

General Certificate of Education  
January 2004  
Advanced Level Examination



**ENGLISH LANGUAGE (SPECIFICATION B)  
Unit 6 Language Development**

**ENB6**

Monday 26 January 2004 1.30 pm to 3.30 pm

**In addition to this paper you will require:**

- the data booklet (enclosed);
- a 12-page answer book.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is ENB6.
- Answer **two** questions.
- There are **two** sections:  
**Section A:** Language Acquisition  
**Section B:** Language Change.  
You must answer **one** question from Section A and **one** question from Section B.

**Information**

- The maximum mark for this paper is 70.
- Mark allocations are shown in brackets.
- Each question carries 35 marks.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary, where appropriate. The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

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**SECTION A LANGUAGE ACQUISITION**

Answer **either** Question 1 **or** Question 2.

Each question carries 35 marks.

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**EITHER**

- 1 **Text A** is a transcript of children and their caregivers talking as they went about painting, working with modelling material and role-playing situations in a “playhouse”. The children were all between three and four years old and the setting was a pre-school playgroup.

By reference to the text and to ideas from language study, write about what the transcript shows about how the children and their caregivers manage the interaction.

You may wish to comment on **some** of the following:

- the initiation and development of topics;
- the lexical and grammatical choices made;
- the negotiations and other interactions with caregivers;
- possible evidence that roles taken show the influence of gender.

*(35 marks)*

**OR**

- 2 **Texts B, C and D** are stories written by six year old children at a primary school. They were given the title “Trapped” but no other help.

By reference to at least **two** of the texts and to ideas from language study, write about what these stories show about the development of children’s early writing.

You may wish to comment on **some** of the following:

- narrative structure and the representation of events;
- spelling, letter formation and other graphological aspects;
- lexical features and grammatical constructions.

*(35 marks)*

**Transcript Conventions**

Pauses are indicated by brackets with (.) being a pause under a second’s duration and other longer pauses indicated by the number of seconds elapsing.

Other contextual information is set in italics within square brackets.

Words between vertical lines are spoken simultaneously.

Underlining indicates emphasis in speech.

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**SECTION B LANGUAGE CHANGE**

Answer **either** Question 3 **or** Question 4.

Each question carries 35 marks.

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**EITHER**

- 3** **Texts E and F** are the dictionary entries for the words *hippopotamus* and *giraffe* taken from the Oxford English Dictionary online (2003).

Write about what these texts show about the origins and development of new words. You should refer to **both** texts and to ideas from language study.

You may wish to comment on **some** of the following:

- the principles of word formation and spelling;
- the means by which new words become established;
- the wider contexts of historical language change and its recording in dictionaries.

(35 marks)

**OR**

- 4** **Data Sets G, H and I** contain excerpts from educational books about science and mathematics from the early nineteenth century.

Discuss what these data sets show about some of the language conventions for writing textbooks at the time. You should refer to at least **two** of the data sets and to ideas from language study.

You may wish to comment on **some** of the following:

- lexical and grammatical choices of language and their effects;
- spelling and other graphological aspects;
- the structural devices used to teach science and mathematics;
- the wider contexts of historical language change.

(35 marks)

**END OF QUESTIONS**

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**ENGLISH LANGUAGE (SPECIFICATION B)**  
**Unit 6 Language Development**

**Data Booklet**



**ENB6**

**Text for Question 1**

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**Text A**

Text A playgroup transcript, not reproduced here, due to third-party copyright constraints.

**Turn over ►**

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**Texts for Question 2**

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**Text B**

Text B *Trapped*, stories written by children, not reproduced here, due to third-party copyright constraints.

**Text C**

Text C *Trapped*, stories written by children, not reproduced here, due to third-party copyright constraints.

**Turn over ►**



**Text D**

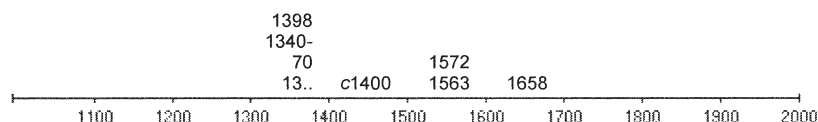
Text D *Trapped*, stories written by children, not reproduced here, due to third-party copyright constraints.

