

# AS Level

# English Language

PAPER 2 CHILD LANGUAGE



## SPECIMEN PAPERS

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Pearson Edexcel Level 3 Advanced Subsidiary GCE in English  
Language Paper 2 (8EN0/02)

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## **Introduction**

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This specimen paper has been produced to complement the sample assessment materials for Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language and is designed to provide extra practice for your students. The specimen papers are part of a suite of support materials offered by Pearson.

The specimen papers do not form part of the accredited materials for this qualification.

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

## Marking guidance – specific

The marking grids have been designed to assess student work holistically. The grids identify which Assessment Objective is being targeted by each bullet point within the level descriptors. One bullet point is linked to one Assessment Objective, however please note that the number of bullet points in the level descriptor does not directly correlate to the number of marks in the level descriptor.

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels-based mark scheme, the 'best fit' approach should be used:

- examiners should first decide which descriptor most closely matches the answer and place it in that level
- the mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level
- in cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to each of the Assessment Objectives described in the level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points
- examiners of Advanced GCE English should remember that all Assessment Objectives within a level are equally weighted. They must consider this when making their judgements
- the mark grid identifies which Assessment Objective is being targeted by each bullet point within the level descriptors
- indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfil the requirements of the question. It is the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.



Write your name here

Surname

Other names

**Pearson Edexcel**  
**Level 3 GCE**

Centre Number

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Candidate Number

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# English Language

**Advanced Subsidiary**

**Paper 2: Child Language**

Specimen Papers for first teaching  
September 2015

**Time: 1 hour 30 minutes**

Paper Reference

**8EN0/02**

**You must have:**

Source booklet (enclosed)

Total Marks

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## 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 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

## Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**Read Text B on pages 5–6 of the source booklet before answering Question 2 in the space provided below.**

**2** Analyse the children’s language and the role family interactions can have on the acquisition of spoken language.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

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(Total for Question 2 = 30 marks)

**TOTAL FOR PAPER = 50 MARKS**





**Pearson Edexcel Level 3 GCE**

# **English Language**

**Advanced Subsidiary  
Paper 2: Child Language**

Specimen Papers for first teaching  
September 2015  
**Source booklet**

Paper Reference  
**8EN0/02**

**Do not return this source booklet with the question paper.**

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<b>Text B</b> – transcription of three children interacting with their mother	5–6

## English Phonemic Reference Sheet

### Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	bath	thought	goose	nurse
ə	i:	ɑ:	ɔ:	u:	ɜ:

Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

### Diphthongs

face	goat	price	mouth	choice	near	square	cure
eɪ	əʊ	aɪ	aʊ	ɔɪ	ɪə	eə	ʊə

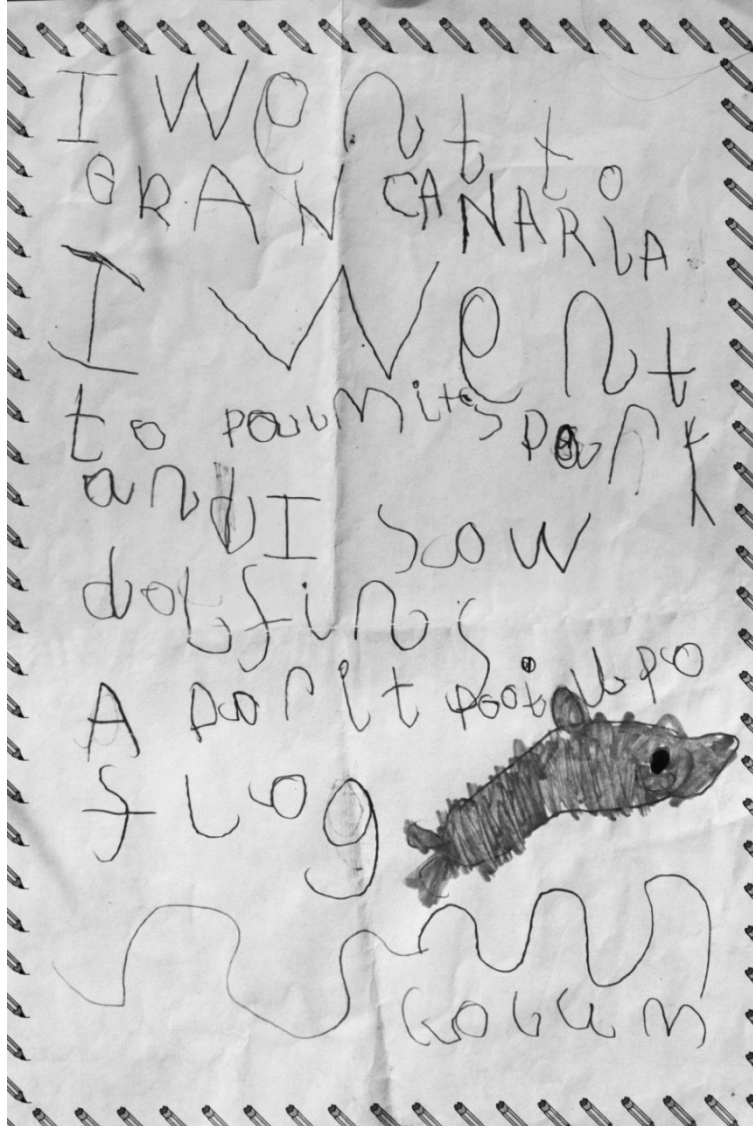
### Consonants

pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

### Text A

*This text was written by Callum (aged 4 years 6 months) and was produced at school. He is describing a holiday where he saw dolphins, and a performing parrot raise a flag.*

A typed version of the data is provided as a guide only. Refer to the original text for specific language features.



#### Typed version

I went to  
Gran Canaria  
I went  
to Palmitos Park  
and I saw  
dolphins.  
A parrot poot up a  
flag  
Callum

## Text B

*This is an edited transcript of a conversation between Lucy (aged 3 years 1 month), Patrick (aged 4 years 8 months), Jake (aged 7 years 3 months) and their mother. It was recorded in the family home. The children are playing with action figures and a toy cat.*

### KEY

M = Mother J = Jake P = Patrick L = Lucy	(.) micro pause (less than a second)	(3) longer pause (number of seconds indicated)
? rising intonation	/ _ / phonemic transcription	[ _ ] paralinguistic feature or other action

**J:** need a figure? (2) yeah?

**P:** yeah

**L:** mummy (.) I can't find Barbie (.) Superman /uəmə'n/ friend

**M:** Superman's friend?

**L:** yeah (.) I been everywhere I

**M:** I think it's in your bedroom

**L:** OK (.) bye (5)

**P:** Superman's friend (.) Barbie (.) she's (.) she's {indecipherable}

**L:** [hiccoughs] drunk with /wɪd/ {indecipherable} (.) she's drunk with /wɪv/ {indecipherable} [hiccoughs] (.) I couldn't find my Barbie in my room

**M:** have you checked the kitchen?

**L:** I didn't

**P:** she didn't

**M:** well (.) I saw you with them earlier

**J:** we can find them /ðəm/ all together (.) Patrick (.) you nearly hit me (.) you're not to hit hard alright?

**L:** Superman /ʊpəmen/ here

**P:** Superman /supəmə'n/

**L:** where's? where's?

**P:** shhhh

[noise of playing]

**J:** watch out Patrick

**P:** I'm just /dʒʊs/ going to do something

**L:** [starts to cry]

**M:** what's the matter? shall I help you find Barbie?

[Patrick holds up Barbie]

**L:** look (.) I see her (.) I see her (.) Barbie here (.) Barbie

**P:** yes Barbie's here (.) Barbie coming

**J:** have a lovely time

**L:** bye [picks up her toy cat] meow

**M:** do I get a cuddle off the cat?

**L:** no /niəʊ/

**M:** is that a no?

**L:** Max talking to you

**M:** what is Max saying to me?

**L:** Max saying

**M:** what do you think that means?

**L:** and /ən/ Max is scratching /kræʃɪŋ/ like that /dæt/

**M:** he's just trying to get comfy isn't he?

**L:** yes (.) meow (.) comfy

**M:** oh dear

**L:** Max silly

**M:** is Max silly?

**L:** Max is silly (.) and Max trying /traɪɪŋ/ to licking /lɪkɪŋ/ you

**M:** he is trying /traɪɪŋ/ to lick me isn't he?

**L:** yes (.) meow (.) tickle Max

**M:** do you think we should tickle Max?

**L:** cat /kæ/ cat /kæ/ cat /kæt/ (.) that /dæt/ Superman (.) meow and that Batman and he not coming back

**M:** have you lost Batman? (.) where's Batman gone?

**L:** meow

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**Source information**

Texts A and B: private texts and transcripts – permission obtained for use





## Paper 2 Mark scheme

### Indicative content

#### Question 1

##### Text A

Students must demonstrate critical understanding of the concepts and issues relevant to an analysis of Callum's written language. They must also adapt their writing style to meet the demands of the task. A simple essay response identifying features without explanation is not sufficient.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks such as the effect of learned spelling, the effect of reading strategies such as phonics on Callum's spelling and other language features associated with writing shown by Callum.

