less charge, it maketh your Horse more bold upon stony and hard Grounds, as also it is an excellent conveniency for Colts being unshoo'd, for it hardeneth the Hoof so as by continuance and custom, they will be as bold on the Stones as if they were shoo'd. The Pavement should be even, not higher before, where the fore-feet stand, for it will prove painful to the hinder Legs, so as the Horse, unless necessity compel him, cannot stand strait or be bold in the Stable; there should be divers Windows, the which should be so placed, that the Stable be therewith cleared with the Air, and to be close shut, or open'd as occasion shall serve, in the night-time, especially in the Winter, at other times it should be kept something cold, for the Horse will feed and digest the better. There should not be any dust or Loam-walls about or near the Rack or Manger, for the Horse will naturally lick them to his great hurt. The \*ung must not by any means lye close to the Stable. The Grooms should be lodged near to the Stable to be ready at all times, and upon all occasions; and joyning to their Lodging should be a convenient Room, with a Press therein to set their Saddles, Bridles, Girts, and such like; with all kind of necessary Instruments, to mend such Furniture, with all things necessary for Shooing, letting of Blood, and such like, together with Medicinable things, either for inward Diseases, or outward Hurts.

\* undecipherable letter

### Text 3

The following is an extract from 'Llamas and Alpacas – A Guide to Management' by Gina Bromage, published in 2006.

#### HOUSING AND YARDS

Under normal conditions, healthy llamas and alpacas have no requirement for housing in the UK. Their coats are weatherproof and they can live successfully outside all year round. This does assume that they will have shelter from the sun and wind, when necessary, from hedges, fences or trees. However, there are some instances in which you will find purpose-built shelters of various sorts useful: 5

- Husbandry procedures.

There are various aspects of husbandry that require the animals to be restrained and handled – for example, for toenail trimming, injections, worming and shearing. Shearing can be done only in dry conditions, and you won't do the other things many times in the rain before you wish you had a shed. Fleece will heat and rot if stored damp. (If the fleece does get damp, it must be dried before being bagged.) Even in the summer the dew will wet the surface of the fleece, and keeping the animal to be shorn early in the day under cover overnight will ensure that their coats are dry in the morning. Otherwise, even in good weather, you can waste half of the day while they dry off; this will not please your shearer, to whom time is money - and probably your money. 10 15

- Sick animals or weak crias.

Sooner or later an animal will become unwell, or a cria will be born during inclement weather, and protection from the elements may become a matter of life or death for it.

- Unrelenting bad weather or very severe weather. 20

In regions where it can rain very persistently, the keepers of alpacas and llamas usually find that it is useful to be able to put the animals under cover so that their fleeces do not remain wet for weeks on end. The parts of South America where they evolved are, after all, arid, and it would be reasonable to expect their coats literally to rot under long-term wet conditions as well as their feet becoming soft and prone to damage. Camelid fleece has its own grease, called suint, but there is much less of it than the typical amount of lanolin found in sheep fleece. As a result, the fleeces are less resistant to water. Suri animals, whose fleeces hang down in long ringlet-like locks, have a permanent parting down the middle of their backs, and this makes them less tolerant of wet, cold and strong sun. 25 30

#### Sheds

The design of the shed must be suited to its particular uses, and these are too various for hard and fast rules. However, if you are building a new structure, you have the opportunity to make it as convenient and efficient as possible. Ask yourself the following questions: 35

1. How many animals must it accommodate at once?

For the short periods required for handling and husbandry procedures, each animal will need approximately 3sq. m for alpacas and 6sq. m for llamas, plus the area you need to work in.

2. For how long?

40

If they are to be kept inside for longer periods, calculations become more difficult, since the make-up of the groups and individual natures of the animals concerned begin to have an effect. If they are overcrowded, they will bully each other, and individuals will become stressed; the weaker ones will fail to get enough food and water.

**Glossary**

Cria – a baby alpaca

Camelid – a group of animals that include camels, alpacas and llamas

Suri – a breed of alpaca

SECTION B: CHILD LANGUAGE DEVELOPMENT

The following texts are taken from a booklet called 'My Minibeast Dictionary' produced by Shona (aged 6) at school.

