

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 16 May 2018 – Morning
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, write an educational blog for trainee primary school teachers explaining the features of Sam’s early literacy.

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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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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(Total for Question 1 = 20 marks)



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

2 Analyse how Lewis' speech develops across Texts B to D through interactions with his parents.

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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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:	a:	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

This text was written by Sam (aged 5 years and 1 month) and was produced at school. He is writing about a story he read in class.

A typed version of the data is provided as a guide only. Some aspects of the typed text have been standardised.

Refer to the original text for specific language features.



Typed version:

We're Going on a Bear Hunt 26.02.16 by Sam Vasey

We hav
fond a
cav.

It is
darc.

The
bear is
hc s in
us.

Texts B–D are transcripts showing interactions between two parents and their child, and were recorded in the family home over a period of one year and four months.

Key

M = mother L = Lewis F = father	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription
[_] = paralinguistic feature or other action	Bold = stressed word	? = rising intonation	// = overlapping speech

Text B: Lewis is 11 months old

M: Lewis where's daddy (1) show me where daddy is (1)

L: daddy [points to door]

M: over there? is daddy over there? (1) shout daddy (2) you do it

L: daddy /dæni:/

M: not danny (.) **daddy** (1) you say it Lewis (1) **daddy**

L: [laughs and points to door]

M: is that exciting?

L: dada dada

M: what a clever boy (1) can you say mammy? (2)

L: mmm (2) //mama// /mæmæ/

M: //mama// good boy Lewis

L: mama

M: what a clever boy you are (1) can you say it again? (.) mama (.) mama (.) daddy listen

L: mama

Text C: Lewis is 13 months old

M: Lewis (.) Lewis (.) shall we /wə/ sing a song? (2) what song do you like? (4) careful (.)
what song do you like? (1) row row your boat?

L: row row row /rərərə/

M: row row /rəʊrəʊ/? you want row row?

L: [happy squeal]

M: sing row (.) row (.) row your boat (.) gently down the stream (.) merrily merrily merrily
merrily (.) //life is// but a dream (4)

L: //row//

M: you say it

L: row row row /rəʊrəʊrəʊ/

M: what one shall we do? (.) shall we do (.) shall we do the crocodile?

L: uh uh uh

M: row //row row your boat// (.) gently down the stream (.) if you see a

L: //uh uh uh//

M: //crocodile// (.) don't forget to scream (1) are you screaming cos you see a

L: //[screams]//

M: crocodile? [laughs]

L: [screams]

**Text D: Lewis is 2 years and 4 months old. They are singing a song, which begins
'Tommy Thumb, Tommy Thumb, where are you? Here I am, here I am, how do
you do?'**

L: granda /gægæ/ finger /fɪgæ/ (.) granda finger (.) where /eə/ are /jɑ:/ you (.) here /hi/ I
/jɑɪ/ am /jæm/ here I am (.) how you do

F: do mammy finger (5)

L: Natalie /leti:/ finger (.) Natalie finger (.) where are you (.) here I am here I am (.) how
you do

F: and Megan finger?

L: Megan /menæ/ finger (.) Megan finger (.) where are you (.) here I am here I am (.) how
you do

F: wow (1) what about the Grand Old Duke of York (.) can you do that for me

L: no

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Source information

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