

A Level

English Language

PAPER 2 CHILD LANGUAGE



SPECIMEN PAPERS

Pearson Edexcel Level 3 Advanced GCE in English Language
Paper 2 (9EN0/02)

Introduction

This specimen paper has been produced to complement the sample assessment materials for Pearson Edexcel Level 3 Advanced 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 point descriptors are met 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 fulfils 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

Paper 2: Child Language

Specimen Paper for first teaching

September 2015

Time: 1 hour

**NB: from 2020 the assessment time
has increased to 1 hour 15 minutes**

Paper Reference

9EN0/02

You must have:

Source booklet (enclosed)

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 the question in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 45.
- There is only one question.
- The marks for the question are shown in brackets
– *use this as a guide as to how much time to spend on the question.*

Advice

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

Turn over ►

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PEARSON

Read Texts A–D in the source booklet before answering Question 1 in the space provided.

- 1** Analyse the developments in Megan’s ability to communicate using written language.

In your response you should consider any relevant language frameworks, levels and theories as appropriate.

(45)



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(Total for Question 1 = 45 Marks)

TOTAL FOR PAPER = 45 MARKS



Pearson Edexcel Level 3 GCE

English Language

Advanced

Paper 2: Child Language

Specimen Papers for first teaching
September 2015
Source booklet

Paper Reference
9EN0/02

Do not return this source booklet with the question paper.

Turn over ►

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PEARSON

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		ɫ		ŋ	

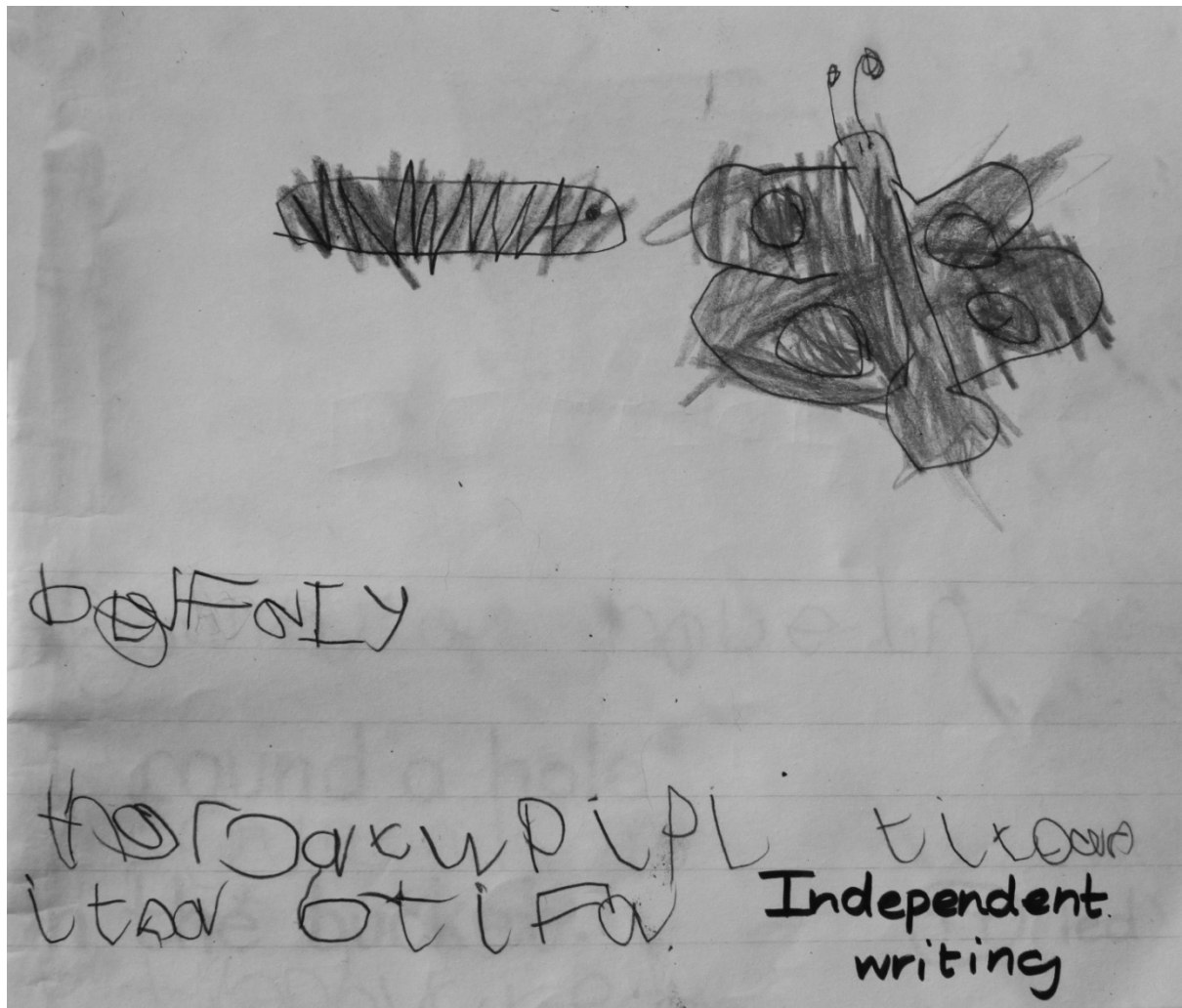
Texts A, B, C and D were all produced by Megan at school between the ages of 5 and 7.

