

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**

Monday 11 June 2012 – 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**

**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) 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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Handwriting practice area with 25 horizontal dotted lines.



(b) Texts 2 and 3 are examples of instructional texts.

Analyse and comment on the language used in the recipes, 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)

A series of horizontal dotted lines provided for the student to write their analysis and commentary on the instructional texts.



Handwriting practice area with 20 horizontal dotted lines.



Blank writing area with horizontal dotted lines.

**(Total for Question 1 = 50 marks)**

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**TOTAL FOR SECTION A = 50 MARKS**



**SECTION B: CHILDREN’S LANGUAGE DEVELOPMENT**

**Answer ALL questions.**

**Read the data provided on pages 5–9 of the Source Booklet and answer the following questions.**

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

Identify and describe **two** examples which represent different key constituents of language, illustrating theories associated with the development of spoken language.

*(AO2 = 4, AO3 = 6)*

Dotted lines for writing.

Handwriting practice area with 20 sets of horizontal dotted lines.





(b) Read the data provided on pages 6–9 of the Source Booklet.

Using Text 5, analyse and comment on the development of Charlotte’s written language and her ability to shape a text for a particular purpose, audience and genre.

(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 20 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Blank writing area with 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 6EN03/1 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



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**Edexcel GCE**

# **English Language**

**Advanced**

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

Monday 11 June 2012 – Afternoon

**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 taken from a collection of recipes from South Carolina’s Low Country, written in Gullah with English translations entitled ‘Bittle ‘en t’ing Gullah Cooking with Maum Chrish’, by Virginia Mixson Greaty.**

Gullah is a creole language spoken by an African American population living around the coastal regions of the U.S states of North Carolina, South Carolina, Georgia and northeast Florida. It is based on English, with strong influences from West and Central African languages.

The recipes are related in the voice of “Maum Chrish”, a character based on the grandmother of a Yoruba-descended slave, and are designed as a tribute to this language and to the African-American people whose ancestors used it as a mother tongue. 5

**Chillun Suguh Cookie** (Children’s Sugar Cookies)

Tek:

- 1/2 medjuh ub suguh 10
- 1 aig
- 2 laa’ge spoon ub buttuh
- 1 medjuh ub flowuh
- 1 leetle spoon ub banilluh flabuh

Lick-up de aig; stuhr een de banilluh. Mix de suguh en’ de buttuh, den pit de aig ‘long’um. Mix de sugah, de buttuh, en’ de aig wid de flowuh. Roll’um out en’ cut’um een leetle cookie. Bake’um een uh medjum hot obun ‘tell dem browng. Dis mek twenty-fo’ leetle cookie. 15

Glossary:

- aig – Egg
- banilluh – Vanilla

The following texts are both examples of recipes.

## Text 2

The following recipes have been taken from *A Propre new booke of cokery* published in 1545.

### To make clere Jelly.

Take two calves fete and a shouldre of veale & set it upon the fire in a faire pot with a gallon of water and a gallon of claret wyne / than let it boyle tyll it be Jelly & than take it up and strayne it and put therto Sinamon / Ginger & sugre and a lytell turnesole to colour it after your discretion.

5

### To make a dissh full of Snow.

Take a potell of swete thicke creame and the whites of eight egges & beate them al togider with a sponne / then put them in youre creame and a saucer full of Rosewater and a disshe full of Suger with all / than take a sticke & make it cleane / and than cutte it in the ende foure square / and there with heate all the aforesayde thinges together / & ever as it ryseth take it of and put it into a Collander / this done / take one apple and set it in the myddes of it and a thicke busshe of Rosemary and set it in the middes of the plater / then cast your Snow upon the Rosemary & fyll your platter therewith. And if you have wafers cast some in with all and thus serue them forth.