## Texts for Question 3

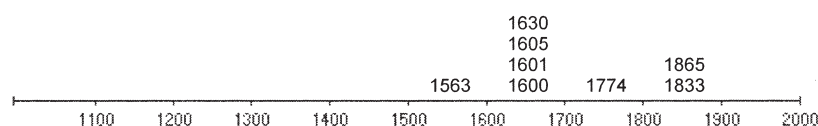
## Text E

(hipəʊ'pɒtəməs) Pl. **-muses, -mi**. Forms: *α*. 4 **ypotame, -tamos, -tanos, -tanus, 5 ypotam, ipotayne, (pl. ypotamy)**, 6-7 **hippotame, (6 hyppotame, hippotamon)**. *β*. 6-7 **hippopotame, (7 hippopotum, -potamy, hyppopotamus)**, 7- **hippopotamus, (8-9 -os)**. [a. late L. *hippopotamus*, a. late Gr. ἵπποπόταμος (Galen), f. ἵππο-*s* horse + ποταμός river. (The earlier Gr. writers used ὁ ἵππος ὁ ποτάμιος the riverine horse.) The earlier Eng. forms were a. OF. *ypotame* (13th c. in Hatz.-Darm.), ad. med.L. *ypotamus*, corruption of *hippopotamus*. The mod.Fr. is *hippopotame*.]

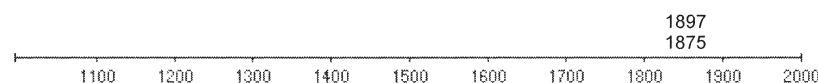
A pachydermatous quadruped, the African river-horse, *Hippopotamus amphibius*, a very large beast with a thick heavy hairless body, large muzzle and tusks, and short legs, inhabiting the African rivers, lakes, and estuaries.



*α* **13..** K. Alis. 5166 Ypotamos comen flyngynge..Grete bestes and griselich. *Ibid.* 5184 Ypotame a wonder beest is More than an olifaunt, I wis. *Ibid.* 6554 He sleth ypotanos, and kokadrill. **1340-70** Alex. & Dind. 157 Dredful dragonus..Addrus and ypotamus, and oþure ille wormus. **1398** TREVISIA *Barth. De P.R.* XIII. xxvi. (1495) 460 Some fysshe seke theyr meete oonly in water and some by nyghte vpon the londe, as Ypotanus, the water horse. **c1400** MANDEVILLE (1839) xxvi. 268 In that Contree ben many Ipotaynes [Roxb. ypotams]. **1563** T. HILL *Art Garden*. (1593) 26 The hide of the riuer Horse, named Hippotamon. **1572** J. BOSSEWELL *Armorie* II. 65b. The water Horsse of the Sea is called an Hyppotame. **1658** W. SANDERSON *Graphice* 22 Monsters, Chimeraes, Hippotames, and others such, which Heraulds undertake to bestow upon Gentlemens Buryings.



*β* **1563** WARDE tr. *Alexis' Secr.* II. 28b (Stanf.) A skin..of a Hippopotame. **1600** J. PORY tr. *Leo's Africa* I. 39 The Hippopotamus or water-horse is somewhat tawnie. **1601** HOLLAND *Pliny* I. 91 (Stanf.) The river Bambotus full of Crocodiles and Hippopotames. **1605** DANIEL *Philotas* in Farr *S.P. Jas. I* (1848) 274 Me thought a mighty hippopotamus, From Nilus floting, thrusts into the maine. **1630** J. TAYLOR (Water P.) *Praise Hempseed* Wks. III. 63/1 The Ibis, Crocodile, a Cat, a Dog. The Hippopotamy, beetles, or a frog. **1774** GOLDSM. *Nat. Hist.* IV. x. 292 The hippopotamos is an animal as large, and not less formidable than the Rhinoceros. **1833** LYELL *Princ. Geol.* III. 221 The tusks of hippopotamuses often appear on the surface. **1865** LIVINGSTONE *Zambesi* iii. 81 A considerable body of bitter water containing leeches..crocodiles and hippopotami.



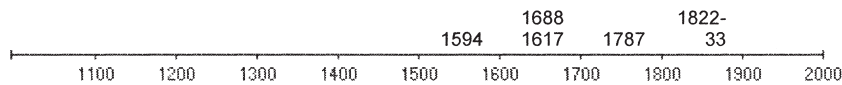
*attrib.* **1875** W. MASKELL *Ivories* 14 The handle of a mirror in hippopotamus ivory. **1897** *Daily News* 6 Dec. 3/3 A hundred lashes with the hippopotamus hide whip.