Typed versions of the data are provided as a guide only. The appearance of some letters, including the use of capital letters, and some punctuation has been standardised.

Refer to the original texts for specific language features.

Text A

Megan has attempted to write a target sentence based on the drawing.

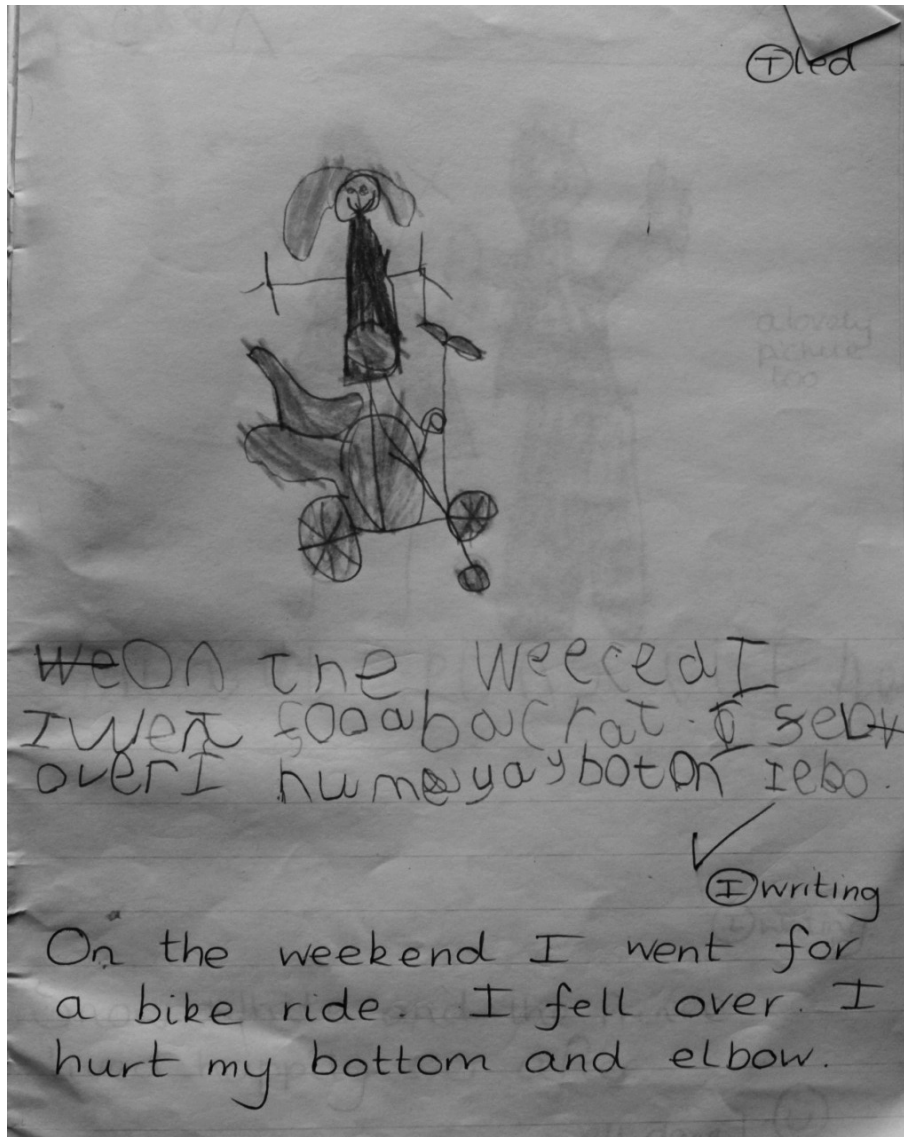