10

### To make Bleaw manger.

Take a capon and cut out the braune of him a lyue and parboyle the braune tyll the flesshe come from the bone / and then drie him as drie as you can in a fayre cloth / then take a payre of cardes and carde him as small as is possyble and than take a pottell of mylke and a pottell of creame / and halfe a pownde of Ryc flower and your carded braune of the capon and put all into a panne / and stere it all together and set it vpon the fyer / & whan it begynueth to boyle put therto halfe a pounce of beaten suger and a saucer full of rosewater / and so let it boyle till it be very thicke / then put it into a charger till it be colde and then ye maie slice it as ye do leiche and so serue it in.

15

20

### For Gusset that may be an-other potage.

Take the broath of the same capons & put in a faire chaffer / then take a dozen or xvi egges and stere them al together whyte and all / then grate a fathyng white loaf as small as ye can & mynce it with the egges all together and put thereto salte and a good quantite of safron / and or ye put in your egges / put into your broth / tyme / sauery / margeron and parsley smal chopped / & when ye ar redy to your dyner / set the chaffer vppon the fyer with the broath and let it boyle a lytell and put in your egges / and stere it vp well for qualyng the lesse. The lesse boyling it hath / the more tender it wyll be / and then serue it forth .ii. or .iii. slyces vpon a disshe.

25

30

Glossary:

Potage – a thick stew or soup

Capon – a cockerel

Bleaw manger – blancmange

Braune – fleshy parts or muscle

Pottell – a measurement equivalent to half a gallon

Chaffer – a type of cooking dish

### Text 3

The following text is transcription taken from an instructional video on how to cook the perfect burger. It originally appeared on an American barbecue cookery website.

#### Key

( ) pause

(.) micropause

/IPA/ to indicate pronunciation of selected words.

**Bold** indicate emphatic stress

#### Barbecue hamburger recipe

welcome to barbecue web (.) dot (.) com (.) today we're going to do some burgers on the  
barbecue (3) man (.) they look good (2) it's a real easy recipe (.) you want to /wɒnə/  
get yourself some ground beef chuck sliced Vidalia onions some sliced tomatoes  
/tʊmɜrtɪz/ some cheese hamburger rolls and your favourite condiments (.) alright (.) let's  
get that grill all fired up (5) lay that charcoal about two or three briquettes thick (.) you  
don't need much charcoal to get a **high heat** (.) to **sear** them burgers (.) put that **grill** in  
place (2) now let's make them **burgers** (.) here we've got a **gorgeous** tomato /tʊmeɪdəʊ/  
(.) **beautiful** onion (9) and here's the magic (.) **beef ground chuck** (.) you always want  
to use ground chuck when doing the burgers on the barbecue for **best** taste (.) **flavour**  
(.) **nice and juicy** (.) put a little salt and pepper on (.) now this is optional (.) could add  
a little garlic powder (.) just a pinch (.) maybe a quarter teaspoon here in about four  
pounds and gently work it into the ground /graʊn/ chuck (12) oh yeah (.) just **roll** these  
into about baseball size (.) **or** maybe tennis ball size (.) do this beforehand (.) oh man (.)  
just er squish them /əm/ down (.) about an inch and a half thick (9) **man** they look good  
enough to eat already if you know what I mean but man we're going to **put** these on  
the **barbecue** (10) **alright** that grill should be good and /ən/ hot (2) want to get the grill  
scraper out and clean the grill (3) alright throw them burgers on (3) talk about **sizzling**  
/sɪzɪlɪŋ/ hot (1) **boy** these smell good already (6) yeah (.) you want to /wɒnə/ flip them  
/əm/ (.) the idea here is to sear each side about a minute a minute and a half (2) and **lock**  
**in** them juices (4) remember you can always control that flame by using a cover on that  
grill (.) going to /gʊnə/ move these burgers off (.) they about rare medium rare (.) some  
of us might be inclined to eat them right now (.) I'm going to /gʊnə/ cook these longer  
so what we'll do is move them off the hot coals so they can cook nice and easily without  
burning (1) in the meantime (1) **slice** up a Vidalia onion (.) mmmm **oh yeah** (.) some  
**garden fresh tomato** /tʊmeɪdəʊ/ (5) I could eat them right now (.) alright (.) ready to  
go (.) just flip them round (.) you can see they have **lost** about a third of their size (.) you  
know they are cooked about medium of course /əkɔːs/ (.) what **I** like to do about now is  
throw a slice of onion on each burger (.) course that's optional (8) we'll grab ourselves  
some **sliced cheese** (5) oh man (.) **look good** /gʊd/ (2) **OK** about a minute later the  
cheese is nice and melted it's time to toast up them buns (2) oh yeah now **that** looks  
good (2) alright let's eat (10) alright (.) let's just add a little more salt and pepper (.) and  
instead of ketchup I'll add one of these here garden fresh tomatoes /tʊmeɪdəʊz/ (2) now  
**that's** a hamburger (2) let's plate it up (.) you know what (.) I think I'm going to eat one of  
these **right now** (.) **you're** going to have to barbecue your own

