

Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language (8EN0)

Sample Assessment Materials (SAMs)

First certification 2016



This draft qualification has not yet been accredited by Ofqual. It is published to enable teachers to have early sight of our proposed approach to the Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language. Further changes may be required and no assurance can be given at this time that the proposed qualification will be made available in its current form, or that it will be accredited in time for first teaching in September 2015 and first award in 2016.

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Introduction

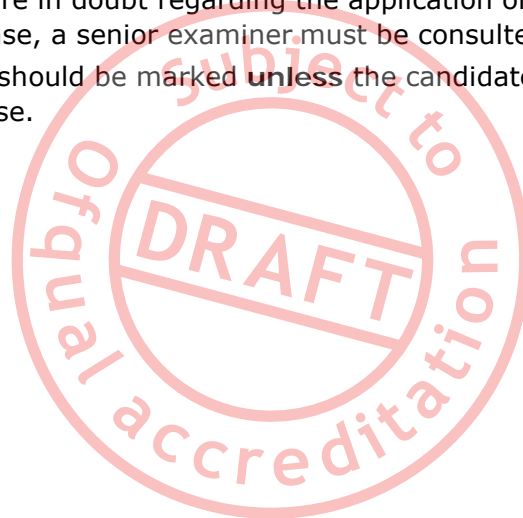
The Pearson Edexcel Level 3 Advanced Subsidiary GCE in English Language is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.



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.



Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary

Paper 1: Language: Context and Identity

Sample assessment materials for first teaching
September 2015

Time: 1 hour 45 minutes

Paper Reference(s)

8EN0/01

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 **Section A** and the question in **Section B**.
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- 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.

SECTION A: Language and Context

Read Texts A-C on pages 3-5 of the source booklet before answering Question 1 in the space provided.

Question 1

Texts A-C are all forms of birthday greetings drawn from different contexts.

Analyse and compare how contextual factors affect language choices in these texts.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(30)















TOTAL FOR SECTION A = 30 MARKS

SECTION B: Language and Identity

Read Texts D and E on pages 6-8 of the source booklet before answering Question 2 in the space provided.

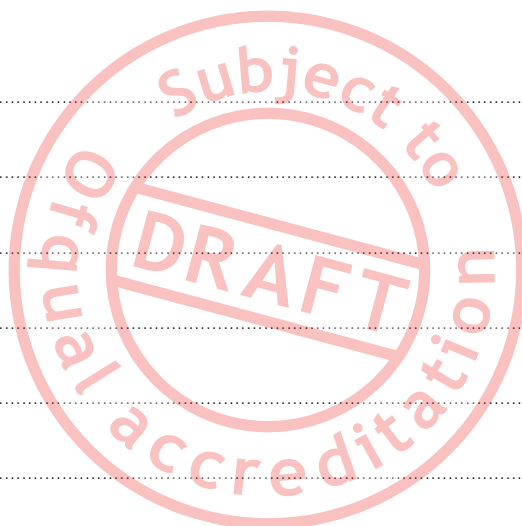
Question 2

Analyse and compare the ways which the writers present themselves in Texts D and E.

You should refer to any relevant language frameworks and levels to support your answer and consider:

- mode
- field
- function
- audience.

(30)

















TOTAL FOR SECTION B = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary

Paper 1: Language: Context and Identity

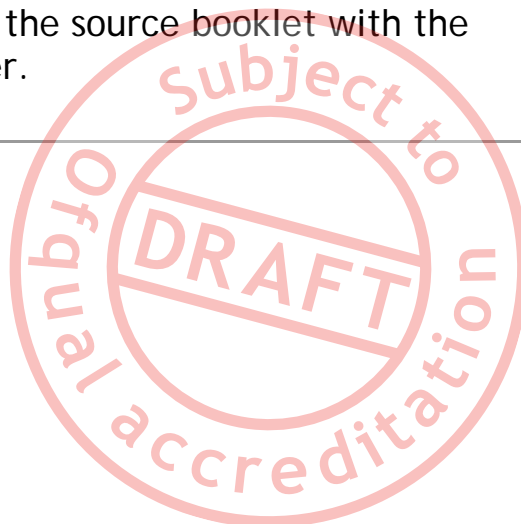
Sample assessment materials for first teaching
September 2015

Paper Reference(s)

8EN0/01

Source booklet

Do not return the source booklet with the
question paper.



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Section A

| | Page |
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| Text A - Loaf homepage | 3 |
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| Text C - Prime Minister's Questions | 5 |

Section B

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|--|-----|
| Text D - Confession of a domestic feminist - blog post | 6-7 |
| Text E - method bathroom-cleaning fluid bottle | 8 |



Section A: Language and Context

Text A

This text is a screenshot of the website homepage of an online furniture retailer.

The screenshot shows the homepage of the 'leaf' furniture retailer. The layout includes a top navigation bar with links to 'Free Brochure', 'Newsletter', 'FAQs', and 'Contact'. A search bar and a 'My Basket 0' icon are also present. The main content area is framed by a red dotted border and features a large '5th BIRTHDAY SALE' announcement. The sale is for 50% off and runs from January 1st to 31st. The announcement is overlaid on a background image of a bedroom with a pink bed and a teal sofa. To the right of the main announcement, there are four smaller images showing different furniture sets: a bedroom, a sitting room, a kitchen, and a bathroom. The bottom of the page has a navigation menu with links to 'HOME', 'BEDROOM', 'SITTING ROOM', 'KITCHEN', 'KIDS', 'BATHROOM', 'ART', 'WHY US?', and 'BAG A BARGAIN'.

leaf

Free Brochure Newsletter FAQs Contact

Call 0845 468 0698 Mon to Fri 10:00 - 18:00 Sat 10:30 - 16:30

My List 0 Search

My Basket 0

HAPPY BIRTHDAY TO YOU
SQUASHED TOMATOES AND STEW!
WE'RE HAVING A **50% OFF** SALE
FOR OUR 5TH BIRTHDAY DO!
Get your skates on!
Sale ends 31st January