Megan's intended sentence

butterfly
the caterpillar turned
into a butterfly

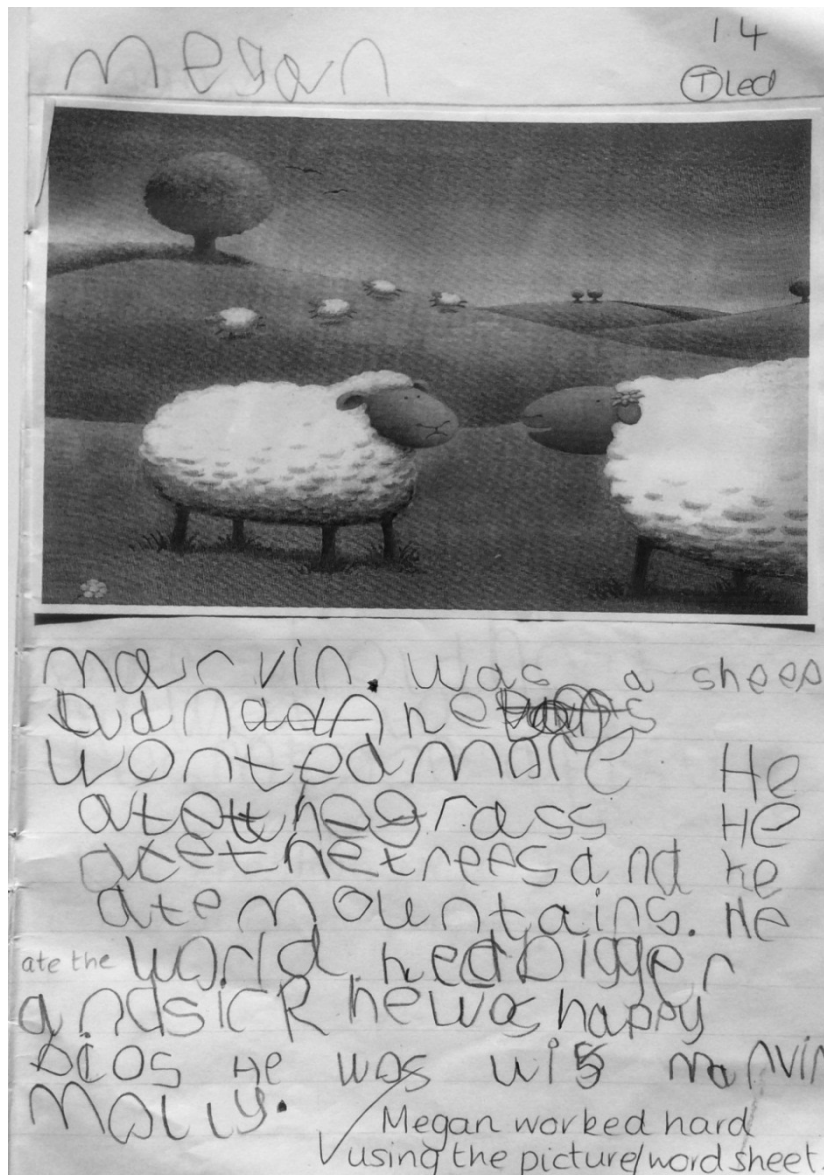
Text B

The teacher has asked Megan to write about what she did at the weekend. The teacher has written Megan's intended version underneath.



Text C

Megan is retelling a story that was read to the class. Her teacher has added some missing words.