Students should also make reference to theories associated with child language development and how the language in the data supports such theories or challenges them. Theories discussed could include reference to specialist written language theories such as Vygotsky/More Knowledgeable Other, the role of environmental print and the phonics teaching method. Students may also adapt theories more commonly applied to spoken language such as Halliday, behaviourism and nativism.

##### Graphology:

- Callum's writing has both directionality and linearity
- Callum shows appropriate space between his words except in the example: 'poot up a...'
- the size of his letters is variable
- Callum has some awareness of the difference between lower case and upper case letters
- Callum uses a single full stop
- the majority of his letters are formed standardly but he produces an inverted <a> on five occasions.

##### Orthography:

- there is standard spelling that is consistent throughout the data: 'went'
- Callum's use of <c> in 'Canaria' and 'Callum' and <k> in 'park' to represent /k/ shows he is aware that different graphemes can represent the same sound
- Callum seems to adopt a phonetic approach to some spellings: 'dolfins'
- Callum's regional accent may be represented in some of his spellings: 'parit', 'poot'.

##### Lexis:

- Callum has the necessary semantic field to describe his experiences. This likely reflects his spoken language development.

##### Syntax:

- Callum is able to transfer his grammatical knowledge from speech to writing – use of past tense and the production of complete sentences
- Callum uses two simple sentences
- he uses the compound sentence: 'I went to Palmitos Park and I saw dolphins' to link two related ideas.

**A05**

Students are expected to produce their response in a style and register suitable for the mode (spoken delivery), audience (students) and function (inform and explain). Such features may include but are not limited to:

- use of greeting/sign off
- predominantly formal standard English lexis and grammar
- use of an appropriate lexical field for a knowledgeable audience
- possibly some non-standard punctuation to reflect speech
- discourse markers to shape the speech
- language features such as pronouns that create a relationship with the audience.

As this is a script (not a transcript) students should not mark pauses or use the IPA.

These are suggestions only. Accept any valid interpretation of the data and the requirements of the task.

Please refer to the specific marking guidance on page 3 when applying this marking grid.

		AO2 = bullet point 1	AO5 = bullet point 2
Level	Mark	Descriptor (AO2, AO5)	
	0	No rewardable material	
Level 1	1–4	<b>Recalls information/low skills</b> <ul style="list-style-type: none"> <li>• Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>• Writing is uneven with frequent errors and technical lapses. Shows limited understanding of requirements of audience and function. Presentation of data is formulaic and predictable.</li> </ul>	
Level 2	5–8	<b>Broad understanding/general skills</b> <ul style="list-style-type: none"> <li>• Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>• Writing has general sense of direction, with inconsistent technical accuracy. Shows general understanding of audience and function. Some attempt to craft the presentation of data, with general elements of engagement.</li> </ul>	
Level 3	9–12	<b>Clear understanding/skills</b> <ul style="list-style-type: none"> <li>• Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>• Writing is logically structured with few lapses in clarity. Shows clear understanding of audience and function. Clear awareness of appropriate presentation of data, with some engaging elements.</li> </ul>	
Level 4	13–16	<b>Consistent application/skills</b> <ul style="list-style-type: none"> <li>• Shows consistent understanding of concepts and issues. Consistently applies this understanding to the data.</li> <li>• Writing is effectively structured and consistently accurate. Consistently applies understanding of audience and function. Presents data in a consistently engaging manner.</li> </ul>	
Level 5	17–20	<b>Discriminating application/controlled skills</b> <ul style="list-style-type: none"> <li>• Shows understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li> <li>• Writing is controlled and confident throughout, with consistent accuracy. Demonstrates discriminating understanding of audience and function. Crafts data in an assured and creative response.</li> </ul>	

## Indicative content

### Question 2

Students should focus their response on:

- the language features shown by the children
- the interactions between the family members
- the role of Child Directed Speech in child language development
- the context of the language.

The focus should be supported with examples from the data using an appropriate range of language levels and frameworks.

Students should make reference to theories associated with child language development and how the language in the data supports such theories or challenges them. Theories discussed could include, but are not limited to, Halliday's functions, social interaction, nativism, behaviourism and Vygotsky.