5th BIRTHDAY SALE

50% OFF

Get your skates on!
Sale ends 31st January

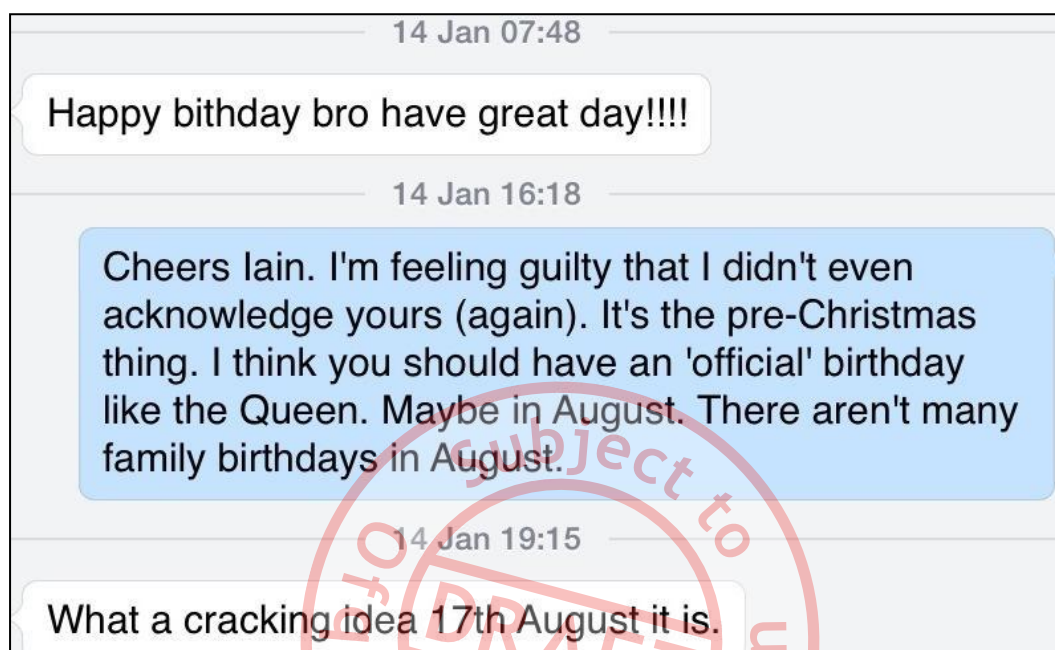
BEDROOM SITTING ROOM KITCHEN BATHROOM

HOME BEDROOM SITTING ROOM KITCHEN KIDS BATHROOM ART WHY US? BAG A BARGAIN

Hello all you laid-back loafers! Our 5th Birthday Sale is now on. Loaf that home, baby!

Text B

This is a text message exchange between two adult brothers.



Text C

This text is taken from Hansard, the official written record of discussions in the Houses of Parliament. This extract is from the weekly Prime Minister's Questions in the House of Commons on 26 March 2014.

Q15. [903287] Karen Lumley (Redditch) (Con): In the week of my 50th birthday and the month of Redditch's 50th anniversary as a new town, will the Prime Minister join me in congratulating Ken Williams, the head of the Kingfisher centre, for helping me to organise the anniversary as well as my first apprenticeship fair, from which we will get more apprenticeships on top of the 3,000 we have had since this Government came to power?

The Prime Minister: First, let me very publicly wish my hon. Friend a very happy 50th birthday and, at the same time, wish everyone in Redditch a very happy 50th anniversary and thank them for the kind present that she gave me of a Monopoly set with Redditch as its basis. That was a very kind gift. I do not think I have yet put it in the Register of Members' Financial Interests*, so I had better put that right after this exchange. My hon. Friend is absolutely right to be pushing apprenticeship fairs and job fairs. We are aiming for 2 million apprenticeships in this Parliament and we have 1.6 million already trained. That is one of the most important things we can do to provide a strong and secure future for our country.

Glossary

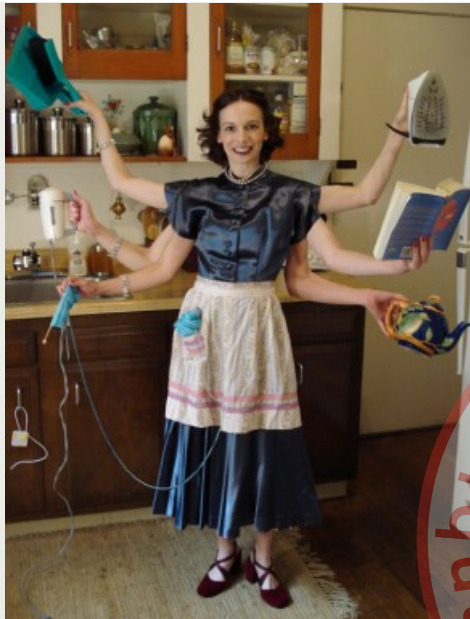
**Register of Members' Financial Interests: a record of any financial interest or other material benefit that a Member of Parliament receives which could influence their actions, speeches or votes in Parliament.*

Section B: Language and Identity

Text D

This text is an edited version of a blog posted on the Australian website www.mamamia.com.au (as of 20th September 2012)

Confession of a domestic feminist



"Hello – I don't even have a husband, silly!"

by KAHLA PRESTON

Confession:

every now and then I like to unleash my inner domestic goddess.

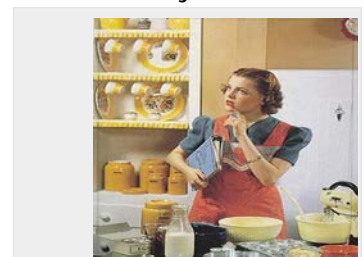
Sometimes I find there's no better way to spend a Sunday afternoon than whipping up a batch of cupcakes while sporting my retro polka-dot apron (high heels optional).

I even *enjoy* a good, vigorous session of housework on the odd occasion. When nobody's home, I'll blast something embarrassing from my collection of 90s pop artefacts and clean away to my heart's content, before standing back to proudly bask in the sparkle of freshly scrubbed bathroom tiles. The popularity of Twitter hashtags like #domesticgoddess and #housewiveswag tells me I'm not the only one who rolls like this.

For all the single ladies, the Stepford wife* act is fun because it's played with a big splash of irony ("Hello – I don't even *have* a husband, silly!"). The performance of household duties, even when red lipstick and strings of pearls are involved, doesn't carry any perceived threat to a woman's belief in gender equality when it's done strictly for her own benefit.

