

Write your name here

Surname

Other names

Pearson
Edexcel GCE

Centre Number

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Candidate Number

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English Language

Advanced Subsidiary
Unit 1: Language Today

Wednesday 14 May 2014 – 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 were taken from a range of toys and games aimed at different age groups.

In your response you must refer to the texts provided.

For Example

Extract: you're breaking the sound barrier [Group B text 6]

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

1. *subject and verb*

2. *contraction*

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

look what I've found [Group C text 10]

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: **one little duck** [Group A text 2].

(i)

(2)

1

2

(ii)

(1)

.....

.....



(b) Extract: **shall** we spend the day together? [Group A text 4].

(i) (2)

1

2

(ii) (1)

.....

.....

(c) Extract: **that was fun** (2) nice tail wind (whooh) **that was fun** [Group B text 6].

(i) (2)

1

2

(ii) (1)

.....

.....

(d) Extract: **press** the green toggle [Group B text 8].

(i) (2)

1

2

(ii) (1)

.....

.....



(e) Extract: sorry to disappoint **you guys** [Group C text 10].

(i)

(2)

1

2

(ii)

(1)

.....

.....

(Total for Question 1 = 15 marks)

.....



(Total for Question 2 = 10 marks)



3 Compare the language use in Groups A and B of talking toys and games.

(AO2 = 5, AO3 = 5)

In your response, you must only refer to Groups A and B on pages 2 and 3 of the Source Booklet.

Ruled area for writing the response, consisting of multiple horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Blank writing area with horizontal dotted lines.

(Total for Question 4 = 15 marks)

TOTAL FOR SECTION A = 50 MARKS



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Handwriting practice area with 25 horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.



Blank writing area with horizontal dotted lines.



(Total for Question 5 = 50 marks)

TOTAL FOR SECTION B = 50 MARKS

TOTAL FOR PAPER = 100 MARKS



Unit 6EN01/1 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	25
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	25
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	50



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Pearson Edexcel GCE

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Source Booklet

Paper Reference

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Do not return this Source Booklet with the question paper.

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PEARSON

SECTION A: LANGUAGE AND CONTEXT

Materials for Questions 1, 2, 3 and 4

Transcription Key

- () pause **OR** sound effect
// 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

Group A: Talking Toys and Games for babies and toddlers

Text 1:

My Pal Scout (games console)

take me home (.) and I'll learn your name (.) and show you your favourite thing (.) can you guess what I am? (.) (dog barking) my favourite animal is a puppy (2) is that your favourite too? can you think of something green? (2) I'm thinking of grass (.) take me home (.) and I'll learn your name (.) and show you your favourite thing (.) can you guess what I am? (.) (pig grunting) (.) my favourite animal is a pig (.) is that your favourite too? can you think of something red? (2) I'm thinking of an apple

Text 2:

Swimming Duck (bath toy)

(singing) one little duck went swimming past (.) when we were making a splash (.) one little duckie in the water (.) it's a splash [laughter] put me in the water to swim (2) swim with me (2)

Text 3:

Peppa Pig (soft toy)

(singing) twinkle twinkle little star (.)
how I wonder what you are (.)
up above the world so high (.)
like a diamond in the sky (.)
twinkle twinkle little star (.)
how I wonder what you are

Text 4:

Pooh Bear (soft toy)

shall we spend the day together? (.) when I'm getting ready in the morning (.) I say (.) is it time to get dressed? (2) when it's a particularly good time to play (.) I say time for the next rendition (2) when I'm eating I say hmm hmm that's delicious (.) when I'm getting ready for bed I say (.) I believe I'll wait here while you brush your teeth

Text 5:

Winnie the Pooh (laptop)

I wonder what we might learn today (.) a star (.) a square (.) a heart (.) a circle (.) a triangle

Group B: Talking toys and games for children

Text 6:

Lightning McQueen Hawk (toy car)

stop breaking the sound barrier (whooh) take flight (2) you're breaking the sound barrier (2) that was fun (2) nice tail wind (whooh) that was fun (2) hypersonic speed (woosh) catching storm cloud (whooh) that was fun (2) the sky's the limit (whooh) that was fun (2) talk about an air show (whoosh) that was fun (2)

Text 7:

Toy microphone

ahoy there matey (.) do you want to join my pirate crew? (2) great (.) Skulley's letters (.) press the anchor button to choose a game (.) press the compass button to confirm (.) pirate go seek (music) press the anchor button to choose a game (.) press the compass button to confirm (.) count the treasure (2) press the anchor button to choose a game (.) press the compass button to confirm (2) ahoy matey it's Skulley's birthday (.) do you want to give him an apple? (.) press the compass button when you see an apple (2) great work today team

Text 8:

Happy Snappy Camera (toy camera)

(music playing throughout) ready? one two three smile (.) press the green toggle button to take a picture? (2) (.) farm (.) aquarium (.) city (.) beach (.) press an activity button to play (.) toyshop (2) play ground (.) zoom (.) are you still there? let's play (.) press the green toggle button to take a picture (2) let's take some great pictures

Group C: Talking toys and games for older children and adults

Text 9:

Fifa 13 (X box game)

(crowd sounds)

Speaker 1: we've got a great game in prospect here both teams will be desperate for a win tonight (.)

Speaker 2: indeed (.) I'm really looking forward to seeing top players playing with other good footballers (.) that's what they want to be part of out there

Speaker 1: the match programme says this **is** a friendly match (.) I've heard that before (.) there are players out there that don't know the **meaning** of the word (whistle sounds) once the whistle goes

Text 10:

Batman Arkham City (Xbox game)

(A camera pans out on gallery painting. The painting hides a secret door which is opened by a group of villains).

Villain 1: look what I've found

Villain 2: don't tough it man (.) they'll kill you

Villain 3: how long til the boss gets here

Villain 1: he'll be here

Villain 2: Riley said he saw the bat (.) is he here too?

Villain 1: Arkham city (.) why would he come here (4) you guys just need to chill the hell out

(breaking glass)

All: Batman

(stiletto footsteps)

Cat Woman: sorry to disappoint you guys (.) it's just little /lil/ old me

(whiplashes initiate fighting)

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SECTION B: PRESENTING SELF

Materials for Question 5

Text A: An extract from 'Climbing High' by Lene Gammelgaard – Lene Gammelgaard was the first Scandinavian woman to climb Everest. The climb ended in disaster. Climbing High is the account of how she survived.

Climbing High

After hours of hard, physical effort, I've fallen into a familiar trance. I'm moving instinctively – not thinking, not feeling, not reflecting – just moving, occasionally checking the bubble in the hose to see if the oxygen is flowing as it should. Carabiner into the fixed rope. Jumar* on. Next length of rope. Which rope looks the least aged? I almost don't care. Upward. How will I get down these steep, yellow sheets of rock safely? Onward. A snow ridge. Could that be the summit up there? I can see some rock formations and try to force my brain to remember what the summit looked like in all the photographs I've studied. What did it look like on the video Scott made in 1994? Can't use the images, anyway, for the amount of snow constantly changes the appearance of the mountain. Slowly upward, gasping for breath. My poor lungs: They're working like crazy. Hope they can take it. My breathing has adapted to the environment – more rapid and not very deep.

Pause and then onward. Our team sticks together. And we move at an almost identical pace. Then – STOP! Some down suits are already gathered in a small hollow – five to ten crouching people, sheltered a little from the rising winds and with a view of the Western Cwm a mile and a quarter below. I sit down, kicking my crampons solidly into the snow so as not to slide out of the hollow and down. There is the South Summit, and *there* is the Hillary Step!*

It's around 11, or maybe noon. It's cold and I'm tired, so Tim helps me check the oxygen content of my bottle. Damn hard work to take the backpack off up here. You have to untangle yourself from the hose connecting the bottle to the mask, check the gauge and then do the whole thing again in reverse. It's nice to have Tim's help "Almost empty," he reports. Have to think now. From here to the summit and back again, how many hours? Three to five – probably at high flow rate, for the hardest climbing is ahead of us. I've got to find a full bottle of oxygen among those lying scattered around here. And, of course, it must be one belonging to us. Unthinkable to take from Rob Hall's cache.

Nobody has been on the summit ridge this season, so there are no fixed ropes, only those that have survived from previous summit attempts. The other expeditions at Base Camp supported our two teams climbing first, as it will make it easier on all those coming after us this year if we've fixed new ropes, just as we're using our predecessors' ropes. I look across the cornices toward Tibet and see fixed ropes from previous expeditions hanging in open space, like telephone wires, 30 and 50 feet below me. They emerge from the snow wall in one place and disappear again in another. Wonder if I could grab one of them if I fell ...