## SECTION B: CHILD LANGUAGE DEVELOPMENT

### Text 4

The father is helping Daisy, aged 2 years 5 months, to dress in the living room. In the background, her mother attends to her older brother, Josh, who has a cut on his hand.

#### Key

F: Father

D: Daisy

M: Mother

/IPA/ to indicate pronunciation of selected words.

? rising intonation suggests question

[ ] paralinguistic feature

( ) pause

(.) micropause

[Crying noises in the background]

D: what /w/ hap? what happens /hæpənz/? what's happened /hæpənd/?

M: Josh's got a scratch on his hand (2)

D: oh oh dear

D: I know what /ət/ you /u:/ need cream (.) you /ju/ need cream (.) I need cream on my hand (.) I need a cream (.) 5

F: why?

D: I just /jus/ a need my /mə/ cream (.) kiss it better /betə/ [kissing noises] (5) you did it self (.) you do it up (.) the buttons not on back (.)

F: the buttons aren't on the back no (.) 10

D: the buttons no on back (3) what happening /hæpənɪŋ/ ? (2) what happened to it? (2) what happened there /deə/?

F: where?

D: what happened to TV /tiv/ (.) what happen TV /tɪvi/

F: what's happened to the T (.) V /ti vi/ 15

D: what /ʊ/ happened to the TV /tɪvi/ (.) what happened to TV /tɪvi/ ? what happens to TV?

F: the sound's gone off (.) it's gone quiet (.)

D: sound's off (.) it gone quiet (.) it quiet (.) it gone quiet (.) it gone quiet (.)

F: yes it has gone quiet (.) why do you think that happened? 20

D: oh dear (.) switch it off (.) who switch it off? (.) who switch it off?

F: I think that might have been me (.) I think I switched it off (.)

D: what /wæ/ that /dæt/? what is it? what that?