But what happens when a feminist picks up a feather duster when she's married or in a de facto relationship? No irony there. So is that a conflict?

Polishing surfaces, pressing piles of business shirts and plating up (how Masterchef am I?) a roast chook by 6pm, all in the name of keeping hubby happy – we tend to view the role of the stereotypical 1950s housewife as the antithesis of feminism. But in today's world, where we are afforded far more choice and opportunity than women of decades past, do household duties still represent that women are 'under the thumb' of social expectations?



The most recent Census results indicate that across the board, Australian women still do more household chores per week than men. It's easy to look at these statistics, sigh and mutter that nothing has changed; no doubt, the evolution of traditional gender roles still has some way to go.

However, the simple act of cleaning, cooking or ironing doesn't necessarily undermine a woman's status as a feminist; whether or not it does is often more to do with choice, perception and domestic context. After all, just like taxes, cockroaches and the existence of Charlie Sheen, household chores are an unfortunate fact of life, and even the most passionate feminists' houses aren't immune from dirty dishes.

I consider myself a feminist. Come on, it's 2012 - are there really that many of us out there who think we're not on par with the men in our lives? The thing is, I like baking, and I find ironing strangely therapeutic. Sure, I don't like cleaning quite as much, but declaring myself to be a feminist doesn't mean my clothes don't need washing. And that's okay, because feminism is about women having choices over their lives and how they live them.

I'm not married, nor even close to being married (apparently having a partner is kind of a prerequisite), so I don't know what it's like to do household chores in that context. But for the time being, I choose to bake the occasional batch of mini cupcakes, and I choose to be clean (or at least try), because it makes me feel good. And you know what? I choose to do it in a spotty, ruffled apron.

Glossary

Stepford Wife: From the novel 'The Stepford Wives' (and the subsequent films based on it) in which men in a small American town replace their wives with robotic dolls. Now sometimes used to describe a submissive wife who does whatever her husband tells her.

Chook: a chicken

Text E

This text originally appeared on a bottle of bathroom cleaner from the company method products. It was bought in November 2013.

hello, we're method.

we are **people against dirty**®. in your hand, you hold the power to join us in the good fight. the fight to make our planet, and homes, a cleaner place. we are passionate believers in the Cradle to Grave® design philosophy, meaning that each one of our products has a past and a future. that's why we make our bottles from old bottles and our non-toxic cleaners are biodegradable. it's also why every material we use is assessed by independent scientists for environmental quality + safety for people. because we believe that cleaning products can put the hurt on dirt without doing harm to people, creatures or the planet. they can even smell like rainbows. it might sound like a tall order but we're a small passionate bunch with big ambitions.

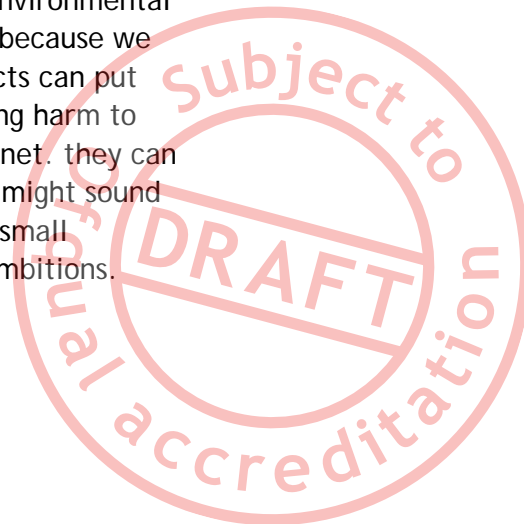
we believe that anywhere you wear a towel should remind you of a spa

**find another
use for your
elbow grease**

the bathroom is where you get sparkling clean, so shouldn't your bathroom + tiles be the same? we think so. put an end to icky grime and get a spa-inspired clean by using our non-toxic bathroom cleaner with **powergreen**® technology. the naturally derived formula easily dissolves soap scum + pesky stains, so you do less scrubbing.

easy to use: spray, wipe, stand back and admire.
for use on most sealed surfaces.

psst: it's always a good idea to test in an inconspicuous place first.







Source information

Text A: taken from <http://loaf.com/>

Text B: private text message - permission obtained for use

Text C: taken from
www.publications.parliament.uk/pa/cm201314/cmhansrd/cm140326/debtext/140326-0001.htm

Text D: taken from www.mamamia.com.au/social/feminist-and-still-cleans-the-house/

Text E: cleaner purchased in supermarket from method products
www.methodproducts.co.uk/

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Paper 1 Mark scheme

Section A: Language and Context

Indicative content

Question 1

| | TEXT A | TEXT B | TEXT C |
|-----------------|---|---|--|
| MODE | multimodal conventions of web; interactive features such as 'My List' and 'My Basket' | text message exchange; interactive but asynchronous across a day/evening | spoken exchange with formalised Q&A format |
| FIELD | although selling furniture, branding draws on field of food and alternative wording to lyrics of 'Happy Birthday' song: 'squashed tomatoes and stew'; also relaxation and informality: 'laid back loafers', 'Get your skates on' | narrow focus, expanded response allows potential for development, but brief (though cordial) response does not pursue topic further | birthday/anniversary references linked to political/economic topic |
| FUNCTION | transactional - encourages sales and enquiries through positioning reader as sharing in light- hearted, unconventional, fun outlook | interactional social exchange; greeting and acknowledgement | question from MP used to publicise positive aspects of government policy and the MP's work in her own constituency |
| AUDIENCE | products for sale suggest relatively sophisticated adult professional audience, but with youthful, unconventional outlook | private exchange implicit in text message mode; content of second message reference to Queen's official birthday, and more extended syntax than typical of texts reflects adult participants | participants addressing each other but immediate audience is fellow MPs, and wider public viewing and listening as Prime Minister's questions are broadcast; also published in written form for wider audience |

