Surname	Other nam	es
Pearson Edexcel Level 3 GCE	Centre Number	Candidate Number
Advanced Subsidia Paper 2: Child Lang	nry	
'		
Wednesday 16 May 2018 - Time: 1 hour 30 minutes	- Morning	Paper Reference 8ENO/02

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 ▶



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)
٠	
٠	
٠	
٠	
•	
٠	
٠	













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.

discourse.	(30)









	••••••
(Total for Question 2 – 20 mark	······································
(Total for Question 2 = 30 mark	(s)



BLANK PAGE

Pearson Edexcel Level 3 GCE

English Language

Advanced Subsidiary Paper 2: Child Language

Wednesday 16 May 2018 - Morning

Source Booklet

Paper Reference

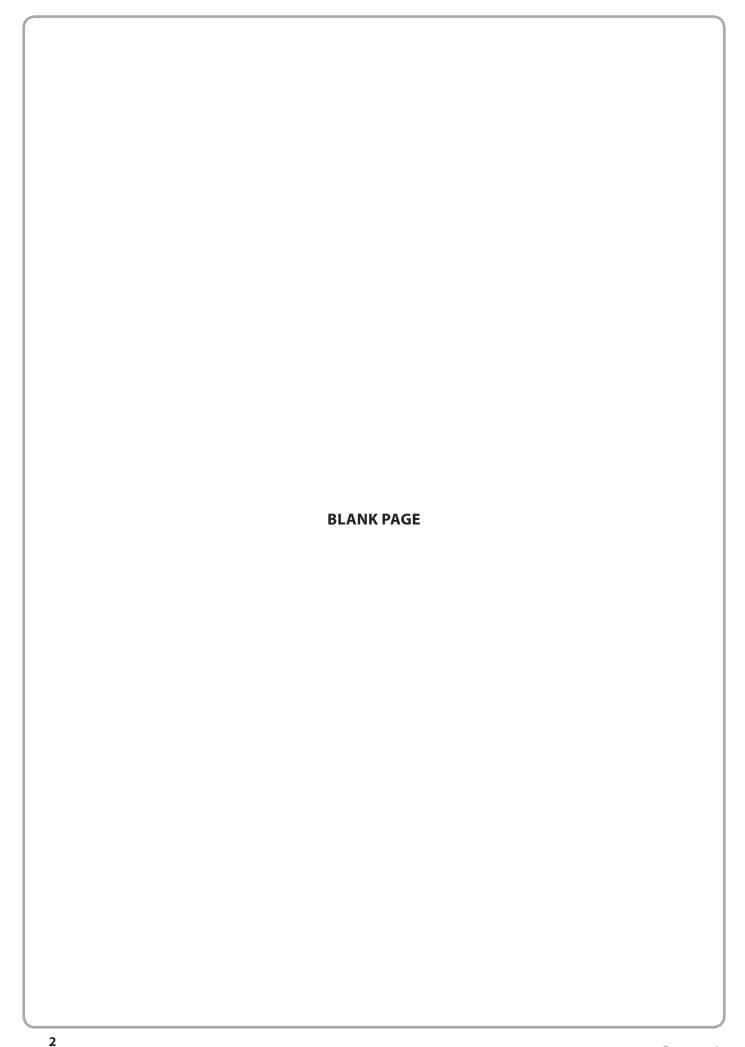
8EN0/02

Do not return this Source Booklet with the question paper.

Turn over ▶







CONTENTS

	Page
English Phonemic Reference Sheet	4
Text A – written text by Sam aged 5 years and 1 month	5
Texts B-D - transcriptions of two parents interacting with their child	6–7

English Phonemic Reference Sheet

Vowels						
kit	dr e ss	tr a p	l o t	str u t	f oo t	
I	е	æ	ט	٨	υ	
lett er	fl ee ce	b a th	th ou ght	g oo se	n ur se	
ə	i:	a:	э:	u:	3:	

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

Diphthongs							
f a ce	g oa t	pr i ce	m ou th	ch oi ce	n ea r	sq ua re	c u re
еі	υę	aı	аบ	ΟI	19	еə	υə

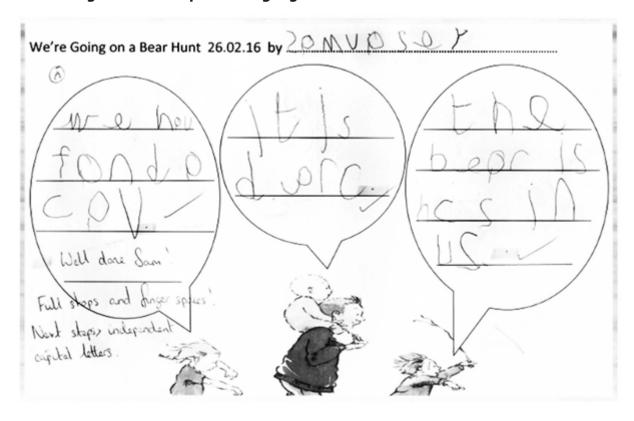
Consonants					
p ip	b id	t ack	d oor	c ake	g ood
р	b	t	d	k	g
ch ain	j am	f ly	v ase	th ing	th is
t∫	dз	f	V	θ	ð
s ay	Z 00	sh oe	trea s ure	h ouse	m ark
S	Z	ſ	3	h	m
n ot	si ng	lot	rose	y et	w itch
n	ŋ	I	r	j	w
Glottal stop		Syllabic /l/ bott le		Syllabic /n/ fatt en	
?		ļ		ņ	

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 It is The fond a darc. bear is cav. 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 /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 (.) //life is// but a dream (4)

L: //row//

M: you say it

L: 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 /ja:/ you (.) here /hi/ l /jaɪ/ am /jæm/ here l 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 /meŋæ/ 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

