

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

Wednesday 8 June 2016 – Afternoon
Time: 1 hour 30 minutes

Paper Reference

8EN0/02

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 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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Answer ALL questions.

Read Text A on page 5 of the source booklet before answering Question 1 in the space provided below.

1 Using Text A, produce an extract for an A level English Language textbook explaining the features of Samantha’s literacy at this stage in her development.

In your answer you should:

- use an appropriate writing style
- write with accuracy and control
- write to engage your audience
- introduce relevant theories and research
- focus on language frameworks and levels as appropriate.

(20)

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(Total for Question 1 = 20 marks)



Read Text B on pages 6–7 of the source booklet before answering Question 2 in the space provided below.

2 Analyse the ways in the passage that George shows his development of language and the influences on it.

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

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)

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(Total for Question 2 = 30 marks)

TOTAL FOR PAPER = 50 MARKS



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Pearson Edexcel Level 3 GCE

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Do not return this source booklet with the question paper.

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Text A – written text by Samantha aged 6 years	5
Text B – transcription of George interacting with his mother and father	6–7

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

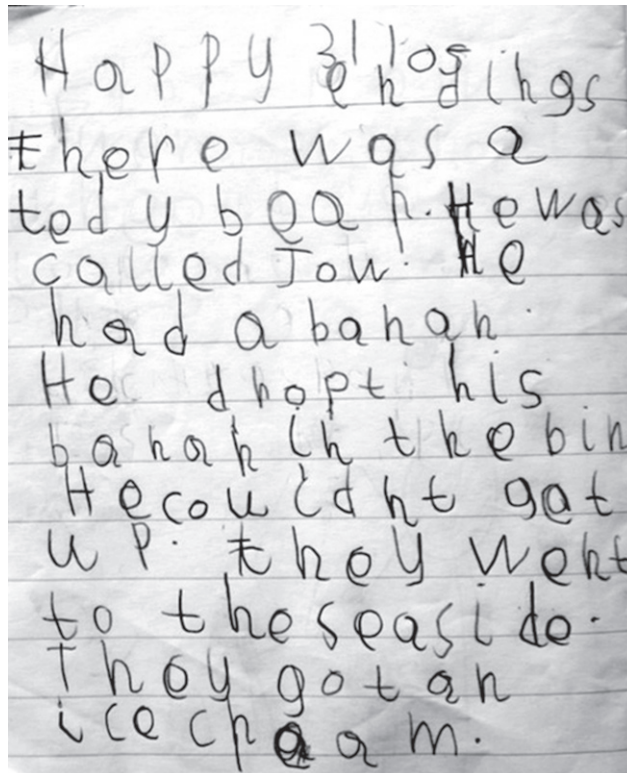
Consonants					
pip	bid	tack	door	cake	good
p	b	t	d	k	g
chain	jam	fly	vase	thing	this
tʃ	dʒ	f	v	θ	ð
say	zoo	shoe	treasure	house	mark
s	z	ʃ	ʒ	h	m
not	sing	lot	rose	yet	witch
n	ŋ	l	r	j	w
Glottal stop		Syllabic /l/ bottle		Syllabic /n/ fatten	
ʔ		l̩		n̩	

Text A

Text A was written by Samantha (aged 6) at school and has been given a title and date. Her teacher has made some corrections to capital letters.

A typed version of the data is provided as a guide only. The appearance of the text, including the use of capital letters and some punctuation, has been standardised.

Refer to the original text for specific language features.



Typed version:

31 1 05

Happy endings

There was a
tedy bear. He was

called Jon. He

had a banan.

He dropt his
banan in the bin.

He cou'ldnt get

up. They went

to the seaside.

They got an

ice cream.

Text B

This is a transcript of a conversation between George (aged 4 years 1 month) and his mother and father. It was recorded in the family home.

KEY

M = Mother	F = Father	G = George	(.) = micro pause
(2) = longer pause (number of seconds indicated)	/_ / = key phonemic transcription*	[] = other action or sound	? = indicates rising intonation associated with question
Bold = stressed word			

* *The English Phonemic Reference Sheet has been included to help you understand the key phonemic transcriptions.*

M: tell me about these seeds

G: have to look on the back so can see what the things look like (5)

M: what's that one? [points to an open packet of seeds]

G: it's broke (.) it been broken

M: is it open? (.) have you not planted some of those seeds?

5

G: yeah

M: those ones?

G: erm (.) plant some seeds and then the sun (.) comes up (.) then it turn into a plant then it turns into a flower /flaʊwæ/ (.) any kind of /ə/ flower (.) look dad (.) when we plant three /fri/ seeds we plant (.) we put we put some waters on and the sun comes up and then it turn into a little plant and then it turns into a beautiful flower

10

M: where are your vegetable ones? (.) what's that one? (3) tomato /təmatəʊ/

G: tomato /matəʊ/? (.) I know what this one is (.) carrots /kɪrɪts/

M: carrots /kærəts/? OK (.) do you like any of those veg?

G: no

15

M: why not?

G: because /kɒz/

[George stops playing with his seeds and starts watching television for two minutes]

M: what did you learn about fossils today? (2)

G: it a thing /θɪŋ/ (.) things that dies for a very long time ago and we (.) and some people buried them (.) and then people dig up (.) digged up them

20

F: where were they trapped?

G: and then we get loads of salt and /ən/ loads of flour /flaʊwæ/ and then we just put them in and (.) and then you squeeze them in so hard and you bake them in the oven and they be hot and hard and that's how you make a fossil 25

M: that's really good (.) tell your dad what happened to Isabelle today

G: Isabelle broke her collarbone

F: how did she do it?

G: when she fell off her chair

M: so what do you know about swinging on your chair 30

G: nursery says no to swinging on your chair

M: why?

G: because we don't do that says the adults

M: could you get hurt?

G: yes (.) cut self 35

F: George (2) George (3) hoy (.) George (.) what happens when you cut yourself?

G: blood veins /vaɪnz/ break

F: vines? (.) what happens when **veins** break?

G: the /də/ blood veins /vaɪnz/ (.) when you cut them /ðem/ with /wɪv/ some knife or scissors erm 40

F: do they bleed?

G: yes (.) bleed out (.) and go down our nose too (.) and we bite our (.) and when we fall (.) down (.) when we fall on (.) when we fall down our chair (.) and cut on our (.) we have blood and we needs ice (.) ice lolly or ice cream

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Source information:

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