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.
1 Using Text A, produce an extract for an A level English Language textbook explaining the features of Samantha's literacy at this stage in her development.

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

2 Analyse the ways in the passage that George shows his development of language and the influences on it.

You should refer to the following language frameworks and levels as appropriate:

- phonology
- morphology
- lexis
- syntax
- discourse.

(30)
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Phonemic Reference Sheet</td>
<td>4</td>
</tr>
<tr>
<td><strong>Text A</strong> – written text by Samantha aged 6 years</td>
<td>5</td>
</tr>
<tr>
<td><strong>Text B</strong> – transcription of George interacting with his mother and father</td>
<td>6–7</td>
</tr>
</tbody>
</table>
# English Phonemic Reference Sheet

## Vowels

<table>
<thead>
<tr>
<th>English</th>
<th>Phoneme</th>
<th>English</th>
<th>Phoneme</th>
<th>English</th>
<th>Phoneme</th>
<th>English</th>
<th>Phoneme</th>
</tr>
</thead>
<tbody>
<tr>
<td>kit</td>
<td>/k/</td>
<td>dress</td>
<td>/d/</td>
<td>trap</td>
<td>/tr/</td>
<td>lot</td>
<td>/l/</td>
</tr>
<tr>
<td>i</td>
<td>/i/</td>
<td>ææ</td>
<td>/æ/</td>
<td>eæ</td>
<td>/e/</td>
<td>ææ</td>
<td>/æ/</td>
</tr>
<tr>
<td>letter</td>
<td>/l/</td>
<td>fleece</td>
<td>/f/</td>
<td>bath</td>
<td>/θ/</td>
<td>thought</td>
<td>/θ/</td>
</tr>
<tr>
<td>ææ</td>
<td>/æ/</td>
<td>iææ</td>
<td>/i:æ/</td>
<td>aææ</td>
<td>/a:/</td>
<td>oææ</td>
<td>/o:/</td>
</tr>
</tbody>
</table>

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

## Diphthongs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>face</td>
<td>/eɪ/</td>
<td>goat</td>
<td>/əʊ/</td>
<td>price</td>
<td>/aɪ/</td>
<td>mouth</td>
<td>/aʊ/</td>
<td>choice</td>
<td>/ɪʊ/</td>
</tr>
<tr>
<td>eɪ</td>
<td>/eɪ/</td>
<td>æʊ</td>
<td>/æʊ/</td>
<td>aɪ</td>
<td>/aɪ/</td>
<td>æʊ</td>
<td>/æʊ/</td>
<td>æʊ</td>
<td>/æʊ/</td>
</tr>
</tbody>
</table>

## Consonants

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pip</td>
<td>/p/</td>
<td>bid</td>
<td>/b/</td>
<td>tack</td>
<td>/t/</td>
<td>door</td>
<td>/d/</td>
<td>cake</td>
<td>/k/</td>
</tr>
<tr>
<td>p</td>
<td>/p/</td>
<td>b</td>
<td>/b/</td>
<td>t</td>
<td>/t/</td>
<td>d</td>
<td>/d/</td>
<td>k</td>
<td>/k/</td>
</tr>
<tr>
<td>chain</td>
<td>/dʒ/</td>
<td>jam</td>
<td>/dʒ/</td>
<td>fly</td>
<td>/f/</td>
<td>vase</td>
<td>/v/</td>
<td>thing</td>
<td>/θ/</td>
</tr>
<tr>
<td>tf</td>
<td>/θ/</td>
<td>dz</td>
<td>/θ/</td>
<td>f</td>
<td>/f/</td>
<td>v</td>
<td>/v/</td>
<td>this</td>
<td>/ð/</td>
</tr>
<tr>
<td>say</td>
<td>/z/</td>
<td>zoo</td>
<td>/z/</td>
<td>shoe</td>
<td>/s/</td>
<td>treasure</td>
<td>/s/</td>
<td>house</td>
<td>/m/</td>
</tr>
<tr>
<td>s</td>
<td>/s/</td>
<td>z</td>
<td>/z/</td>
<td>f</td>
<td>/f/</td>
<td>θ</td>
<td>/θ/</td>
<td>mark</td>
<td>/n/</td>
</tr>
<tr>
<td>not</td>
<td>/n/</td>
<td>sing</td>
<td>/ŋ/</td>
<td>lot</td>
<td>/l/</td>
<td>rose</td>
<td>/r/</td>
<td>yet</td>
<td>/w/</td>
</tr>
<tr>
<td>n</td>
<td>/n/</td>
<td>l</td>
<td>/l/</td>
<td>r</td>
<td>/r/</td>
<td>j</td>
<td>/j/</td>
<td>witch</td>
<td>/ŋ/</td>
</tr>
</tbody>
</table>

