

General Certificate of Education
June 2004
Advanced Level Examination



ENGLISH LANGUAGE (SPECIFICATION B)
Unit 6 Language Development

ENB6

Monday 28 June 2004 9.00 am to 11.00 am

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.

SECTION A LANGUAGE ACQUISITION

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

Each question carries 35 marks.

EITHER

- 1 **Texts A and B** are transcripts of children between three and four years old and were recorded at home when the children were talking with their mothers.

What do these interactions show about how children use language to explore their understanding? You should refer in detail to **both** texts and to ideas from language study.

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

- the children's understanding of the world in relation to adult understanding;
- particular grounds of misunderstanding and their possible causes;
- the linguistic devices used by the children and their parents to clarify understanding.

(35 marks)

OR

- 2 **Texts C, D and E** are facsimiles of accounts of a primary school trip to a local museum written by children aged between five and six years old.

What do these accounts show about the skills involved in learning to write? You should refer in detail to at least **two** texts.

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

- the learning of the English writing system including its spelling;
- the sequencing and developing of ideas in writing;
- writing in relation to audience, purpose and context;
- the learning of letter formation and graphological aspects.

(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.

SECTION B LANGUAGE CHANGE

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

Each question carries 35 marks.

EITHER

- 3 **Texts F, G, H and I** all relate to the word “shibboleth” and are versions of an incident in *The Old Testament*. The texts are taken from a CD-Rom consisting of word-processed versions of biblical translations from different periods. The texts have retained the spelling, use of capital letters and much of the punctuation of the original facsimile forms.

Text F is from Miles Coverdale’s translation of 1535.

Text G is from Thomas Matthew’s translation of 1549.

Text H is from Richard Challoner’s translation of 1750–52.

Text I is from The Good News Bible published in 1976.

With reference to at least **two** of these texts, explain how some of their features show changes in language over time. You should refer to ideas from language study in your answer.

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

- the lexical and grammatical choices of language;
- spelling and other graphological conventions;
- changes in stylistic conventions and in the use of standard forms over time;
- the wider contexts of historical language change.

(35 marks)

OR

- 4 **Text J** is a facsimile of the text printed on a tea towel.

Write about the claims made in the text about changes to the vocabulary and meanings of the English Language since 1940.

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

- principles of word formation and semantic change;
- the relationship between language change and social and technological change;
- popular attitudes to language change;
- the relationship of the text to its intended audience.

(35 marks)

END OF QUESTIONS

THERE ARE NO QUESTIONS PRINTED ON THIS PAGE

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Unit 6 Language Development

Data Booklet



ENB6

Texts for Question 1

Text A

- Mother: what do you say to a policeman?
 Child: ah (3.0) *[hesitates]*
 Mother: if you're lost
 Child: if you lost
 5 Mother: you tell him your (2.0) *[leaves sentence hanging for child to fill in]*
 Child: tell him your name
 Mother: you tell him your name *[in tone of agreement]*
 Child: yeah
 Mother: and what do you tell him?
 10 Child: do your name
 Mother: no you don't do your name (.) what do you say to him? policeman? Mr Policeman
 I'm lost *[child laughs]*
 Child: yeah
 Mother: and he'll say to you where do you live?
 15 Child: I says
 Mother: what do you say?
 Child: what did he say? *[both laugh]*
 Mother: no! no be serious Pauline (.) wh-what do you say?
 Child: um (3.0)
 20 Mother: when you (1.0) when he asks you Pauline where do you live?
 Child: I said I live down by the grass *[there is grass outside the flats]*
 Mother: down by the grass! *[repeats this in a derogatory manner]* you know the address?
 Child: eh?
 Mother: do you know the address?
 25 Child: yeah
 Mother: yeah and what do you say to him?
 Child: um? I've I said (2.0) *[hesitates]*
 Mother: what number house?
 Child: um (3.0) number six
 30 Mother: no you don't live at number six
 Child: what?
 Mother: you say my name is Pauline Robinson
 Child: yeah
 Mother: and I live at seventeen (3.0)
 35 Child: yeah
 Mother: Fleet Flats (2.0)
 Child: yeah
 Mother: you say it
 Child: seventeen
 40 Mother: Sally does she says it *[Sally is the older daughter]*
 Child: seventeen
 Mother: no you tell him your name
 Child: yeah I say seventeen Fleet Flats
 Mother: seventeen Fleet Flats
 45 Child: yeah
 Mother: so when you're lost you tell him that
 Child: yeah *[laughs]*
 Mother: he'll say now we'll take you home to see your mum
 Child: he don't *[laughs]*
 50 Mother: if he knows where you live he will
 Child: he won't he say where you live I say I live down Fleet Flats

