

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

Sample assessment materials for first teaching
September 2015

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 Produce an article for a magazine called 'The Linguist' analysing and exploring Georgia's spelling development. The article is part of a series charting Georgia's language development aimed at A Level English Language students.

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)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Blank lined area for writing.

Blank lined area for writing.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

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

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)

[illegible]

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Blank lined area for writing.

(Total for Question 2 = 30 marks)

TOTAL FOR PAPER = 50 MARKS

Pearson Edexcel Level 3 GCE

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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:

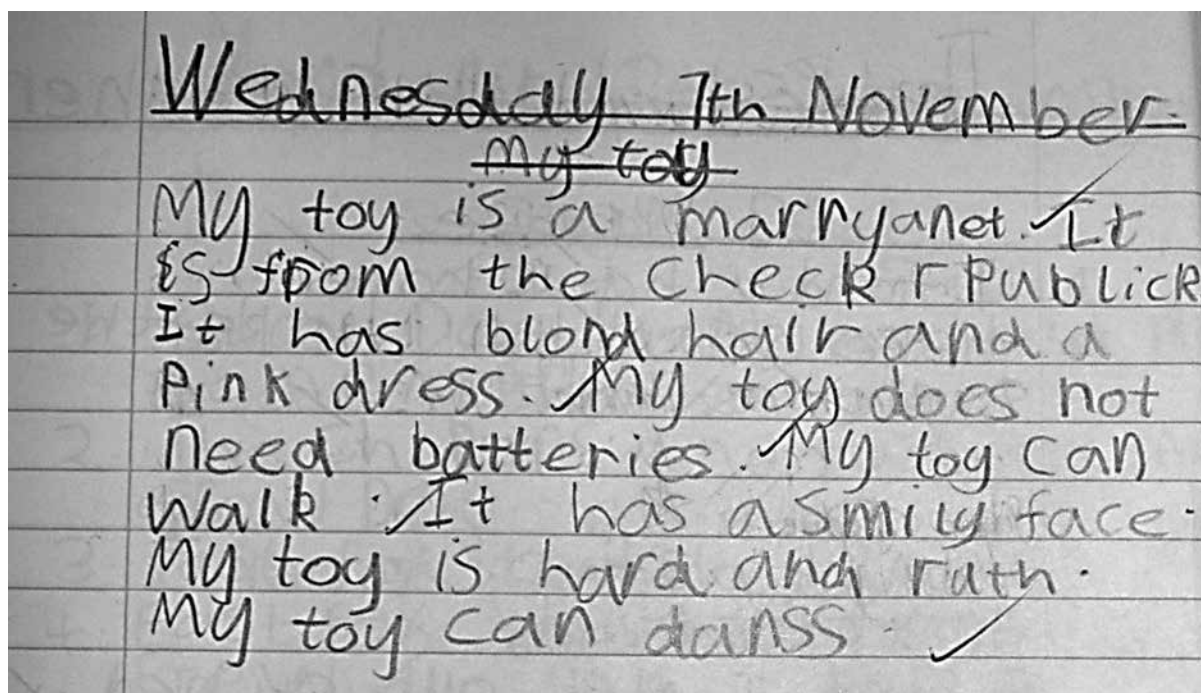
Diacritics: = length mark. These vowels may be shorter in some accents and will be transcribed without the length mark /:/ in this case.

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

Consonants					
pip	bid	tack	door	cake	good
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	

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 marrynet. 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 gwænɪ/

G: what are you doing?

E: riding bike and /ən/ buggy

G: are you riding your 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/ 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

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Source information

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