

Write your name here

Surname

Other names

Centre Number

Candidate Number

Edexcel GCE

English Language

Advanced Subsidiary

Unit 1: Language Today

Friday 18 May 2012 – Afternoon

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 2–5 of the Source Booklet and answer the following questions.

1 These texts are slogans from a range of educational institutions.

In your answer, you must refer to the texts provided.

For Example

Extract: CREATE IMPACT. WHAT DIFFERENCE WILL YOU MAKE? [Group B No.14]

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

- 1. interrogative
- 2. rhetorical function

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

Looking for your future? [Group B No. 20]

For each of the extracts given:

- (i) Describe the underlined language feature using **two** linguistic terms.
- (ii) Identify another example of the underlined feature from the data provided in the Source Booklet.

(a) Extract: Caring for Each Other [Group A No. 2].

(i) (2)

1

2

(ii) (1)

.....

.....



(b) Extract: **Excellence in Education** [Group A No. 8]

(i)

(2)

1.....

2.....

(ii)

(1)

.....

.....

(c) Extract: **'FOLLOW ME'** [Group A No. 9].

(i)

(2)

1.....

2.....

(ii)

(1)

.....

.....

(d) Extract: Looking for your future? **It** starts here! [Group B No. 20].

(i)

(2)

1.....

2.....

(ii)

(1)

.....

.....



(e) Extract: From **Tiny** Acorns **Mighty** Oak Trees Grow [Group C No. 21].

(i)

(2)

1

2

(ii)

(1)

.....

.....

(Total for Question 1 = 15 marks)



- 3** Identify and explain differences you notice in language use between the slogans in Group B (Further and Higher Education) and Group C (Primary Education).
(AO2 = 5, AO3 = 5)

In your response, you must refer to Groups B and C on pages 3–4 of the Source Booklet.

Dotted lines for writing response.



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(Total for Question 4 = 15 marks)

TOTAL FOR SECTION A = 50 MARKS



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(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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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

Group A: Secondary Education

Text 1:

High Storrs School
Designed for success

Text 2:

Tapton School
Valuing everyone
Caring for Each Other
Achieving Excellence

Text 3:

Welcome to Newfield School
'Working together to succeed'

Text 4:

Pudsey Grangefield
Striving for excellence.....Daring to be different

Text 5:

St. Marylebone C.E School
An Opportunity to Excel

Text 6:

Hackney Free & Parochial COE School
Dream it. Achieve it. Live it!

Text 7:

Putney High School
nurturing talent, inspiring young minds

Text 8:

Trinity COE High School
Faith in the City Value in People Excellence in Education

Text 9:

St Peter's
'FOLLOW ME'

Text 10:

The King David High School
For Excellence in Education

Group B: Further and Higher Education

Text 11:

Vision 2021 A world class civic university
Newcastle University

Text 12:

Scotland's first university
University of St Andrews

Text 13:

One university 10,000 experiences
University of Gloucestershire

Text 14:

CREATE IMPACT. WHAT DIFFERENCE WILL YOU MAKE?
University of Birmingham

Text 15:

Global
Friendly
Modern
Diverse
Original
Inspiring.
University of Liverpool

Text 16:

Creating a world-class university **together**
University of Exeter

Text 17:

The UK's European university
University of Kent

Text 18:

a place for learning discovery and enterprise
University of Bristol

Text 19:

Tyne Metropolitan
Time for your future

Text 20:

Tower Hamlets College
Looking for your future? It starts here!

Group C: Primary Education

Text 21:

New Moston Primary School
From Tiny Acorns Mighty Oak Trees Grow

Text 22:

St Chad's RC Primary School
Love one another as I have loved you

Text 23:

Shanklea First School
'We provide a happy, caring and stimulating environment where children recognise and achieve their fullest potential'

Text 24:

St Michael in the Hamlet Primary School
Lifelong learning and community

Text 25:

St Vincent de Paul Catholic Primary
Serving with love Striving for excellence

Text 26:

Silverhill Primary
A Learning Adventure

Text 27:

St Anne's Park Primary School
Learn Enjoy Share

Text 28:

Lower Fields Primary School
'Sharing the Vision, Achieving Success'

Text 29:

Bowes Primary School
Be Included

Text 30:

Christ Church School
'A village school in London'

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SECTION B: PRESENTING SELF

Materials for Question 5

Text A:

Text A is an extract from a conversation between three post-graduate student teachers, Sally (**S**), Gemma (**G**) and Mark (**M**).