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- Mother: yeah but you got to give him the number
Child: look! number six
55 Mother: he'll take you to the wrong house (.) if you tell him number six (.) you have to tell him
the proper number
Child: what?
Mother: you say seventeen
Child: yes
Mother: don't you?
60 Child: he don't come today
Mother: oh no this is when you're lost (.) when you get lost
Child: where?
Mother: well you never know 'cause you're going down the beach in the summer aren't you?
Child: yeah
65 Mother: Irene and all [*Irene is a neighbour who sometimes takes Pauline to the beach*]
Child: yeah
Mother: and if you lose her
Child: yeah
Mother: and you see a policeman
70 Child: yeah
Mother: and the policeman comes up to you 'cause someone's bound to pick you up on the
beach aren't they? [*mother's tone is sarcastic*]
Child: um (.) I'm gonna see a policeman on the beach tomorrow

TURN OVER FOR TEXT B

Text B

[The following conversation arose when the child was playing with a toy handbag and her mother remarked how pretty it was]

- Child: did Father Christmas give it to me?
 Mother: ah I think he did (.) not this Christmas though (2.0) nor last Christmas
 Child: did he give it to me for my birthday?
 Mother: what Father Christmas? he doesn't come on your birthday
 5 Child: when does he come?
 Mother: Christmas (.) that's why he is called Father Christmas (.) did you see him last Christmas?
 Child: no! did you?
 Mother: no I didn't see him (.) I was asleep (1.0)
 10 Child: we wasn't (.) we was thinking if Father Christmas was out of window (1.0)
 Mother: and was he?
 Child: we didn't have a look out of the window (.) we only thinked

[The conversation moves on to discuss who had been staying with the child the previous Christmas. The child is still thinking about Father Christmas]

- Child: Mummy?
 Mother: mm?
 15 Child: did you think if Father Christmas was coming here?
 Mother: I knew he was going to come yeah
 Child: did you think he was coming down the chimney?
 Mother: no I didn't think he was coming down the chimney 'cause we haven't got a fireplace
 Child: why haven't we?
 20 Mother: 'cause we blocked them all in (2.0) we left the basement door open didn't we so that Father Christmas could come in
 Child: last year?
 Mother: mm
 Child: must have been windy
[Mother fails to answer]
 25 Child: why did you let Father Christmas in?
 Mother: well he had to bring your presents in
 Child: I didn't know he was coming in here
 Mother: well where did you think he was going to take them?
 Child: did he did he didn't he know if he if he know like our house was?
 30 Mother: oh he knows where all the children's houses are
 Child: I mean doesn't he know what what what like it is?
 Mother: what it looks like? *[child nods]* I expect he does (.) he's been here before hasn't he?
 Child: had he?
 Mother: mm he came the year before

Texts for Question 2

Text C

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Text D

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Text E

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Texts for Question 3

Text F

And Iepthae gathered all the men in Gilead, & foughte agaynst Ephraim. And the men in Gilead smote Ephraim, because they sayde: Ye Gileadites are as they yt fle awaye before Ephraim, (and dwell) am^oge Ephraim & Manasse. And the Gileadites toke ye ferye of Iordane from Ephraim. Now whã one of ye fugityue Ephraites dyd saye: Let me go ouer, ye men of Gilead sayde: Art thou an Ephraite? yf he answered: No, they bad him saye: Schiboleth, & he sayde: Siboleth, & coulde not speake it righte: then they toke him, & slew him at ye ferye of Iordane, so yt the same tyme there fell of Epraim two & fortye M. (1535)