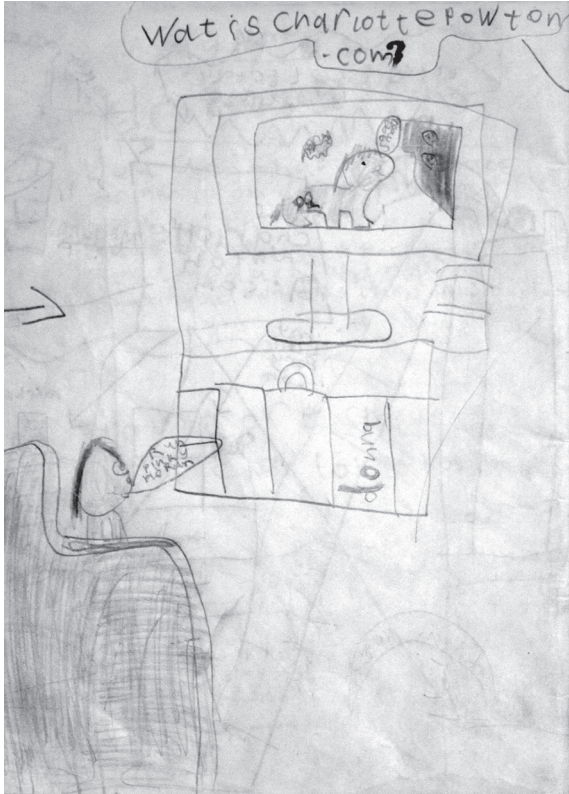
M: it's called a dictaphone

D: dictaphone /dɪkəfəʊn/ (.) phone /fəʊn/ (.) dictaphone /dɪkəfəʊn/ 25

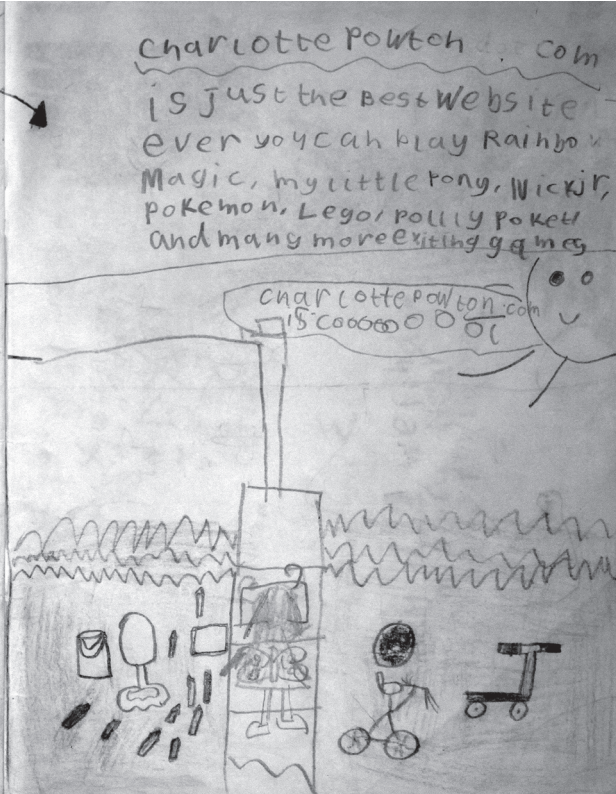
Text 5

The following texts are six year-old Charlotte's designs for a website. They were written without adult supervision.