Transcription Key

() pause

// overlap

/IPA/ to indicate pronunciation of selected words. This will only be used once, unless pronunciation of the word changes

Bold indicate emphatic stress

? rising intonation

[] paralinguistic feature

S: my degree was **thorough** disappointment [laugh]

G: where was your degree at?

S: Northumbria

M: I started at Northumbria (.) I did (.) I did a term (.) [laugh] and then I left

S: I think you are set up at college (.) for (.) expecting it to be so much more than actually it is

M: yeah

S: and you get there and you go (.) uh (2) I only had four hours of teaching a week (.) and you are paying **a lot** of money for it

M: you see (.) I went on to York (.) I left Northumbria /nɔːrθʌmbriæ/ and I went to York and it was absolutely perfect (.) I couldn't fault it (.)

S: it all depends on the teachers doesn't it?

M: and also the institution as well

G: well I enjoyed my degree (.) but I hated the students there

All: [laughter]

S: yeah I didn't get on with them

M: [laugh]

G: no it was totally different to what I was used to (.) obviously like (.) coming from a very working class college and going to a very middle class university um the students there was like (.) you know (.) they come from a very rich background and there was like (2) **me** [laugh] (.) so I didn't get on with them (.) but I loved my course and I loved my lecturers and I got a lot from it (.) but the social side of it I didn't really like it

M: yeah

S: and that's what you hear of isn't it? (2) the whole social experience (.) and you are going to get drunk a lot (.) and that's what people expect from university and I (.) **didn't** (.) **at all** (.) but I was a bit older than people on my course

M: did you actually live at home during your degree?

G: no

S: I never lived in halls I rented privately soon as I could

M: well I had a year in halls and I think (2) when you have that experience you do (.) even if you don't intend to (.) you sort of get that experience whether you want to or not (.) because (.) I suppose everyone is sort of (.) doing things (.) and (.) because you are meeting new people and have moved away from home for the first time (.) and you are in that situation you can't help but /but/ be involved in certain events or meeting new people or groups

S: it depends on your background//

G: // yeah

S: I mean as well (.) I've went into a houseshare and there was four of us (.) and it cost money to go out and drink every night and I had to work all the way through my degree whereas some of my friends their parents paid for their degree and their rent (.) and so you can't go out and party if you have to work

M: yeah //

S: //yeah

Text B:

Your First Term: Classics Blog

Still at home

20 September

Hi! My name is Alexia and I'm about to start my first year at Cambridge. I've just had a gap year and, geeky though it may sound, am now really looking forward to getting stuck into essays again! I'm going to be reading Classics and singing as a Choral Scholar in Selwyn College Chapel Choir (Newnham shares a chapel with Selwyn). I've always loved singing, but could never tear myself away from the thought of doing Classics as a degree for even a second to consider reading Music!! I started learning Latin when I was 12 with that fabulous Cambridge Latin course (who could ever forget the hunky Quintus and tear-jerkingly loyal Cerberus!), but I never took Ancient Greek at school; I have, however, been on the Greek course at Bryanston that is recommended by the university twice now and can't wait to be able to flick through the original texts more easily. Apart from having a love of all things ancient and music-related, I'm also really into my acting and dancing and hope to find time, somehow, at Cambridge to do a brief stint on the stage and get my feet round some Salsa and Ballroom steps!

Realising that my date for moving into college is fast approaching does get the tummy doing a few nervous somersaults, but more than anything else it's definitely a very exciting feeling: besides getting started on the amazing Classics course, I'm so looking forward to seeing my Bryanston friends again and meeting new people! In terms of dealing with niggling queries that aren't answered by the official Freshers' packs, current Newnham girls, I have found, are so helpful. For example, I was wondering whether I'd have my own fridge/freezer in which to keep my sacred ice cream supply, or if us girlies would need to invest jointly in an industrial-sized one to share. Funnily enough, when I joined one of the Newnham Facebook groups I saw the very question had already been posed by another ice cream fiend – and there was the prompt answer from Selena Gablah (current Newnhamite) staring right at me! Checking out student profiles on the web and sending direct emails has also been great for getting more information and an idea of what it's like to be there. Even if you don't have any particular question to ask but are simply going a bit crazy with nerves, switching on to the fact that there are hundreds of normal girls who have gotten through it brilliantly before us can calm you enough to see that we'll manage too – and more than just manage. We'll undoubtedly have an awesome time of it.

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