Text 4

Ant



ANTS	CAAn	CAre	heve
loads.			
A	*ant	IS	a
		in	sect

Ant  
Ant's cAn cAre heve  
loads.

A ant is a in sect

Text 5



but flyd.

but	flyus.	af	culyfl.
but	FLYUS.	hav	Aten igh's.

but flyd.

but flyus. ar culyfl.

but flyus. hav Aten igh's.

Text 6

ladee burd



ladee burds	hav	8
SPOTS		
ladee burd's	hav	8
blac	SPOTS	

ladee burd

ladee burds hav 8

spots.

ladee burd's hav 8

blac spots.

## Text 7

The following extract is taken from a conversation between Sam (aged 3 years 10 months) and his mother. Sam is decorating the Christmas tree.

### Key

S	Sam
M	Mother
(.)	micropause
(1)	timed pause
/IPA/	to indicate pronunciation of selected words
[ ]	paralinguistic feature
{ }	other action or sound
?	rising intonation

S: mummy and daddy

M: mmm

S: [singing] wrap /wæp/ around /æwaʊnd/ the Christmas /kwɪzməs/ tree /twi/ (.) wrap around the Christmas tree (1) [stops singing] wrap /ræp/ it round /raʊnd/ the tree /tri/ (.) round /waʊnd/ round /raʊnd/ {indecipherable}

5

M: will he?

S: yeah /je/

M: is there any tinsel? (2) what else is in the box?

S: more tinsel (.) more tinsels (.) right

M: what do you do with the tinsel?

10

S: just /dʒʊs/ put it on Christmas (.) we just put it on the Christmas tree

M: is the tinsel long?

S: yes /jə/ yes /jʊz/ yes /jʊz/ (.) you right mam (.) it long

M: where you going /gəʊɪn/ to put that?

S: here {puts tinsel on tree and goes back to the box of decorations} something has a red b (.) bauble /bɔ:bəʊl/ (.) and it sticks with stickers so where I am going /gəʊɪn/ to put it? (.) you spotted it mam (.) it there (.) I'm going /gəʊɪn/ to put it {puts bauble on tree} the the Christmas tree might be lovely when daddy comes out (2) oh (.) found some more baubles and different things /fɪŋz/ on it

15

M: what's in the other box then?

20

S: baubles /bɔ:bəʊl/ {indecipherable}

M: do you want to bring it here and show me?

S: look at the beads (.) look at the beads (1) mummy (.) look at the beads

M: wow

S: can we put them on Christmas tree?

25



M: yes (.) can do

S: {holds up Christmas ornament} mam (.) can you put this /zɪs/ on the Christmas tree?

M: yeah

S: {holds up Christmas ornament} open it

M: you can't open it (.) it's a decoration 30

S: look at this /dɪs/ green and red (.) can we put some of /ə/ these /dɪz/ on?

M: well when we come home tonight from nursery

S: and /æn/ work

M: yes and /æn/ work

S: can we put some {indecipherable} on (.) these ones? these /ðɪz/ ones on it? 35

M: mm

S: fell off Christmas /krɪstəməs/ tree (.) I put these bauble on it (.) these precious bauble /bɔ:b/ (.) this /ðɪs/ one is glass /glæs/ so we have to be careful with it

M: OK

S: if we having it on it would be (.) could be on this one {hangs bauble on a branch of the tree} 40

M: that's a good job isn't it?

S: we need some big baubles /bɔ:bz/ now (.) look at this /ðɪs/ big red one (.) this /dɪs/ is glass /gæs/ too

M: it's glass /glæs/ 45

S: and if we drop it there it no break (.) look

M: why doesn't it break?

S: because because if we have it on carpet it won't break and and and

M: so if we dropped it with no carpet would it break?

S: yes (.) look (.) look at this big line {points to tinsel on the floor} (.) look mam (.) look mam 50

M: yes (.) I can see

S: look (.) like a necklaces /nekles/ (.) like a lecklace /lekles/

M: a leckless?

S: necklace /nekləs/ 55

M: oh a necklace

S: go your neck (.) go on your neck

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Sources taken/adapted from:

<http://eebo.chadwyck.com/>

*Llamas and Alpacas – A Guide to Management*, Gina Bromage, The Crowood Press Ltd, 2006

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