Turn over ►

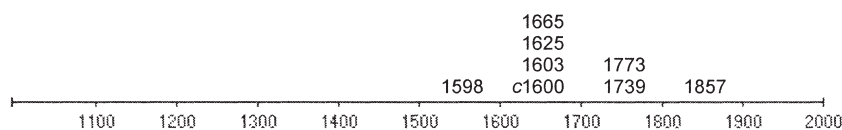
## Text F

(dʒɪˈrɑːf, -æf) Forms:  $\alpha$ . 6 **gyraffa**, 6-9 **giraffa**.  $\beta$ . 7 **giraf(f)le**, **gyraff**, **jarraff**, **ziraph**, 7-8 **giraff**, 6- **giraffe**. [Ultimately ad. Arab. *zarāfah*, whence also It. *giraffa*, Sp. and Pg. *girafa*, F. *girafe*; earlier adoptions of the word are found in OF. as *giras* (pl.), *orafle* and *giraffe*, in ME. as GERFAUNT, ORAFLE; also OSp. *azorafa*. The forms used by English writers have varied at different periods according to their immediate sources. The It. form *giraffa* was common in the 16-17th c., but some writers of 17th c. use *giraff*, app. following Gesner. The modern *giraffe* is from F., though the spelling in that language is now *girafe*. *Jarraff* and *ziraph* (17th c.) are independent adoptions from Arab. or some other oriental language.]

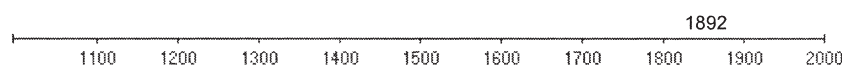
1. A ruminant quadruped found in Africa, remarkable for the length of its neck and legs, and for having its skin spotted like that of a panther; also called CAMELOPARD.



$\alpha$  **1594** BLUNDEVIL *Exerc.* v. ix. (ed. 7) 551 This beast is called of the Arabians, Gyraffa. **1617** MORYSON *Itin.* i. iii. v. 263 Another beast newly brought out of Affricke..is called..Giraffa by the Italians. **1688** R. HOLME *Armoury* ii. 130/2 Beasts..Such as chew the Cud, and are not Horned, as Camelopard Giraffa. **1787** P. BECKFORD *Lett. Italy* (1805) i. 137 In the Piazza..was once seen a Giraffa alive, sent as a present to Lorenzo dei Medici..in 1487. **1822-33** tr. *Malte-Brun's Geog.* (1834) 539 (Stanf.) The Giraffa or the camelopard.

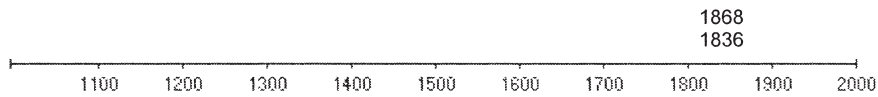


$\beta$  **1598** SYLVESTER *Du Bartas* i. vi. 104 Th' horned Hirable [**1605** *marg.* alias Girafle, **1608** *marg.* Alias Gyraffa]. **c1600** SANDERSON in *Purchas Pilgrims* ii. (1625) 1619 The admirablest and fairest beast that euer I saw, was a Jarraff. **1603** KNOLLES *Hist. Turks* (1621) 988 A live Giraffle (which is a beast like a Cammell and Panther). **1625** PURCHAS *Pilgrims* ii. 1381 There wee saw a Ziraph speckled white and higher than any beast I had euer seene. **1665** SIR T. HERBERT *Trav.* (1677) 205 In Gesner's History of Quadrupeds the Gyraff is..mentioned. **1739** E. BROWN *Trav.* 289 There is likewise in this country the Giraff, an animal capable of striking with wonder the most incurious spectator. **1773** *Gentl. Mag.* XLIII. 17 Description of the Giraffe, or Camelopardus. **1857** LIVINGSTONE *Trav.* iii. 56 The presence..of the giraffe..is always a certain indication of water being within a distance of seven or eight miles.



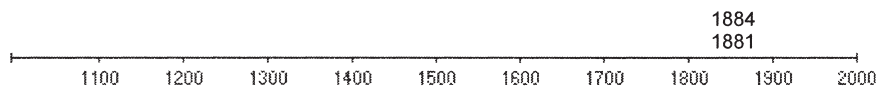
*appos.* **1892** *Times* (weekly ed.) 25 Nov. 8/1 There my driver shot a fine giraffe-cow.

2. *Astr.* The constellation CAMELOPARD 2.



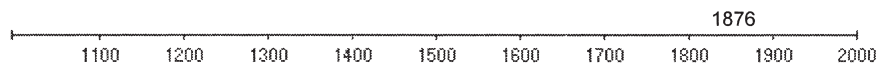
1836 [see CAMELOPARD 2]. 1868 LOCKYER *Guillemin's Heavens* (ed. 3) 320.