| | TEXT A | TEXT B | TEXT C |
|----------------------------------|--|--|--|
| DISCOURSE/ PRAGMATICS | discourse structure is a mixture of formulaic web-store conventions (product links and pictures, basket, search box) with text establishing informal 'knowing' connection with audience; uses friendly and positive connotations of birthday greetings for ulterior purpose of persuading reader to respond to limited time sale, linking purchase with idea of birthday gifts | 'Iain's' elliptical, non-standard punctuation, excessive exclamation marks (and misspelling of 'bithday') typical of rapid messaging; brother's reply contrasts with this, lengthier, careful spelling, punctuation and capitalisation, although contractions and minor sentence ('Maybe in August') acknowledges the informality of the discourse context | personal references that seem superficially 'interactional' are in fact 'transactional' in intent, as acknowledged implicitly by 'let me very publicly wish...'; reference to Monopoly set attempts to inject a note of good humour; uses friendly and positive connotations of birthday greetings for ulterior purposes |
| GRAPHOLOGY/ PHONOLOGY | conventions of web page: menus, search bar, hyperlinks; varied font size to emphasise 'Sale'; alliteration with 'squashed tomatoes and stew' | 'staggered' speech bubble convention now ubiquitous in smartphone and online messaging services represents 'hybrid' speech/writing nature of discourse; multiple exclamation marks represent enthusiastic tone | layout and use of bold clearly distinguishes Q&A and identifies participants |
| GRAMMAR/ MORPHOLOGY | use of imperative: 'Get your skates on' | elliptical: '[Have a] Happy bithday bro' and 'What a cracking idea [that is]'; Iain's messages each written as one sentence with no internal punctuation | formal use of third person reference 'will the Prime Minister'; lengthy complex sentence indicates question is pre-prepared; first person plural pronouns at end 'we can do', 'our country' |

| | | | |
|--|---|---|---|
| LEXIS/ SEMANTICS | self-consciously informal/colloquial lexis: 'Get your skates on!'; punning 'laid back loafers', 'Loaf that home'; synthetic personalisation of greeting and second person direct address: 'Hello all you...' ; personal (1st person) determiners, where first person = reader 'My Basket'; compare with 'Our 5th birthday' where first person = company | informality of clipped 'bro', 'cheers' and 'cracking' | specific political register: 'Prime Minister', 'hon. Friend', 'Register of Members' Financial Interests'; use of numbers, '50', '3000', '1.6 million', '2 million'; range of positive lexis 'congratulating', 'absolutely right', 'most important', 'strong and secure' |
| <p>AO4 – explore connections across texts</p> <p>Possible connections include:</p> <ul style="list-style-type: none"> • Function: Texts A and C both offer information, though in Text A it is for persuasive, commercial purpose and in Text C it is for a persuasive political purpose. Text A is most obviously transactional as an e-commerce site, but uses various ways of 'softening' the sell and engaging in synthetic personalization, whereas Text B is interactional. • Mode: Text A most strongly multimodal in variety of elements comprising the discourse; Text A only becomes interactional when click through to view/buy etc, whereas Text B shows actual interaction in writing/speech hybrid mode. • Register: Text A includes differing registers in different parts of the text which have different purposes; in Text B the participants adopt quite differing registers; in Text C the participants use a very formal register, but also include humour like Text B. | | | |

| Level | Mark | Descriptor (AO1, AO2, AO3, AO4, AO5) |
|----------------|-------|---|
| | 0 | No rewardable material |
| Level 1 | 1–6 | Recalls information <ul style="list-style-type: none"> Recalls few linguistic terms and gives unsupported examples. Uses a highly-descriptive approach or mainly paraphrases with little evidence of applying understanding to the text. Recalls simple information about context. Approaches texts as entirely separate entities. Most ideas are unstructured and not well linked. Use of English is uneven and formulaic. Makes frequent errors and technical lapses. |
| Level 2 | 7–12 | Broad understanding <ul style="list-style-type: none"> Recalls some linguistic terms and is able to give textual support that shows broad understanding of concepts. Has broad understanding of basic concepts and issues and can apply some of this understanding to the text. Describes some contextual factors and language features, but application is undeveloped. Notices obvious similarities and differences supported by recalling basic theories and concepts. Organises and expresses ideas with some clarity. Use of English is not always secure or precise. Makes errors and writing has inconsistencies. |
| Level 3 | 13–18 | Detailed understanding <ul style="list-style-type: none"> Uses linguistic terms accurately and selects examples that demonstrate clear knowledge of concepts. Shows clear understanding of text and relevant concepts and issues. Able to apply this understanding to texts in clear way. Explains some clear contextual factors and language features and begins to link to construction in meaning. Explains connections across texts, mostly supported by relevant theories, concepts and methods. Ideas are mostly logically structured with few lapses in clarity. Use of English is clear and accurate. |
| Level 4 | 19–24 | Consistent application <ul style="list-style-type: none"> Applies linguistic terms consistently and supports them with use of relevant examples. Demonstrates consistent understanding of text and associated concepts and issues. Able to consistently apply this understanding to the texts. Displays awareness of contextual factors and language features and consistently makes links to construction of meaning. Awareness of connections across texts is sound, carefully selects theories, concepts and methods. Structure of response is confident, with some effective transitions and language carefully chosen for style. Use of English is secure and effective. |
| Level 5 | 25–30 | Discriminating application <ul style="list-style-type: none"> Applies and uses linguistic terminology and concepts by using sustained integration of examples. Shows understanding of a wide range of concepts and issues and applies this in a discriminating way to the texts. Evaluates construction of meaning in texts and discriminates when making links to contextual factors and language features. Analyses connections across texts using an integrated approach. May also critically apply theories, concepts and methods to texts. Structures writing in consistently appropriate register and style. Use of English is highly effective and assured. |

Section B: Language and Identity**Indicative content****Question 2****Text D**

This female blogger presents herself as a 'liberated' modern woman, who, despite being a feminist, enjoys doing housework and dressing in a traditionally 'feminine' style:

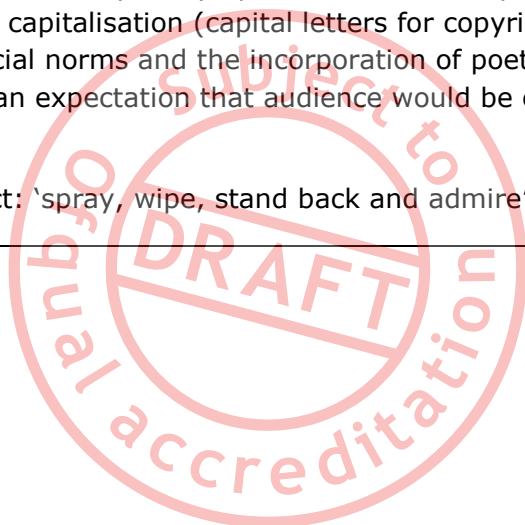
- her gender identity is emphasised by the blog being on a website presumably aimed at women (title 'mamamia.com') and a female audience implied by use of 1st person plural pronoun ('where we are afforded far more choice...')
- the blog is quite close to a spoken mode, adapting a conversational style to mimic a conversation between friends, with use of parenthesis and italics to indicate non-verbal features such as stress '("Hello - I don't even *have* a husband, silly!")' - creates a friendly, non-threatening relationship with the reader
- domestic identity is developed through the field of domestic activities specifically appealing to women with more traditional interests/roles - 'whipping up a batch of cupcakes', 'polishing surfaces', 'pressing piles of business shirts'
- feminine identity suggested by items of clothing - 'retro polka-dot apron', 'red lipstick', 'string of pearls', 'high heels'
- academic identity also created through political/cultural discourse related to gender - 'feminist', 'belief in gender equality', 'antithesis of feminism', 'most Census results indicate that ...'
- popular culture references - 'Twitter hashtags', 'all the single ladies', 'Stepford wives', 'How masterchef am I?' - suggest desire to develop a 'cultured' identity
- down-to-earth identity suggested by the use of slang/dialect - 'hubby', 'icky grime', 'chook' and use of elision to create an informal tone 'there's'
- presents a balanced identity, acknowledging audience may have alternative points of view 'But what happens when...' - the mode of a blog invites comment from the audience.

Text E

This company presents itself as light hearted, but deeply concerned about environmental issues and 'passionate' about the quality of their products:

- the written text appearing on a bottle of cleaning fluid is quite close to spoken mode, mimicking aspects of informal conversation 'hello, we're method'
- identity as a cleaning company is reinforced with the field of cleaning - 'spray', 'wipe', 'elbow grease', 'soap scum'
- environmentally-friendly identity suggested by field of environmental science - 'biodegradable', 'non-toxic', 'environmental quality'. Also, through the phrases 'fight to make our planet a better place', 'without doing harm to...' . The inclusive use of 'Our planet' suggests they expect their readers/users to share a similar outlook and identity

- moral integrity and lofty intentions suggested by religious language - 'fight the good fight', 'passionate believers'. Tries to suggest a strong sense of 'mission' inviting the reader to join a 'campaign' to make the world a cleaner place
- a gender neutral identity created as although product stereotypically targets women, and some references ('spa' and 'rainbows') reinforce feminine stereotypes, other references 'power', 'fight', 'put the hurt on dirt', could have more masculine appeal
- relaxed informal tone created through the use of elision, 'we're', 'it's', with synthetic personalization in 'we'
- one function of the language is to sell the product to anyone picking it up in a store: a friendly identity is created with the direct address to the buyer/reader 'in your hand you hold' and non-lexical interjection - 'psst'; also, usual features of advertising with the playful use of language/memorable rhyme 'hurt the dirt' and slogans 'find another use for your elbow grease'
- another function is to endear the company to anyone who has already bought the product, and therefore are likely to already be sympathetic to the company's unconventional identity: unconventional capitalisation (capital letters for copyright items only) suggests rebellious attitude to social norms and the incorporation of poetic/surrealistic image 'smell like rainbows' suggests an expectation that audience would be comfortable with this 'spiritual' identity
- confident in their product: 'spray, wipe, stand back and admire'.



| Level | Mark | Descriptor (AO1, AO2, AO3, AO4, AO5) |
|----------------|-------|---|
| | 0 | No rewardable material |
| Level 1 | 1–6 | Recalls information <ul style="list-style-type: none"> Recalls few linguistic terms and gives unsupported examples. Most ideas are unstructured and not well linked. Makes frequent errors and technical lapses. Use of English is uneven and formulaic. Uses a highly-descriptive approach or mainly paraphrases with little evidence of applying understanding to the text. Recalls simple information about context. Approaches texts as entirely separate entities. |
| Level 2 | 7–12 | Broad understanding <ul style="list-style-type: none"> Recalls some linguistic terms and is able to give textual support that shows broad understanding of concepts. Organises and expresses ideas with some clarity although there are still frequent lapses. Use of English is not always secure as there are still errors and inconsistencies. Has broad understanding of basic concepts and issues and can apply some of this understanding to the text. Describes some contextual factors and language features, but application is undeveloped. Notices obvious similarities and differences supported by recalling basic theories and concepts. |
| Level 3 | 13–18 | Detailed understanding <ul style="list-style-type: none"> Uses linguistic terms accurately and selects examples that demonstrate clear knowledge of concepts. Ideas are mostly logically structured with few lapses in clarity and use of English is clear. Shows clear understanding of text and relevant concepts and issues. Able to apply this understanding to texts in clear way. Explains some clear contextual factors and language features and begins to link to construction in meaning. Explains connections across texts, mostly supported by relevant theories, concepts and methods. |
| Level 4 | 19–24 | Consistent application <ul style="list-style-type: none"> Applies linguistic terms consistently and supports them with use of relevant examples. Structure of response is confident, with some effective transitions and carefully chosen language. Use of English is secure. Demonstrates consistent understanding of text and associated concepts and issues. Able to consistently apply this understanding to the texts. Displays awareness of contextual factors and language features and consistently makes links to construction of meaning. Awareness of connections across texts is sound, carefully selects theories, concepts and methods. |
| Level 5 | 25–30 | Discriminating application <ul style="list-style-type: none"> Applies and uses linguistic terminology and concepts by using sustained integration of examples. Structures writing in consistently appropriate register and style. Use of English is effective. Shows understanding of a wide range of concepts and issues and applies this in a discriminating way to the texts. Evaluates construction of meaning in texts and discriminates when making links to contextual factors and language features. Analyses connections across texts using an integrated approach. May also critically apply theories, concepts and methods to texts. |



Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary

Paper 2: Child Language

Sample assessment materials for first teaching
September 2015

Time: 1 hour 15 minutes

Paper Reference(s)

8EN0/02

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 **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 45.
- The marks for each questions 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.

Answer ALL questions.

Read Text A on page 4 of the source booklet before answering Question 1 in the space provide.