Glossary

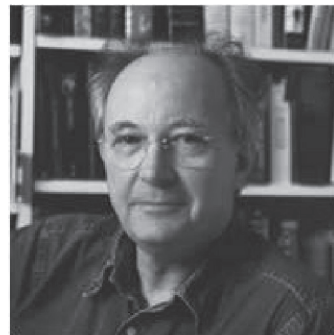
Jumar – a clamp that is attached to a fixed rope and automatically tightens when weight is applied and relaxes when it is removed.

Hillary Step – the last major obstacle before the summit.

Text B: This is a page from the website of children's writer Philip Pullman.

About Philip Pullman

I was born in Norwich in 1946, and educated in England, Zimbabwe, and Australia, before my family settled in North Wales. I received my secondary education at the excellent Ysgol Ardudwy, Harlech, and then went to Exeter College, Oxford, to read English, though I never learned to read it very well.



I found my way into the teaching profession at the age of 25, and taught at various Oxford Middle Schools before moving to Westminster College in 1986, where I spent eight years involved in teaching students on the B.Ed. course. I have maintained a passionate interest in education, which leads me occasionally to make foolish and ill-considered remarks alleging that not everything is well in our schools. My main concern is that an over-emphasis on testing and league tables has led to a lack of time and freedom for a true, imaginative and humane engagement with literature.

My views on education are eccentric and unimportant, however. My only real claim to anyone's attention lies in my writing. I've published nearly twenty books, mostly of the sort that are read by children, though I'm happy to say that the natural audience for my work seems to be a mixed one – mixed in age, that is, though the more mixed in every other way as well, the better.

My first children's book was *Count Karlstein* (1982, republished in 2002). That was followed by *The Ruby in the Smoke* (1986), the first in a quartet of books featuring the young Victorian adventurer, Sally Lockhart. I did a great deal of research for the background of these stories, and I don't intend to let it lie unused, so there will almost certainly be more of them.

I've also written a number of shorter stories which, for want of a better term, I call fairy tales. They include *The Firework-Maker's Daughter*, *I Was a Rat!*, and *Clockwork, or All Wound Up*. This is a kind of story I find very enjoyable, though immensely difficult to write.

However, my most well-known work is the trilogy *His Dark Materials*, beginning with *Northern Lights* (*The Golden Compass* in the USA) in 1995, continuing with *The Subtle Knife* in 1997, and concluding with *The Amber Spyglass* in 2000. These books have been honoured by several prizes, including the Carnegie Medal, the Guardian Children's Book Award, and (for *The Amber Spyglass*) the Whitbread Book of the Year Award – the first time in the history of that prize that it was given to a children's book.

I was the 2002 recipient of the Eleanor Farjeon Award for children's literature. At the award ceremony for that prize, which I was very proud to receive, I promised to spend my time in future making fewer speeches and writing more books.

Well, that was an easy promise to make, and an easy one to break as well. The trouble is that people keep asking me to stand up and speak about one thing or another, and I keep finding things to be interested in and talk about. I suppose I shall have to put up with it, and so will my audiences.

I have been very lucky with prizes. *Northern Lights* won the Carnegie Medal in 1996, and ten years later it was awarded the Carnegie of Carnegies, chosen by readers from all the books that have won this medal in the 70 years since it was first awarded. In 2001 *The Amber Spyglass* became the first children's book to win the overall Whitbread Award (now known as the Costa Award). The Whitbread could, and should, have gone to a children's book long before, but someone had to be first, and I was the lucky one.

In 2005 I was surprised and delighted to win the Astrid Lindgren Award, or rather to share it with the Japanese illustrator Ryoji Arai. This is a wonderful international honour given by the Swedish government to writers, or illustrators, or others connected with bringing books to children. It's very generous of Sweden to do that, but Astrid Lindgren was a great woman, and they are proud of what she achieved and glad to commemorate her with the award given in her name.

And finally, *The Book of Dust*. My work on this has been interrupted over the past couple of years, but the book is growing slowly and before long I shall take it up again full-time. What can I tell you about it? Nothing, except that it's by far the most important thing I'm doing, and I intend to do it as well as I possibly can. When it's finished, you'll hear about it, I guarantee.

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