3. *Mining.* (See quotes.)



1881 RAYMOND *Mining Gloss.*, *Giraffe*, a car of peculiar construction to run on an incline. 1884 KNIGHT *Dict. Mech. Suppl.*, *Giraffe*, a form of cage or truck used on inclines in mines of the Pacific slope.

†4. A kind of upright spinet.



1876 in STAINER & BARRETT *Dict. Mus. Terms*.

5. Special Comb.: **giraffe acacia, tree** *S. Afr.*, names occas. used for the camel-thorn tree.

1896 H. A. BRYDEN *Tales of S. Afr.* 44 Groves of giraffe acacia (*kameel doorn*).

1815 A. PLUMPTRE tr. *Lichtenstein's Trav. S. Afr.* II. xlix. 288 A tall and wide spreading giraffe tree, the *acacia giraffæ* of Willdenow.

## Data Sets for Question 4

## Data Set G

## Text 1

SCIENTIFIC DIALOGUES,  
INTENDED FOR THE  
INSTRUCTION AND ENTERTAINMENT  
OF  
*YOUNG PEOPLE*:  
IN WHICH  
THE FIRST PRINCIPLES  
OF  
NATURAL AND EXPERIMENTAL  
PHILOSOPHY  
ARE FULLY EXPLAINED.

VOL. VI. OF ELECTRICITY AND GALVANISM.

“Converfation, with the habit of explaining the  
“ meaning of words, and the ftructure of common  
“ domeftic implements to children, is the fure and  
“ effectual method of preparing the mind for the  
“ acquirement of fciences.”

EDGEWORTH'S PRACTICAL EDUCATION.

London:

PRINTED FOR J. JOHNSON,  
NO. 72, ST. PAUL'S CHURCH-YARD;  
BY BEE AND LAW, ST. JOHN'S SQUARE, CLERKENWELL.

1805.

## Text 2

## CONVERSATION I.

—  
INTRODUCTION.  
—

*The early History of Electricity.*

**TUTOR.** If I rub pretty briskly with my hand this stick of sealing wax, and then hold it near any small light substances as little pieces of paper, the wax will attract them; that is, if the wax be held within an inch or more of the paper, they will jump up and adhere to it.

*Charles.* They do, and I think I have heard you call this the effects

VOL. VI.            B

## 2            ELECTRICITY.

of electricity, but I do not know what electricity is.

*Tutor.* It is the case with this part of science as with many others, we know it only by the effects which it produces. As I have not hitherto, in these conversations, attempted to bewilder your minds with useless theories, neither shall I, in the present case, attempt to say what the electrical fluid is: its action is well known; it seems diffused over every portion of matter with which we are acquainted, and by the use of proper methods, it is as easily collected from surrounding bodies as water is taken from a river.

*James.* I see no fluid attaching to the sealing wax when you have rubbed it.

Turn over ►

## Data Set H

## Text 1

CONVERSATIONS  
ON  
**C H E M I S T R Y ;**  
IN WHICH  
THE ELEMENTS OF THAT SCIENCE  
ARE  
*FAMILIARLY EXPLAINED*  
AND  
ILLUSTRATED BY EXPERIMENTS.

---

IN TWO VOLUMES.

---

BY JANE MARCET.

*The Twelfth Edition, considerably enlarged and corrected.*

VOL. I.  
ON SIMPLE BODIES.

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LONDON:

PRINTED FOR  
LONGMAN, REES, ORME, BROWN, GREEN, AND LONGMAN,  
PATERNOSTER-ROW.

1832.

## Text 2

148

COMBINED CALORIC.

CAROLINE.

But what are the general causes that produce those sudden changes in the weather, especially from hot to cold, which we often experience?

MRS. B.

This question would lead us into meteorological discussions, to which I am by no means competent. One circumstance, however, we can easily understand. When the air has passed over cold countries, it will probably arrive here at a temperature much below our own, and then it must absorb heat from every object it meets with, which will produce a general fall of temperature.

CAROLINE.

But pray, now that we know so much of the effects of heat, will you inform us whether it is really a distinct body, or, as I have heard, a peculiar kind of motion produced in bodies?

MRS. B.

As I before told you, there is yet much uncertainty as to the nature of these subtle agents. But I am inclined to consider heat not as mere motion, but as a separate substance. Late experiments, too, appear to make it a compound body, consisting of the two electricities.

EMILY.

But, Mrs. B., you do not, I hope, forget your

COMBINED CALORIC.

149

promise of giving us an explanation of the Steam-Engine?

