

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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Time 1 hour 30 minutes

**Paper
reference**

8EN0/02

English Language
Advanced Subsidiary
PAPER 2: Child Language

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 **both** 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.
- Good luck with your examination.

Turn over ►

P66349RA

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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 a script for a talk aimed at first year A Level English Language students, which explains key features of Alyssa's written language. The talk will be used to prepare the students for their exam.

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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(Total for Question 1 = 20 marks)



P 6 6 3 4 9 R A 0 7 1 6

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

2 Analyse how the three children use language in their cooperative play.

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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Do not return this Booklet with the question paper.

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P 6 6 3 4 9 R A



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English Phonemic Reference Sheet

Vowels

kit	dress	trap	lot	strut	foot
ɪ	e	æ	ɒ	ʌ	ʊ
letter	fleece	cart	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		↓		ŋ	

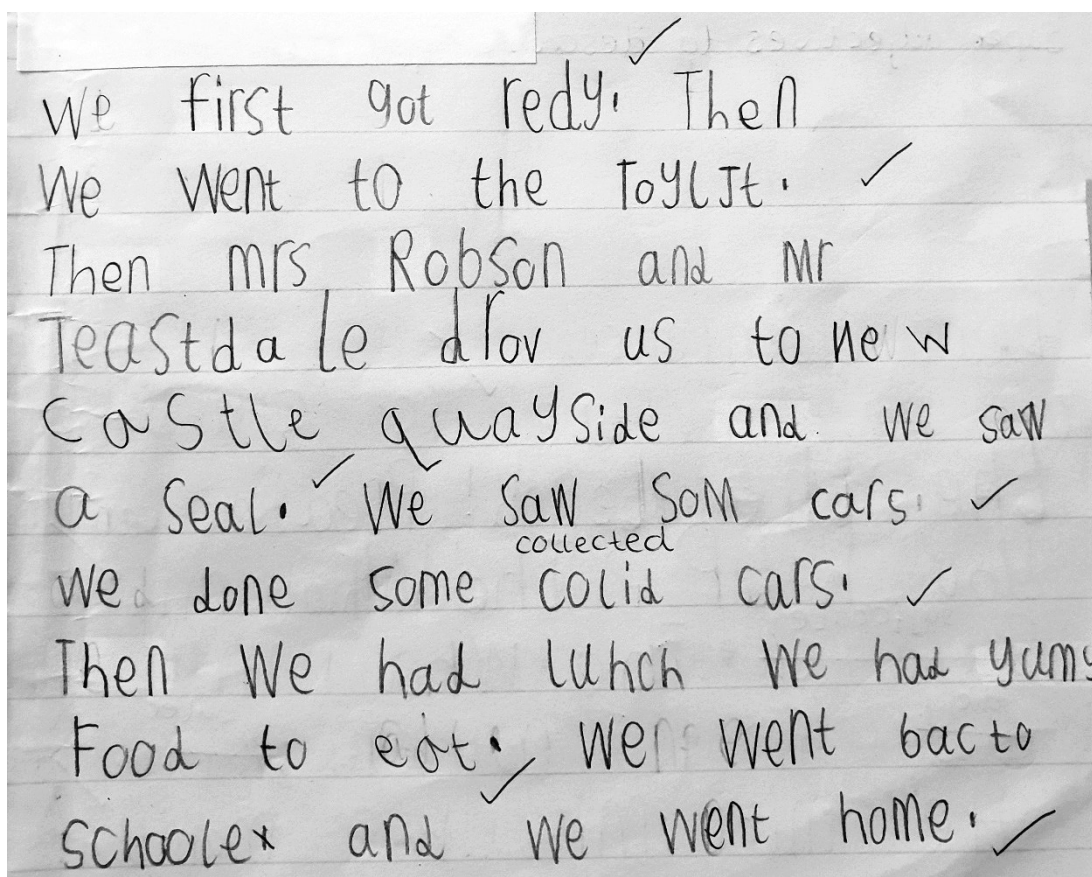
Text A

This text was written by Alyssa, aged 5 years and 5 months. She was asked to recount a visit as part of an independent learning activity at school.

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.

Text A



Typed version:

We first got redy. Then

we went to the toylt.

Then Mrs Robson and Mr

Teastdale drov us to new

castle quayside and we saw

a seal. We saw som cars

we done some colid cars.

Then we had lunch we had yummy

Food to eat. We went bac to

schoole and we went home.

Text B

Text B is a transcript of three friends, Amelia (4 years), Joseph (3 years and 8 months), and Ryan (3 years and 2 months). They are playing with action figures and cars. The transcript was recorded during a playdate at Ryan's home.

Key

A = Amelia J = Joseph R = Ryan M = Mother	(.) = micro pause (less than a second)	(3) = longer pause (number of seconds indicated)	/_ / = phonemic transcription
[] = paralinguistic feature or other action	? = rising intonation	// // = overlapping speech	

R: I found Catboy (6) there are two Catboys

J: Ryan (.) I could put /pʌʔ/ the track /twæk/ together now (3) watch this (.) Ryan watch this [tips box of cars onto floor]

R: I'm (.) I'm playing with this /wɪfɪs/

J: Ryan (.) what's this? (1)

R: what?

J: what's this?

R: eh er (1) [looks at Joseph] a car (1.5) yeah a car

J: and Owlette

R: it just /dʊst/ a car

J: can we play something else now?

A: I'm not (5) [making noises] Catboy

R: that /jæt/ Catboy there /jeə/

J: I'm going /gəʊwɪn/ to play /pweɪ/ with /wɪə/ Owlette [takes toy from Amelia]

R: no (.) Owlette this /dɪs/ [indecipherable speech]

J: Amelia (.) you can have that one

A: no (.) Ryan has them /ðem/

R: no (.) this one

A: you can have that one /wʌn/ [moves away to play with a toy garage]

R: no (.) I'm having Romeo and Catboy

J: well I'm having Owlette and Gekko

A: I'm trying /twaɪjən/

R: I put that one together /gevæ/ (2) Romeo goes on that /ɒnæ?/ top [places toy car on top of the car garage]

A: that can't fit

[the boys begin playing with a jigsaw]

J: look I found another /ənʌvə/ piece of Catboy (1) and another piece (.) and another piece

R: thanks /fæŋks/ (3) that goes (.) doesn't go there

J: no you have to (.) turn it the /də/ other /ʌvə/ way (1) see

R: I'm having Night Ninja /nɪndʒæ/

J: I don't have a Night Ninja /nɪndʒæ/

R: no (.) I'm having Night Ninja

J: I want him [takes toy away from Ryan] (1) I didn't have a turn of Night Ninja

A: you don't have to have a turn (.) you have to share Joseph

J: but I didn't have a turn

A: [to Ryan] you feeling sad? (2) [speaks to Joseph] if Ryan taked something /sʌmfɪŋ/ off you how would you feel Joseph? (2) So now Ryan is not feeling happy (1) so please /pli:z/ give it back

R: I (.) please /pwi:z/ give it back

M: Ryan (.) no you have to share

R: I'm saying please give it back to me

A: Ryan had it first (.) cos then Joseph had it

M: well Joseph when you've finished you can let Ryan have another turn (.) and then do you want another turn Amelia?

A: no

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Sources taken/adapted from: both texts A and B are private texts. Permission obtained for use.