Question 1

Analyse Georgia's development of spelling in Text A.

(15)









(Total for Question 1 = 15 marks)

Read Texts B to D on pages 6–7 of the source booklet before answering Question 2 in the space provided.

Question 2

Analyse the way Eleanor’s spoken language has developed between the ages of 22 months and 3 years 6 months in Texts B to D.

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

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)











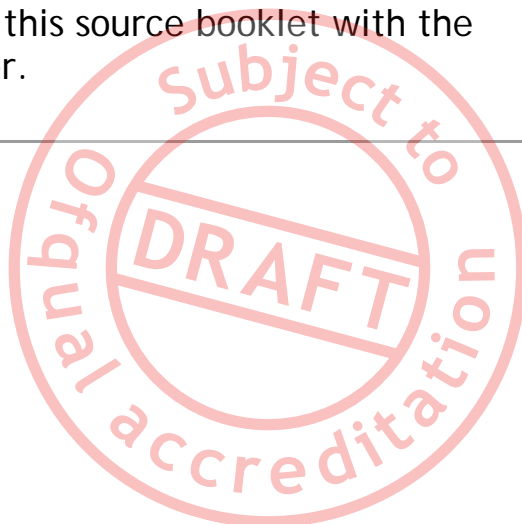




(Total for Question 2 = 30 marks)

TOTAL FOR PAPER = 45 MARKS

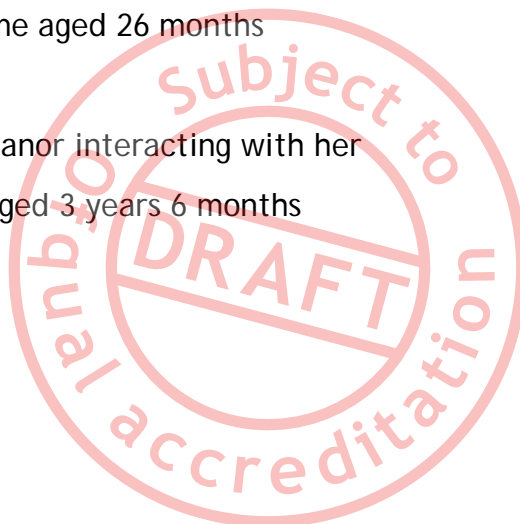
| | |
|--|--------------------------------------|
| Pearson Edexcel Level 3 GCE | |
| English Language Advanced Subsidiary Paper 2: Child Language | |
| Sample assessment materials for first teaching September 2015 | Paper Reference(s) 8EN0/02 |
| Source booklet Do not return this source booklet with the question paper. | |





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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

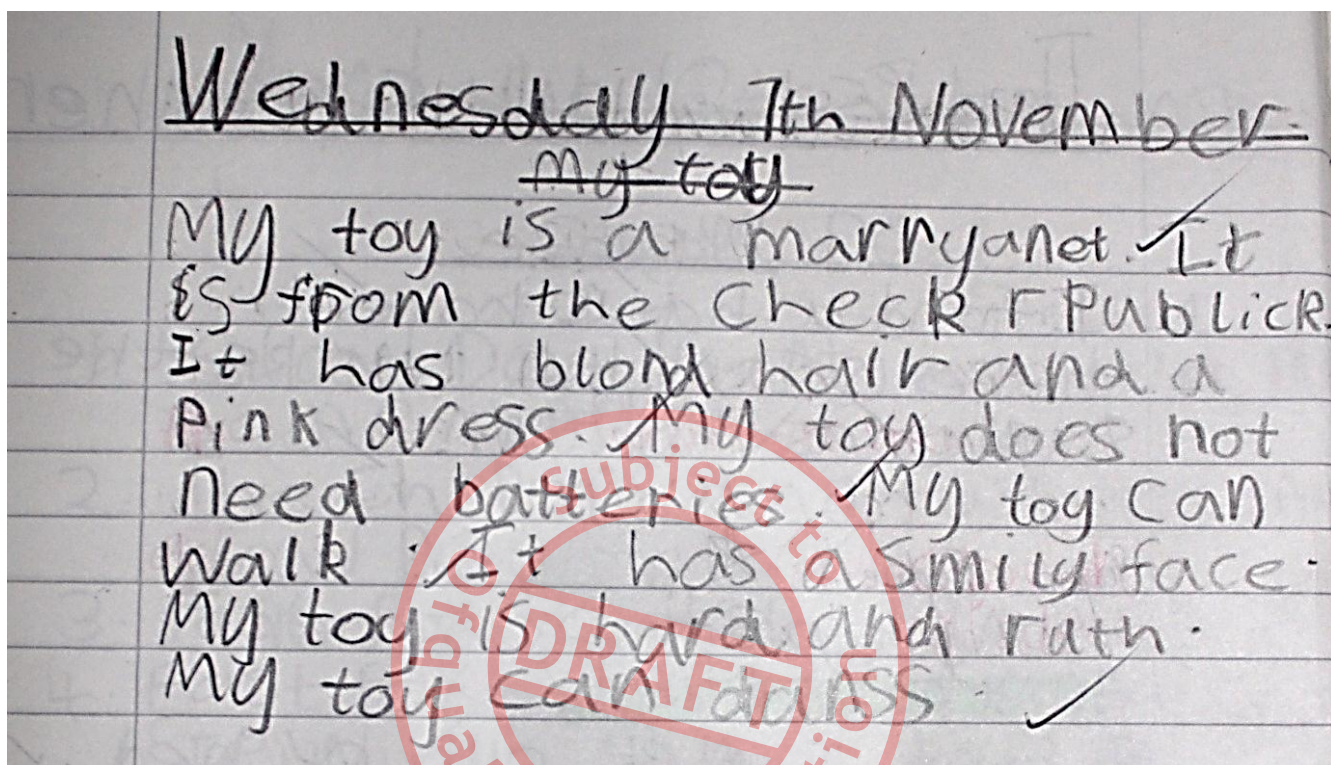
| | | | | | | | |
|------|------|-------|-------|--------|------|--------|------|
| FACE | GOAT | PRICE | MOUTH | CHOICE | NEAR | SQUARE | CURE |
| eɪ | əʊ | aɪ | aʊ | ɔɪ | ɪə | eə | ʊə |

Consonants

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

Text A

This text is written by Georgia (aged 7) and was produced at school. She is describing a toy.