MRS. B.

No; but I think it would be too great an undertaking for this morning. I would rather that you should come fresh to the subject in order to be able to give it your unwearied attention; let us, therefore, reserve it for our next interview.

H 3

Turn over ►



## Data Set I

## Text 1

THE  
*BRITISH YOUTH'S*  
 INSTRUCTOR;  
 OR,  
 A NEW AND EASY GUIDE  
 TO  
 PRACTICAL ARITHMETIC.

WHEREIN

The Rudiments of common ARITHMETIC, VULGAR and DECIMAL FRACTIONS, the Extraction and Use of the SQUARE and CUBE ROOTS, &c. are so easily treated of, and so plainly demonstrated, that any person may, of himself, (in a short time) become acquainted with every thing necessary to the KNOWLEDGE of BUSINESS.

ALSO,

*For the Use of Country Youths in particular,*

The Method of measuring any regular Piece of Timber, Tiling, Thatching, Brick-Work, or Piece of Land; and of gauging any Cistern, Piece of Malt, or common Cooler, Tub, &c.

TO WHICH IS ADDED,

A COMPENDIOUS METHOD OF BOOK-KEEPING.

The whole designed for such as have hitherto neglected, or have not had an opportunity of becoming acquainted with Figures.

BY DANIEL FENNING,

*Author of the Description and Use of the Globes; the Universal Spelling-Book; Young Man's Book of Knowledge; a new English Grammar, &c.*

THE THIRTEENTH EDITION;

Carefully revised and corrected

BY THE REV. THOMAS SMITH.

LONDON:

Printed for J. JOHNSON, W. J. and J. RICHARDSON. F. and C. RIVINGTON, WILKIE and ROBINSON, J. WALKER, SCATCHERD and LETTERMAN, C. LAW, and LONGMAN and Co.  
 1806.

## Text 2

42

## OF SUBTRACTION.

## SECTION VII.

## OF MONEY.

*Tyro.* HOW is Subtraction of Money performed?

*Philo.* By taking or subtracting every denomination in the lower line out of or from the upper sum, as will appear more plain by the two following rules.

Rule 1. When the lower figures in the farthings, pence, or shillings, are smaller than the top ones, then only subtract or take one from the other, and the remainder is the true answer or difference, which is placed under each row to which it belongs.

Rule 2. When the lower figures in the farthings, pence, or shillings, are larger than the top ones; then subtract or take the lower figure out of what you do by; that is, take the lower farthings out of 4, the lower pence out of 12, and the lower shillings out of 20, taking in the top figure besides; so shall this be the true difference or answer; remember, that you are always to carry 1 to the next figure for borrowing, as you did in whole numbers.

*Tyro.* Please to give me an example or two, I shall soon understand it.

*Philo.* You cannot miss if you mind the rule well.

	Ex. 1.			Ex. 2.			Ex. 3.		
	£.	s.	d.	£.	s.	d.	£.	s.	d.
From	9	8	11	48	15	5	643	14	6 $\frac{3}{4}$
Take	7	5	6	27	11	3	231	11	2 $\frac{1}{4}$
	<hr style="width: 100%;"/>			<hr style="width: 100%;"/>			<hr style="width: 100%;"/>		
Rem.	2	3	5	21	4	2	412	3	4 $\frac{1}{2}$
	<hr style="width: 100%;"/>			<hr style="width: 100%;"/>			<hr style="width: 100%;"/>		
Proof	9	8	11	48	15	5	643	14	6 $\frac{3}{4}$

1. I begin at the pence in Example 1, saying, 6 from 11 pence, there remain 5 pence, which I place under the pence; then I say, 5 shillings from 8 there remain 3 shillings; and 7 pounds from 9 there remain 2. So the difference is 2*l.* 3*s.* 5*d.*

## PROOF.

The work is proved like whole numbers, by adding the difference to the lower or lesser number: thus, 5 pence and 6 are 11 pence; then 3 shillings and 5 make 8 shillings; and 2 added to 7 make 9 pounds.

END OF TEXTS

**THERE ARE NO TEXTS PRINTED ON THIS PAGE**

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Question 3

Texts E and F: *Oxford English Dictionary* (CD-ROM) (Oxford University Press)

Question 4

Data set G: *Scientific Dialogues* Vol. VI, (J. Johnson), 1805

Data set H: *Conversations on Chemistry* Vol. I, (Longman et al), 1832

Data set I: FENNING D, *The British Youth's Instructor: or, A New and Easy Guide To Practical Arithmetic*, (J. Johnson et al), 1806

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