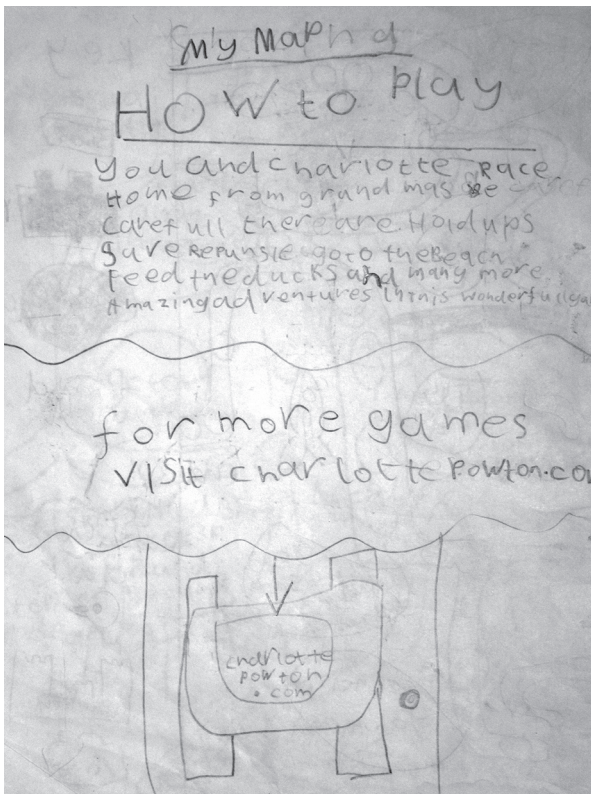
Page 1



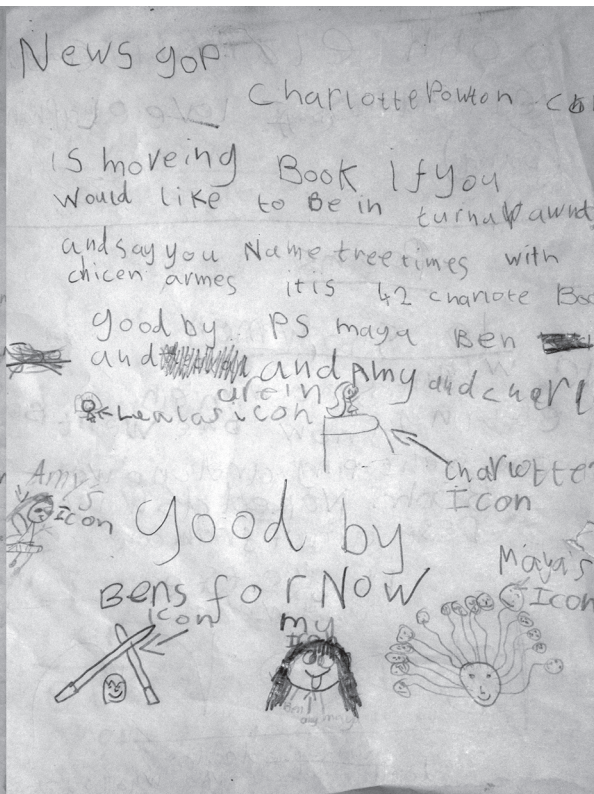
Page 2

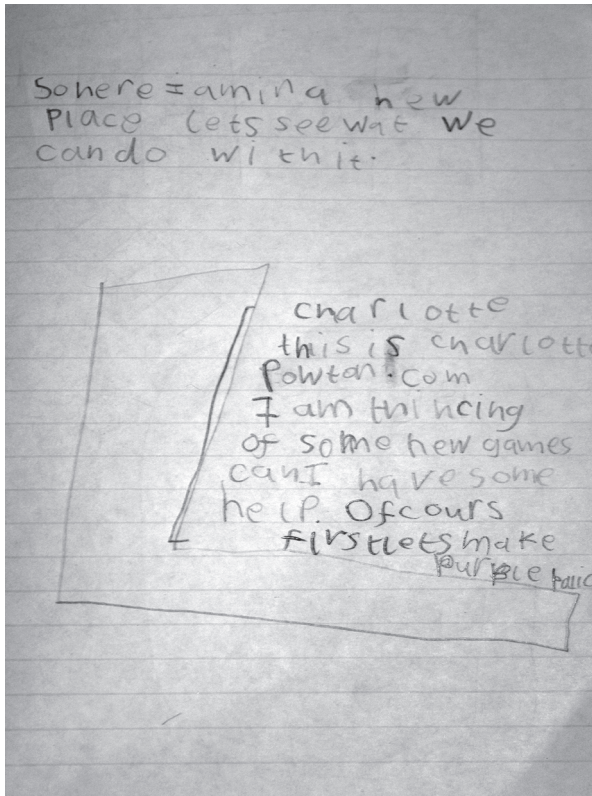


Page 3



Page 4





**Typed Version**

Page 1

Wat is charlotte Powton .com?

Page 2

Charlotte powton . com  
is just the Best Website  
ever you can play Rainbo w  
Magic, my little pony, Nickjr,  
Pokemon, Lego, polly Poket,  
and many more exiting games

charlotte powton.com  
is coooooool

Page 3

My Map

HOW to play

You and charlotte Race  
Home from grand mas be  
Carefull ther are Hold ups  
Save Repunsle goto theBeach  
Feed the ducks and many more  
Amazing adventures in this wonderfull game

for more games  
visit [charlottepowton.com](http://charlottepowton.com)

Page 4

News gop

CharlottePowton.com  
is moveing Book ifyou  
would like to Be in turn arawnd  
and say you Name tree times with  
chicen armes it is 42 charlote Book  
good by PS maya Ben  
and and Amy and charlotte  
are in

Lealas icon

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Icon

Amys  
Icon

Good by  
for Now

Maya's  
Icon

Bens  
Icon

my  
Icon



So here I am in a new  
Place lets see wat we  
Can do with it.

Charlotte  
this is charlotte  
Powton.com  
I am thincing  
of some new games  
canl have some  
help. Ofcours  
firstlets make  
purble palice

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