Text G

And Iepthah gathered together all the men of Galaad, and fought with the Ephraites. And the m³ of Galaad smote the Ephraites, because they sayd: B Ye Galaadites are but runneagates of Ephraim among the Ephraites, and the Manassites. Moreouer the men of Galaad toke the passages of Iordan from the Ephraytes. And when those Ephraytes, that were escaped, sayde: let vs go ouer. Then the men of Galaad sayde vnto them: Ye are Ephraytes, and they sayde naye. C Then the other answered: then saye The worde signifieth flowyng or tempest of waters. Scyboleth. And they sayde Syboleth, and coulde not so pronouce, where vpon the other toke them, and slewe them at the passages of Iordan. And there were ouerthrowen at the tyme of the Ephraytes forty thousande. (1549)

Text H

4 Then calling to him all the men of Galaad, he fought against Ephraim: and the men of Galaad defeated Ephraim, because he had said: Galaad is a fugitive of Ephraim, and dwelleth in the midst of Ephraim and Manasses.

5 And the Galaadites secured the fords of the Jordan, by which Ephraim was to return. And when any one of the number of Ephraim, came thither in the flight, and said: I beseech you let me pass: The Galaadites said to him: Art thou not an Ephraimite? If he said: I am not:

6 They asked him: Say then, Schibboleth, which is interpreted, An ear of corn. But he answered, Sibboleth, not being able to express an ear of corn by the same letter. Then presently they took him and killed him in the very passage of the Jordan. And there fell at that time of Ephraim two and forty thousand. (1750–52)

Text I

4 Then Jephthah brought all the men of Gilead together, fought the men of Ephraim and defeated them. (The Ephraimites had said, “You Gileadites in Ephraim and Manasseh, you are deserters from Ephraim!”). 5 In order to keep the Ephraimites from escaping, the Gileadites captured the places where the Jordan could be crossed. When any Ephraimite who was trying to escape would ask permission to cross, the men of Gilead would ask, “Are you an Ephraimite?” 6 If he said, “No,” they would tell him to say “Shibboleth”. But he would say “Sibboleth”, because he could not pronounce it correctly. Then they would grab him and kill him there at one of the Jordan river crossings. At that time forty-two thousand of the Ephraimites were killed. (1976)

Turn over ►

Text for Question 4

Text J

We Are Survivors

(For those born Before 1940 . . .)

We were born before television, before penicillin, polio shots, frozen foods, Xerox, contact lenses, videos and the pill. We were before radar, credit cards, split atoms, laser beams and ballpoint pens, before dish-washers, tumble driers, electric blankets, air conditioners, drip-dry clothes . . . and before man walked on the moon.

We got married first and then lived together (how quaint can you be?). We thought 'fast food' was what you ate in Lent, a 'Big Mac' was an oversized raincoat and 'crumpet' we had for tea. We existed before house husbands, computer dating and 'sheltered accommodation' was where you waited for a bus.

We were before day care centres, group homes and disposable nappies. We never heard of FM radio, tape decks, artificial hearts, word processors, or young men wearing earrings. For us 'time sharing' meant togetherness, a 'chip' was a piece of wood or fried potato 'hardware' meant nuts and bolts and 'software' wasn't a word.

Before 1940 'Made in Japan' meant junk, the term 'making out' referred to how you did in your exams, 'stud' was something that fastened a collar to a shirt and 'going all the way' meant staying on a double-decker bus to the terminus. In our day, cigarette smoking was 'fashionable', 'grass' was mown, 'coke' was kept in the coalhouse, a 'joint' was a piece of meat you ate on Sundays and 'pot' was something you cooked in. 'Rock Music' was a fond mother's lullaby, 'Eldorado' was an ice-cream, a 'gay person' was the life and soul of the party, while 'aids' just meant beauty treatment or help for someone in trouble.

We who were born before 1940 must be a hardy bunch when you think of the way in which the world has changed and the adjustments we have had to make. No wonder there is a generation gap today . . . BUT

By the grace of God . . . we have survived!

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Question 1

Texts A and B: Barbara Tizard and Martin Hughes, from *Young Children Learning* (Blackwell Publishing) 2002 (Second Edition)

Question 3

Text I: *The Good News Bible* (Harper Collins Publishers Ltd.) 1976

Question 4

Text J: Tea Towel, *We Are Survivors*, 1999. With thanks to Mr Bridge, Bisley, Surrey

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