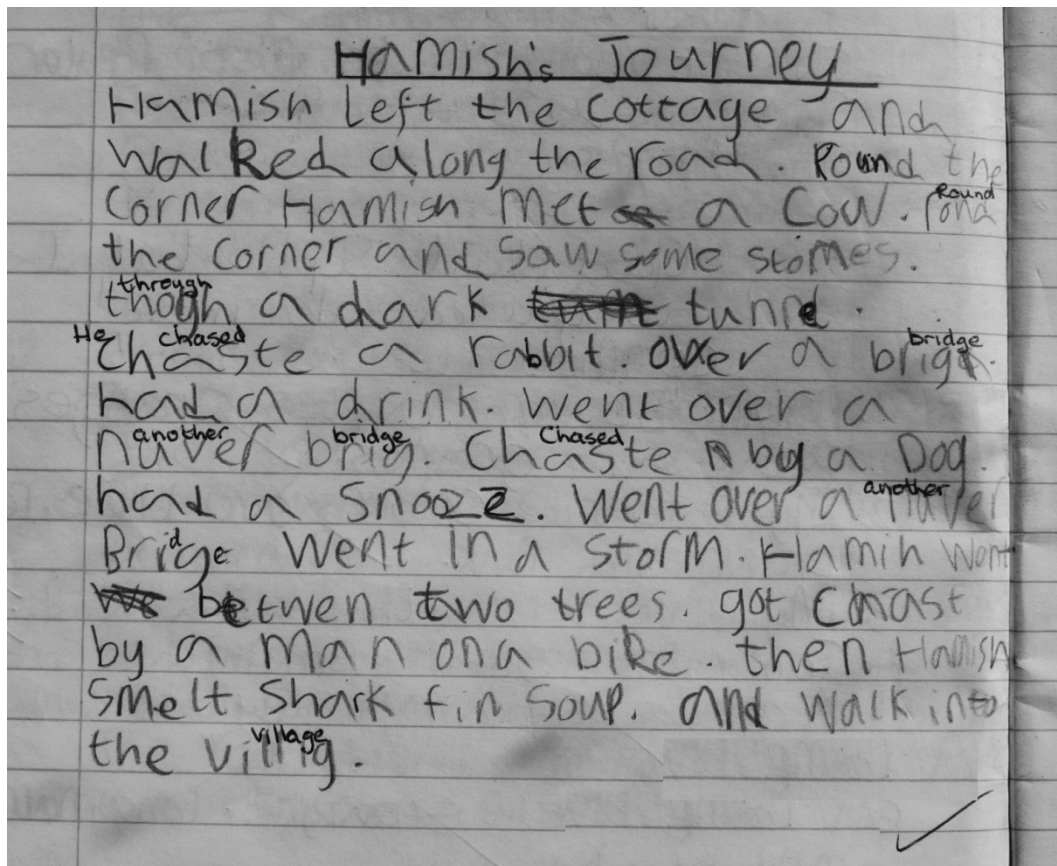


Typed version

Marvin was a sheep
 and he
 wanted more. He
 ate the grass He
 ate the trees and he
 ate mountains. He
 world. He [indecipherable] bigger
 and sick he was happy
 because he was with Marvin
 Molly.

Text D

Megan is recounting a story that was read to the class. Her teacher has corrected a number of her spellings.



Typed version

Hamish's Journey

Hamish left the cottage and walked along the road. Rond the corner Hamish met a cow. Rond the corner and saw some stones. Thogh a dark tunnl. Chaste a rabbit. Over a brig. Had a drink. Went over a nuver brig. Chaste by a dog. Had a snoozz. Went over a nuver brig. Went in a storm. Hamih went between two trees. Got chast by a man on a bike. Then Hamish smelt shark fin soup. And walk into the villig.

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Source information

Texts A to D: private source – permission obtained for use

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Paper 2 Mark scheme

Indicative content

Question 1

Students should focus on:

- the language features associated with Megan's writing
- Megan's ability to transfer her spoken language knowledge to written language
- the effect of learned spelling and reading strategies ('phonics') on the child's spelling
- the role of others in developing a child's literacy skills
- 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 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

Text A:

- Megan gives her work a title
- Megan's writing has directionality and linearity (probably aided by lined paper)
- the size of the letters is inconsistent
- most of the letters are recognisable but there is evidence of inverted letters
- the spacing between words is inconsistent
- there is no punctuation.

Text B:

- the size of the letters is consistent but they are large
- some limited awareness of capital letters
- she has started to understand the function of full stops
- spacing between words is inconsistent.

Text C:

- some awareness of capital letters
- spacing between words is inconsistent
- she writes some graphemes over others
- there is evidence of developing punctuation.

Text D:

- spacing between words is standard
- there is little variability between the size of letters
- use of capital letters is inconsistent
- uses full stops but not always standardly.

Orthography

Text A:

- Megan's spelling shows emerging links between grapheme and phoneme
- the different representations of 'butterfly' show her spelling is not consistent
- use of the digraph <th> in 'the' may show the influence of environmental print or teaching
- there is evidence that Megan attempts to use a sounding out method to equate grapheme and phoneme.