Glottal stop Syllabic /l/ bottle Syllabic /n/ fatten

| ?       | !       | η       |
Text A

Text A was written by Samantha (aged 6) at school and has been given a title and date. Her teacher has made some corrections to capital letters.

A typed version of the data is provided as a guide only. The appearance of the text, including the use of capital letters and some punctuation, has been standardised. Refer to the original text for specific language features.

Typed version:

31 1 05
Happy endings
There was a
tedy bear. He was
called Jon. He
had a banan.
He dropt his
banan in the bin.
He cou’ldnt get
up. They went
to the seaside.
They got an
ice cream.
This is a transcript of a conversation between George (aged 4 years 1 month) and his mother and father. It was recorded in the family home.

**KEY**

<table>
<thead>
<tr>
<th>M = Mother</th>
<th>F = Father</th>
<th>G = George</th>
<th>(.) = micro pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) = longer pause (number of seconds indicated)</td>
<td>/\ / = key phonemic transcription*</td>
<td>[ ] = other action or sound</td>
<td>? = indicates rising intonation associated with question</td>
</tr>
<tr>
<td><strong>Bold</strong> = stressed word</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The English Phonemic Reference Sheet has been included to help you understand the key phonemic transcriptions.

M: tell me about these seeds

G: have to look on the back so can see what the things look like (5)

M: what’s that one? [points to an open packet of seeds]

G: it’s broke (.) it been broken

M: is it open? (.) have you not planted some of those seeds?

G: yeah

M: those ones?

G: erm (.) plant some seeds and then the sun comes up (.) then it turn into a plant then it turns into a flower /flɔːr/ any kind of /a/ flower (.) look dad (.) when we plant three /fri/ seeds we plant (.) we put we put some waters on and the sun comes up and then it turns into a little plant and then it turns into a beautiful flower

M: where are your vegetable ones? (.) what’s that one? (3) tomato /təˈmɑːtəʊ/

G: tomato /təˈmɑːtəʊ/? (.) I know what this one is (.) carrots /ˈkærəts/

M: carrots /ˈkærəts/? OK (.) do you like any of those veg?

G: no

M: why not?

G: because /kɒz/

[George stops playing with his seeds and starts watching television for two minutes]

M: what did you learn about fossils today? (2)

G: it a thing /ˈfɒls/ (.) things that dies for a very long time ago and we (.) and some people buried them (.) and then people dig up (.) digged up them

F: where were they trapped?
G: and then we get loads of salt and /an/ loads of flour /flɔːwər/ and then we just put them in and (.) and then you squeeze them in so hard and you bake them in the oven and they be hot and hard and that’s how you make a fossil  

M: that’s really good (.) tell your dad what happened to Isabelle today  

G: Isabelle broke her collarbone  

F: how did she do it?  

G: when she fell off her chair  

M: so what do you know about swinging on your chair  

G: nursery says no to swinging on your chair  

M: why?  

G: because we don’t do that says the adults  

M: could you get hurt?  

G: yes (.) cut self  

F: George (2) George (3) hoy (.) George (.) what happens when you cut yourself?  

G: blood veins /ˈvɛinz/ break  

F: vines? (.) what happens when veins break?  

G: the /də/ blood veins /ˈvɛinz/ (.) when you cut them /ðem/ with /wɪv/ some knife or scissors erm  

F: do they bleed?  

G: yes (.) bleed out (.) and go down our nose too (.) and we bite our (.) and when we fall (.) down (.) when we fall on (.) when we fall down our chair (.) and cut on our (.) we have blood and we needs ice (.) ice lolly or ice cream