#### **Phonology**

There are patterns of substitution and deletion throughout the transcript including:

- Lucy deletes the initial fricative /s/ in her pronunciation of 'Superman'
- Lucy does not produce the fricative /ð/ in her pronunciation of 'that' and 'with'. Jake is able to produce this phoneme
- when Lucy pronounces the final part of Superman as /men/ Patrick models the standard form
- Lucy deletes the final consonant in 'and'
- Lucy deletes a consonant in the initial consonant cluster found in 'scratching' to simplify the pronunciation.

#### **Morphology:**

- Lucy does not use the possessive /z/ in the example 'Superman friend'. Her mother models the standard form and clarifies Lucy's meaning
- Lucy can inflect verbs to form the present participle: 'scratching' but she does over-extend this to the infinitive in 'Max trying /traɪjɪn/ to licking /lɪkɪn/ you'.

#### **Lexis:**

- all three children use the colloquial 'yeah' which is appropriate to the context of the conversation and may reflect environmental influence
- Lucy repeats the colloquial form 'comfy' used by her mother.

#### **Syntax:**

- Jake deletes the auxiliary verb and pronoun from his question 'need a figure?'
- Lucy is able to form a standard negative verb phrase: 'I can't find Barbie', but also misses out the auxiliary verb: 'he not coming back'
- Lucy is variable in her production of the verb 'to be' when it is the copula: 'Barbie here' and 'Max is silly'
- the children can use their grammatical knowledge to form a variety of clause types.

#### **Discourse:**

- Lucy can use a vocative to direct an utterance in multi-party talk: 'mummy (.) I can't find Barbie'
- Jake and his mother use interrogatives to interact with the other children which can be related to aspects of Child Directed Speech
- Lucy is able to respond correctly to her mother's questions, enabling interaction to take place

- the mother clarifies and models Lucy's utterances: 'Superman's friend?', 'he is trying /traɪjɪŋ/ to lick me isn't he?'
- as the oldest, Jake models appropriate behavior: 'you're not to hit hard alright?'

These are suggestions only. Accept any valid interpretation based on different linguistic approaches.

Please refer to the specific marking guidance on page 3 when applying this marking grid.

		AO1 = bullet point 1	AO2 = bullet point 2	AO3 = bullet point 3
Level	Mark	Descriptor (AO1, AO2, AO3)		
	0	No rewardable material		
Level 1	1–6	<b>Recalls information</b> <ul style="list-style-type: none"> <li>Ideas are unstructured and not well linked, with undeveloped examples. Recalls few relevant terms and makes frequent errors and technical lapses.</li> <li>Uses a highly-descriptive approach or mainly paraphrases. Little evidence of applying understanding to the data.</li> <li>Lists simple information about context.</li> </ul>		
Level 2	7–12	<b>Broad understanding</b> <ul style="list-style-type: none"> <li>Organises and expresses ideas with some clarity, with some appropriate examples. Uses some relevant terms that show broad understanding, although there are frequent lapses.</li> <li>Has broad understanding of basic concepts and issues. Applies some of this understanding to the data.</li> <li>Describes contextual factors and language features. Application is undeveloped.</li> </ul>		
Level 3	13–18	<b>Clear understanding</b> <ul style="list-style-type: none"> <li>Ideas are mostly structured logically with examples that demonstrate clear knowledge. Uses relevant terms accurately and written expression is clear.</li> <li>Shows clear understanding of relevant concepts and issues. Applies this understanding to data in a clear way.</li> <li>Explains clear contextual factors and language features. Begins to link these to construction of meaning.</li> </ul>		
Level 4	19–24	<b>Consistent application</b> <ul style="list-style-type: none"> <li>Applies analysis consistently and supports ideas with use of relevant examples. Language use is carefully chosen with appropriate use of terminology. Structure of response is confident with some effective transitions.</li> <li>Demonstrates consistent understanding of data and associated concepts and issues. Consistently applies this understanding to the data.</li> <li>Displays consistent awareness of contextual factors and language features. Consistently makes links to construction of meaning.</li> </ul>		
Level 5	25–30	<b>Discriminating application</b> <ul style="list-style-type: none"> <li>Discriminating analysis is supported by sustained integration of examples. Discriminating application of appropriate terminology. Structures writing in consistently appropriate register and style.</li> <li>Shows discriminating understanding of a wide range of concepts and issues. Applies this to the data in a discriminating way.</li> <li>Evaluates contextual factors and language features. Discriminates when making links to construction of meaning.</li> </ul>		

