

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.

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(Total for Question 1 = 15 marks)

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(Total for Question 2 = 30 marks)

TOTAL FOR PAPER = 45 MARKS

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English Language Advanced Subsidiary Paper 2: Child Language	
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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:

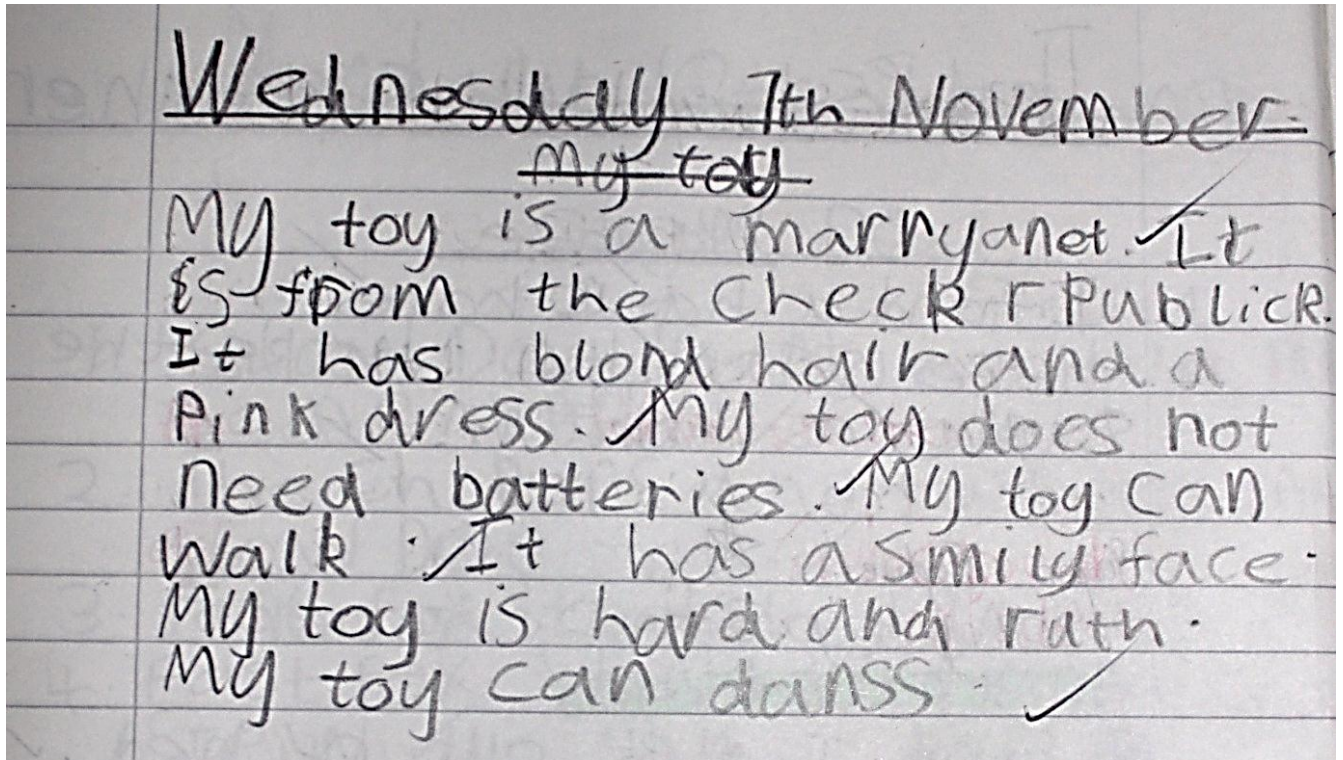
Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

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			l̥			ŋ̥		

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.

Source information

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

Level	Mark	Descriptor (AO1, AO2, AO3)
	0	No rewardable material
Level 1	1-2	<p>Recalls information</p> <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	<p>Broad understanding</p> <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	<p>Detailed understanding</p> <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	<p>Consistent application</p> <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	<p>Discriminating application</p> <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 is 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 2	7-12	<p>Broad understanding</p> <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. 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	13-18	<p>Detailed understanding</p> <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	<p>Consistent application</p> <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	<p>Discriminating application</p> <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.

June 2014

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