Text B:

- Megan does not yet seem aware that the phoneme /k/ can be represented with a <k>
- although Megan is aware of the grapheme <r> she does not always use it
- there is evidence of the influence of taught spelling strategies: represents the final vowel in 'over' using the digraph <er>
- because the double consonant in 'bottom' is not sounded Megan does not produce it
- represents 'ride' as 'rat'. Credit any reasonable attempt to analyse this feature.

Text C:

- the standard spelling of the core elements of the story: 'Marvin', 'Molly' and 'mountain' may indicate the influence of environmental print
- there is continuing evidence of taught spelling strategies and developing independence from phonology
- now using double consonants: 'grass' and 'happy'.

Text D:

- shows variability in representing the regular past tense ending on 'walk' and 'chase'. Her teacher's modelling of the correct spelling of 'chased' can be linked to the influence of a More Knowledgeable Other
- her speech has influenced her spelling of 'another'. She produces it as two words.

Lexis

- development across the texts shows an increasing ability to express herself in writing.

Syntax**Text A:**

- produces a grammatically complete simple sentence.

Text B:

- able to transfer her grammatical knowledge from speech to writing: use of past tense on 'went' and 'fell' and the production of complete sentences
- uses simple sentences
- begins with an adverbial of time: 'On the weeced'.

Text C:

- able to use compound and simple sentences
- omits the predicator in 'He [ate the] world'.

Text D:

- able to use compound sentences to link related clauses and understands that repeated grammatical subjects can be deleted from these: 'Hamish left the cottage and walked along the road'
- uses some fronted adverbials to change the focus of her sentence: 'rond the corner', 'then'
- produces a number of sentences that appear non-standard as they lack subjects: 'Chaste a rabbit. over a brig. had a drink'
- uses adjectives to modify nouns and so makes the story more detailed for the reader: 'dark tunnl'.

Discourse**Text B:**

- the focus is what the child has done.

Text C:

- uses pronoun referencing after her initial use of the proper noun 'Marvin'.

Text D:

- because Megan uses a series of subjectless clauses, the text lacks cohesion and coherence
- attempt at sequencing events with the fronted adverb of time: 'then'.

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

Please refer to the specific marking guidance on page 2 when applying these marking grids.

		A01 = bullet points 1	A02 = bullet point 2
Level	Mark	Descriptor (A01 and A02)	
	0	No rewardable material	
Level 1	1–6	Descriptive <ul style="list-style-type: none"> • Knowledge of methods of language analysis is largely unassimilated. Recalls limited range of terminology and makes frequent errors and technical lapses. • Knowledge of concepts and issues is limited. Uses a descriptive approach or paraphrases with little evidence of applying understanding to the data. 	
Level 2	7–12	General understanding <ul style="list-style-type: none"> • Recalls methods of language analysis that show general understanding. Organises and expresses ideas with some clarity, though has lapses in use of terminology. • Summarises basic concepts and issues. Applies some of this understanding when discussing data. 	
Level 3	13–18	Clear relevant application <ul style="list-style-type: none"> • Applies relevant methods of language analysis to data with clear examples. Ideas are structured logically and expressed with few lapses in clarity and transitioning. Clear use of terminology. • Clear understanding and application of relevant concepts and issues to data. 	
Level 4	19–24	Discriminating controlled application <ul style="list-style-type: none"> • Controlled application of methods of language analysis supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology. • Discriminating selection and application of a range of concepts and issues to the data. 	
Level 5	25–30	Critical and evaluative <ul style="list-style-type: none"> • Critical application of methods of language analysis with sustained examples. Uses sophisticated structure and expression with appropriate register and style, including use of appropriate terminology. • Evaluative application of a wide range of concepts and issues. 	

Level	Mark	Descriptor (A03)
	0	No rewardable material
Level 1	1–3	Descriptive <ul style="list-style-type: none"> Lists contextual factors and language features. Makes limited links between these and the construction of meaning in the data.
Level 2	4–6	General understanding <ul style="list-style-type: none"> Describes construction of meaning in the data. Uses examples of contextual factors or language features to support this.
Level 3	7–9	Clear relevant application <ul style="list-style-type: none"> Explains construction of meaning in data by making relevant links to contextual factors and language features.
Level 4	10–12	Discriminating controlled application <ul style="list-style-type: none"> Makes inferences about the construction of meaning in data by examining relevant links to contextual factors and language features.
Level 5	13–15	Critical evaluative approach <ul style="list-style-type: none"> Critically examines relevant links to contextual factors and language features. Evaluates construction of meaning in data.