Typed version

My toy is a marryanet. It
 is from the check rPublick.
 It has blond hair and a
 Pink dress. My toy does not
 need batteries. My toy can
 walk. It has a smily face.
 My toy is hard and ruth.
 My toy can danss.

Texts B, C and D

These texts are all examples of Eleanor interacting with her relatives at home.

Key

| | | |
|--|---------------------------------|------------------------------------|
| E = Eleanor | M = mother | G = grandmother |
| [_] paralinguistic features | /_/ key phonemic transcription* | (.) micro pause |
| (3) longer pause (number of seconds indicated) | ? rising intonation | // overlapping/simultaneous speech |

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

Text B

Aged 22 months

M: it's granny say hello granny Eleanor

G: hiya Eleanor

M: say hello say hiya

G: hiya

E: hello granny /ləʊ gwæni/ cuddle /kʌdu/ granny /gwæni/ cuddle yoghurt /dɒgɜt/ [points at fridge]

M: do you want some yoghurt? have some more stew

E: [shakes head] finished have some [points at M's plate]

M: that's mummy's this is yours this is Eleanor's

E: help [holds out bowl]

Text C
Aged 26 months

- G: hello Eleanor
E: hello granny /ləʊ gwæni/
G: what are you doing?
E: riding bike and /ən/ buggy
G: are you riding you bike and your buggy
E: yes /je/ (5) and go swings park and /ən/ feed the /ə/ ducks
G: you're going to the swings park? and feeding the ducks?
E: yes (5) bye bye granny OK see you later

Text D
Aged 3 years 6 months

- E: sheep the /dʒ/ sheeps the /də/ the goat and the /ðə/ dogs
M: right
E: in to the /ðə/ box
M: oh are you not going to have sheep on your farm
E: no
M: why
E: i don't want to
M: why not?
E: because (1.0) it's my animals and I an I maked the decision /dɪfɪzn/
M: oh yeah that's true
E: But /bʊt/ I don't want (.) sheep
M: OK
E: or a goat
M: but I thought you liked lambs
E: no they're sheep
M: right
E: but /bʊt/ (.) I don't want sheep on the farm
M: OK so what animals have you got on your farm
E: I got pigs cows horses /hɒsɪz/ and ducks (0.5) and cows



Source information

Texts A to D: private text and transcripts – permission obtained for use



Paper 2 Mark scheme

Indicative content

Question 1

Students must focus their responses on Georgia's spelling. Identification of features alone is not sufficient. The candidate must use their examples to show how and why the child writes as she does. It is expected that students focus on what Georgia can do, as well as the 'virtuous errors' she makes.

Text A

Children are likely to be taught the relationship between certain phonemes and graphemes at an early age. Until they become aware of the irregularities in the system they are likely to over extend this information and spell new or unfamiliar words using established patterns or phonological strategies (a 'sounding out' approach):

- 'blond' (blonde) – Georgia omits the final <e> which is silent in the pronunciation
- 'smily' (smiley) – Georgia may have sounded this word out to aid with her spelling as she produces five graphemes. She is aware of the role of the grapheme <y> in words ending /i/ and the fact she does not end in an <e> or <ee> probably shows the influence of literacy teaching. However, she is not aware of the variant form <ey>
- 'ruth' (rough?) – as the meaning of this cannot be pinpointed with certainty, award any reasonable exploration of this word
- 'danss' (dance) – this probably shows a mix of phonological and pattern-based spelling as the four phonemes are represented with five graphemes. Georgia avoids the purely phonological approach of representing the final sound with a single /s/ and instead uses a double consonant which she may have seen represent this sound and may have been taught in schools (for example, words ending '-ness').
- words that show foreign influence in their orthography present a significant challenge as the spelling often differs significantly from expected patterns – 'marryanet' (marionette), 'Check rpublick' (Czech Republic). She applies her prior knowledge of how to represent a /tʃ/ sound gained from words such as 'church' and represents the final /k/ using a pattern she will have seen established elsewhere. She repeats this strategy for the final part of 'republic', demonstrating consistency but also showing that she has not yet learned the variant ways of representing this sound in the final position. She also seems to have applied a phonological approach to this word as she has omitted the <e> after the initial consonant.

There are a number of words that are spelled in the standard way that may be used to illustrate the skills that Georgia has grasped. These could include:

- 'walk' – Georgia represents the final /k/ standardly (this can be compared with the final /k/ in other examples). She shows significant deviation from phonology in that she represents the medial vowel /ɔ/ standardly, including the silent <l>
- 'batteries' – she uses a double consonant after a short vowel. As the second consonant is silent in speech this demonstrates that Georgia is not solely dependent on sound and is aware of some spelling patterns. (She over extends this rule in her representation of marionette.)

| Level | Mark | Descriptor (AO1, AO2, AO3) |
|----------------|-------|---|
| | 0 | No rewardable material |
| Level 1 | 1–2 | Recalls information <ul style="list-style-type: none"> Recalls few linguistic terms and gives unsupported examples. Most ideas are unstructured and not well linked, Makes frequent errors and technical lapses. Uses a highly-descriptive approach or mainly paraphrases with little evidence of applying understanding to the text. Knowledge of theories, concepts and methods is limited. Recalls simple information about context. |
| Level 2 | 3–6 | Broad understanding <ul style="list-style-type: none"> Recalls some linguistic terms and is able to give textual examples that shows broad understanding of concepts. Organises and expresses ideas with some clarity although there are still frequent lapses. Has broad understanding of basic concepts and issues and can apply some of this understanding to the text. Describes some contextual factors and language features, but application is undeveloped. |
| Level 3 | 7–9 | Detailed understanding <ul style="list-style-type: none"> Uses linguistic terms accurately and provides examples that demonstrate clear knowledge of concepts. Ideas are mostly logically structured with few lapses in clarity. Shows clear understanding of text and relevant concepts and issues. Able to apply this understanding to texts in clear way. Explains some clear contextual factors and language features and begins to link to construction in meaning. |
| Level 4 | 10–12 | Consistent application <ul style="list-style-type: none"> Applies linguistic terms consistently and supports them with use of relevant examples. Structure of response is confident, with some effective transitions and carefully chosen language. Demonstrates consistent understanding of text and associated concepts and issues. Able to consistently apply this understanding to the texts. Displays awareness of contextual factors and language features and consistently makes links to construction of meaning. |
| Level 5 | 13–15 | Discriminating application <ul style="list-style-type: none"> Applies and uses linguistic terminology and concepts by using sustained integration of examples. Structures writing in consistently appropriate register and style. Shows understanding of a wide range of concepts and issues and applies this in a discriminating way to the texts. Evaluates construction of meaning in texts and discriminates when making links to contextual factors and language features. |

Indicative content
Question 2

| | Text B | Text C | Text D |
|-------------------|---|--|---|
| PHONOLOGY | <ul style="list-style-type: none"> substitutes phonemes she finds easy for ones she finds difficult. She omits the post alveolar /r/ and favours the bilabial /w/. Generally, bilabial sounds are among the first acquired uses a rising intonation on 'granny'. This may be an attempt to change the function of the utterance – something she cannot yet do with grammar as she is only just moving into the two-word stage | <ul style="list-style-type: none"> still unable to produce the initial syllable in 'hello' still substitutes /w/ for /r/ in 'granny' pronunciation of 'and' shows both elision and reduction. This could be developmental or influenced by the pronunciation of others. Her grandmother seems to model the standard pronunciation for her deletes the phoneme /ð/ children find this phoneme difficult to produce and it is typically a later acquisition | <ul style="list-style-type: none"> achieves standard form of the determiner 'the' after initially substituting the alveolar plosive /d/ pronunciation of 'but' may indicate a northern accent pronunciation of the plural form 'horses' shows a vowel change. Such diminutive forms are associated with early nouns omits the unstressed syllable from the end of 'hello'. This is common at this age and may be because these are more difficult for the child to hear in adult speech |
| MORPHOLOGY | <ul style="list-style-type: none"> uses the standard regular past tense morpheme <-ed> on finished | <ul style="list-style-type: none"> uses plural morpheme <s> standardly. But these terms will rarely appear as singular | <ul style="list-style-type: none"> regularises the verb 'to make'. She understands past tense but is not yet aware that this does not apply to all verbs and that for some, specific forms need to be learned over-generalises the plural morpheme <s> on the zero plural 'sheep' |

| | Text B | Text C | Text D |
|---------------|---|---|---|
| LEXIS | <ul style="list-style-type: none"> uses the names of family members (granny), food (yoghurt) and the names of common actions (cuddle). Words from these semantic fields are commonly associated with the early stages of lexical development | <ul style="list-style-type: none"> uses concrete nouns that are part of her environment, for example 'buggy' and 'swings' uses the noun phrase 'swings park' to label the park. This is likely a 'family' usage and this is confirmed by the fact that G seems to understand the reference and repeats it | <ul style="list-style-type: none"> uses nouns from semantic field of animals/farms shows a developing concept of lexical relationships when she identifies lamb as a hyponym of sheep |
| SYNTAX | <ul style="list-style-type: none"> although her own grammar is limited, she seems to understand more than she can produce. Her mother uses direct imperatives to encourage her to interact, for example 'say hello...' and her grandmother uses declaratives to model the common greeting found at the start of a conversation Eleanor has to augment her utterances with gestures as she lacks the grammar to distinguish between declarative, imperative and interrogative. Adaptive parents have to interpret these utterances and often 'check' intended meaning, e.g. 'do you want some yoghurt' her one word utterance 'help' has an imperative function | <ul style="list-style-type: none"> use of telegraphic utterances with deleted elements shows that she is moving into this stage, e.g. 'riding bike and buggy' (missing subject/pronoun and auxiliary verb) uses the conjunction 'and' to form compound structures | <ul style="list-style-type: none"> able to form a negative verb phrase, for example 'I don't want'. The use of the auxiliary verb shows she is moving beyond telegraphic speech can now produce full sentences for example, the SPOA structure 'I don't want sheep on the farm' some telegraphic elements still remain as she omits the auxiliary verb in 'I got cows...' she shows frequent use of the conjunction 'and' to link her nouns, possibly because she is not planning her utterance and is constantly thinking of new things to add to her list able to form a tag question, e.g. 'Oh yes there isn't there' and will enable her to initiate turn taking in a conversation |

| | Text B | Text C | Text D |
|-------------------------|---|---|--|
| SYNTAX contd | <ul style="list-style-type: none"> her utterance 'have some' (constructed from verb + determiner) seems standard as adult users may omit obvious or pre-referenced nouns in conversation but here it is most likely because of her developmental stage | | |
| DISCOURSE | <ul style="list-style-type: none"> adults are modelling the opening adjacency pair in a conversation and are also perhaps modelling turn-taking skills | <ul style="list-style-type: none"> gives second part of greeting (adjacency pair) without prompting ability to turn take successfully | <ul style="list-style-type: none"> although she understands that the interrogative 'why' requires a reason, her initial answer shows that she does not realise that she has not really fulfilled her listener's needs. After prompting she constructs a fuller response using the subordinating adverbial conjunction 'because' |

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| Level 3 | 13–18 | Detailed understanding <ul style="list-style-type: none"> Uses linguistic terms accurately and provides examples that demonstrate clear knowledge of concepts. Ideas are mostly logically structured with few lapses in clarity. Shows clear understanding of text and relevant concepts and issues. Able to apply this understanding to texts in clear way. Explains some clear contextual factors and language features and begins to link to construction in meaning. |
| Level 4 | 19–24 | Consistent application <ul style="list-style-type: none"> Applies linguistic terms consistently and supports them with use of relevant examples. Structure of response is confident, with some effective transitions and carefully chosen language. Demonstrates consistent understanding of text and associated concepts and issues. Able to consistently apply this understanding to the texts. Displays awareness of contextual factors and language features and consistently makes links to construction of meaning. |
| Level 5 | 25–30 | Discriminating application <ul style="list-style-type: none"> Applies and uses linguistic terminology and concepts by using sustained integration of examples. Structures writing in consistently appropriate register and style. Shows understanding of a wide range of concepts and issues and applies this in a discriminating way to the texts. Evaluates construction of meaning in texts and discriminates when making links to contextual factors and language features. |



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